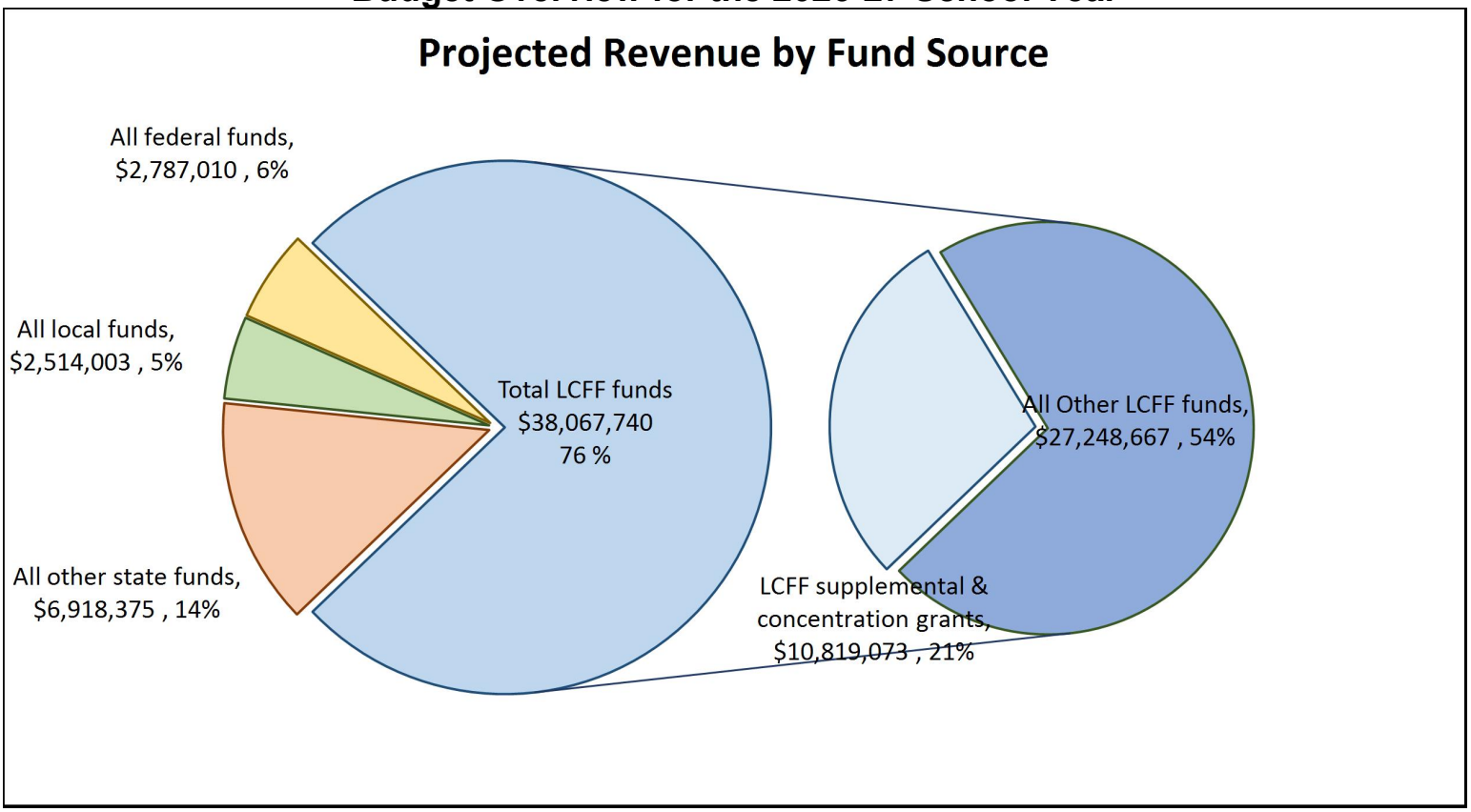
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Taft City School District
CDS Code: 15638000000000
School Year: 2026-27
LEA contact information:
Melissa Taylor
Superintendent

661.763.1521

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

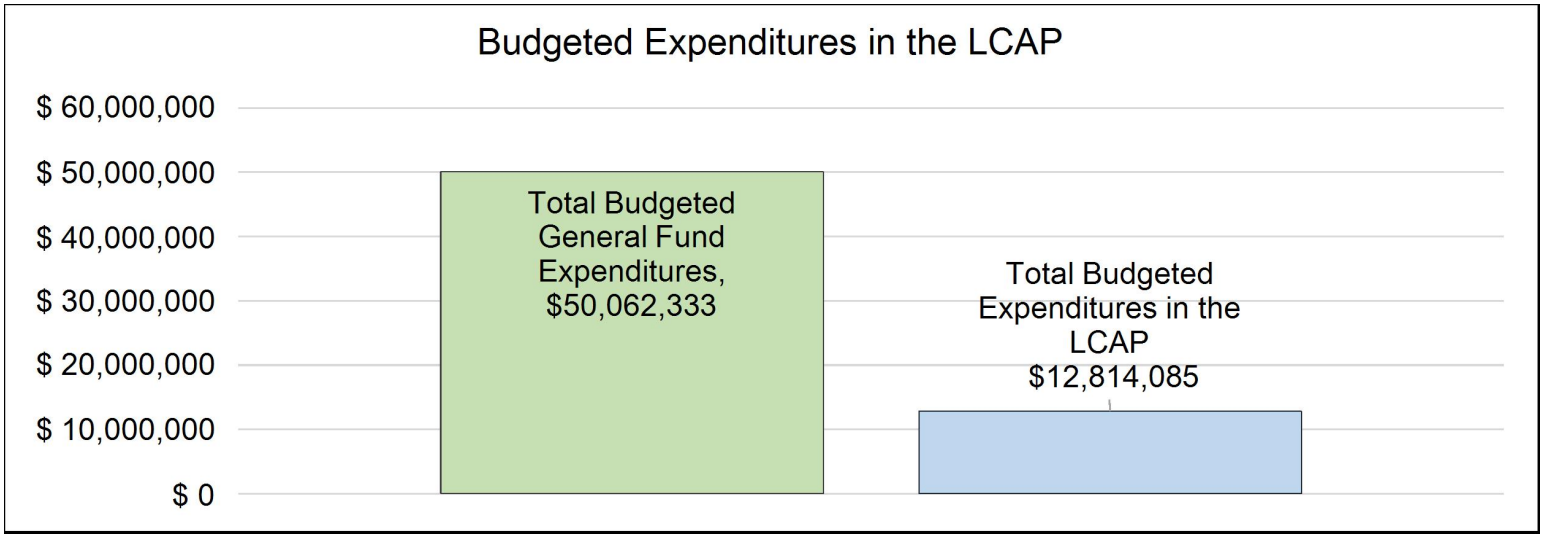


This chart shows the total general purpose revenue Taft City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Taft City School District is $50,287,128, of which $38067740 is Local Control Funding Formula (LCFF), $6918375 is other state funds, $2514003 is local funds, and $2787010 is federal funds. Of the $38067740 in LCFF Funds, $10819073 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Taft City 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: Taft City School District plans to spend $50062333 for the 2026-27 school year. Of that amount, $12814085 is tied to actions/services in the LCAP and $37,248,248 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

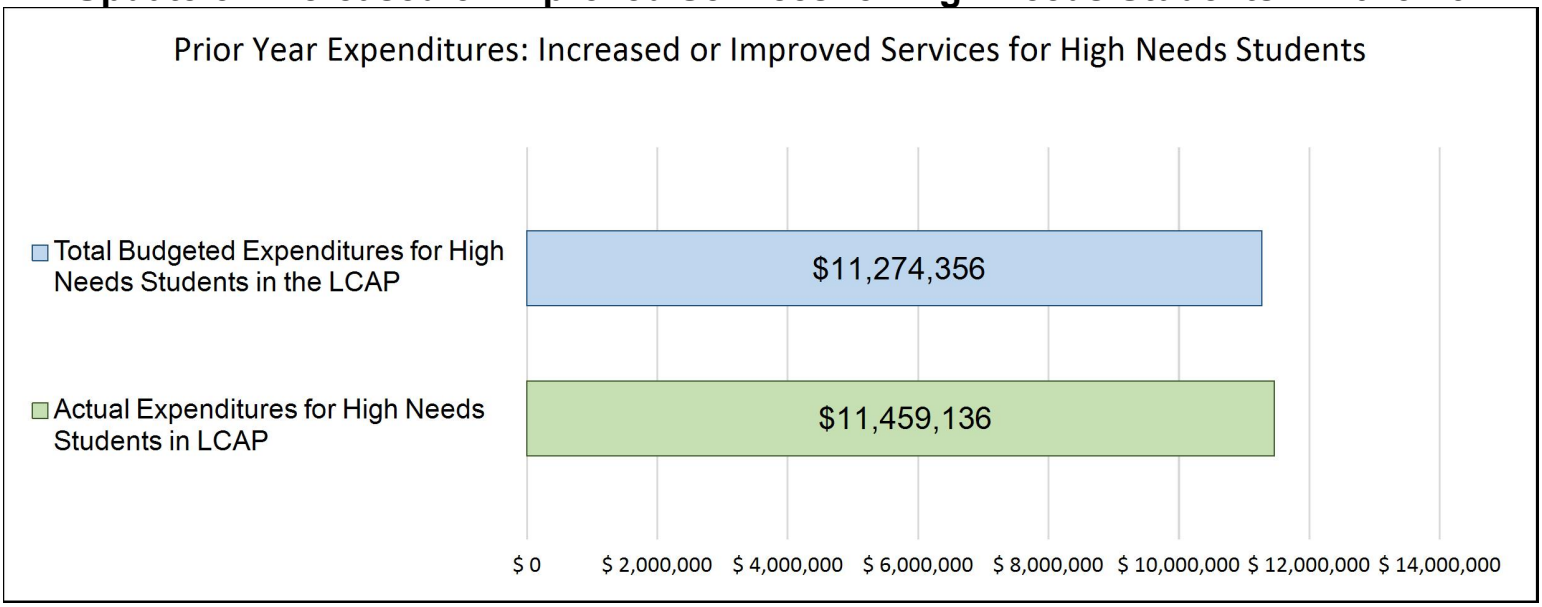
The General Fund includes budgeted amounts for personnel not explicitly listed in the LCAP, including teachers, certificated support personnel and administrators, classified service paraprofessionals, support staff, and clerical staff. It also includes non-personnel amounts for things necessary for a school district to operate, such as basic supplies, utilities, and equipment replacement.

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

In 2026-27, Taft City School District is projecting it will receive $10819073 based on the enrollment of foster youth, English learner, and low-income students. Taft City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Taft City School District plans to spend $11670777 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 Taft City School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Taft City 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, Taft City School District's LCAP budgeted $11274356 for planned actions to increase or improve services for high needs students. Taft City School District actually spent $11459136 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
Taft City School District	Melissa Taylor Superintendent	mtaylor@taftcity.org 661.763.1521

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.

Taft is located on the western edge of Kern County in the state of California. It is approximately 31 miles west of Bakersfield. The Taft City School District (TCSD) serves students in grades Transitional Kindergarten through Grade 8 at six school sites. The district has four TK-3 school sites, one 4th and 5th-grade school site, and one junior high school site that serves grades 6 through 8. The district encompasses the city of Taft, the communities of South Taft and Ford City, which are contiguous with the city, the communities of Dustin Acres and Valley Acres, and the hills, farms, and open ground surrounding Taft and the other communities. TCSD is located in the heart of California, where oil and agriculture are the two major industries. There are many local and national firms here that center on oil and gas production and quite a few large agricultural operations. The Taft City School District is committed to providing a high-quality educational program to its approximate 2,404 students.

The district's goal is to “Empower students to excel now and in the future”. In addition to the promotion and oversight of evidence-based teaching practices, providing accessibility to learning is imperative. Strategic focus has been placed on the 43.1% that are English Learners, 90.7% that are socioeconomically disadvantaged, and the 0.3% that are foster youth. The Taft City School Districts student population ethnicity is made up of 0.8% African American, 0.3% American Indian/Alaskan Native, 0.5% Asian, .1% Filipino, 74% Hispanic, .3% Pacific Islander 23% White, .4% two or more races and .3% were not reported. The district’s unduplicated count for LCFF funding is currently 90.7%. In order to address the unique linguistic and academic needs of all students, the District has implemented both Integrated and Designated ELD instruction during the school day each day. All teachers are responsible for teaching ELD and have received training specific to their curriculum and/or grade level for this purpose. In addition, in order to facilitate our English Learners’ academic progress and acquisition of English language proficiency, direct instructional strategies, and English Development strategies are expected in all classrooms during the

regular program with equity in presentation and access for all as the goal. Classroom Bilingual Aides are provided for English Learners during the regular program, and extended-day support is offered for English Learners who have not achieved English Language Proficiency. The California ELD Standards are used and vertically aligned with the California State Standards in order to streamline and enhance emphasis on key standards.

In addition, the Taft City School District aligns specific district-wide initiatives with the overarching platforms of the Kern County Superintendent of Schools Office and the various other districts in areas of shared responsibility and interest such as the accessibility to learning by all students. Based on the most recent data reported in the California Department of Education dashboard, the Taft City School District is eligible for Differentiated Assistance to provide support for Foster Youth in the areas of Absenteeism/Suspension and Long Term English Learners for CAASPP performance and Suspensions. Additionally, the Taft City School District is in Continuous Improvement Monitoring (CIM) because our special education students do not have enough instructional minutes spent in the general education classroom setting per a review of Individual Education Plans. As such, based on the data collected using surveys, Educational Partner feedback and districtwide committee analysis there are three areas of focus that have been identified as areas requiring targeted focus. These areas include the provision of academic interventions, socio-emotional learning opportunities, and enhanced parent involvement. There are a number of evidence-based strategies that will be used to address this task. As it is imperative that the LEA be responsive to the degree of success accomplished, ongoing evaluation will be an essential aspect of the implementation of this comprehensive improvement effort. Data will be collected based on surveys, assessments, observations, participation, and feedback. This information will be reported to a variety of Educational Learning Partners for the purpose of direction.

No schools within the Taft City School District receive equity multiplier funds for the 2026-27 school year.

Reflections: Annual Performance

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

Taft City School District scored Standard Met on all local indicators on the 2025 CA School Dashboard. The overall student results on the 2025 State Indicators demonstrates that the TCSD is putting in place strategies to meet the needs of all students.. However, there are specific schools and sub-groups that require additional and specifically targeted approaches The schools receiving the lowest performance level were Conley for the English Learner Progress and Chronic Absenteeism, Jefferson for English Learner Progress and English Language Arts, and Lincoln in Mathematics. Specifically, 48.4% of our English Learners (maintained), Hispanic (49.2 points below standard and increase of 16.5 points over last year) and Socioeconomically Disadvantaged (46.8 points below standard and increase of 14.7 points) in English Language Arts. Two student groups, Long- Term English Learners (109 points below the standard and increase of 17.5 points) and Students With Disabilities (106.9 points below the standard and increase of 15.4 points). These same groups scored at the lowest performance level on the Mathematics with English learners scoring 97.8 points below the standard, Long-Term English Learners scoring 168.2 points below the standard and Students with Disabilities scoring 136.2 points below the standard. In Mathematics this reflects a need to continue targeted intervention that moves students from Tiers 2 and 3 into Tier 1. Actions 1.10 and 1.11 assist the district in monitoring student progress and responding to the needs of our students. Actions 1.1-1.9 reflect the transition of the Taft City School District to a Multi-Tiered System of Supports. We feel that the actions listed effectively allow us to more accurately meet the individual needs of our students through technology, training and materials necessary to move to our target goal. This year the district will be adjusting actions included in the LCAP to meet the changing needs of all students and all student groups in the Taft City School District performing below expectations which

were not as effective as hoped resulting in the percent of our English Learners "Making Progress" not making significant progress at 1.7 points toward the standard in Mathematics and an increase of 5.6 decline in the percentage of our Long-Term English Learners which indicates that we have a lot of work to do, with additional strategies to assist us in making progress with the Long-Term English Learner Group. The district will incorporate required actions at Lincoln Junior High School in English Language Arts for English Learners and Students with Disabilities, as well as, for Hispanic Students at Taft Primary and Students with Disabilities at Roosevelt in the area of English Language Arts. This same approach will be utilized at Conley for the English Learner Progress and Chronic Absenteeism, Jefferson for English Learner Progress and English Language Arts, and Lincoln in Mathematics. whereby using a multi tiered system of strategies that identifies how these students will progress and provide unique and targeted approaches using Intervention curriculum and techniques. Finally, while we recognize that there are required actions necessary to address our suspension rate at Conley Elementary where the suspension rate is in the orange band and increase of 0.6% and Lincoln where while we have made an decrease in the number of Students with Disabilities being suspend of 2.2%, there are strategies in place that allow the various Educational Learning Partners to work together to identify specific student needs through a multiple tiered system of strategies using iReady and other intervention and curricular organizational tools in addition to school wide programs designed to achieve positive student outcomes. Based on low performance on the California Dashboard, we have enhanced specific actions around ELA, Math and Suspension to address the low performance as described below.

- The district will maintain the implementation of initiatives such as: Attendance Recognition Awards for students with perfect attendance, visits to the homes of students not in attendance, and having facilitating the use of a Student Attendance Review Board to work with parents and student on the issues relating to absenteeism are and will continue to be put in place to provide students with a connected system of supports designed to keep students involved in their learning.
- The district has formed Equity Teams that reflect a focused exploration of root causes of groups indicated on the California Dashboard as in need of required actions or enhancements in order to promote more positive outcomes. Specifically, Action 1.15 addresses unique ELA supplemental curricular needs that provide for a more tiered approach to providing access to instruction for English Learners, Hispanics, and Students with Disabilities. To address the unique needs of English Learners, Hispanic Students and Socioeconomically Disadvantaged (SED) students based on low performance on the California Dashboard in Math the district will strengthen its MTSS process to better specify the provision for accessibility to content through Action 1.7, which is supported by the MTSS Initiative. Finally for students with Disabilities and White students who are identified as requiring specific intervention based on low performance in suspension on the California Dashboard , Action 2.4 will be a focus group under the MTSS/PBIS support model.
- The Taft City School District is uses the Kern Integrated Data Systems to analyze scores and data of English Learners, Homeless, White, Hispanic, and Socioeconomically Disadvantaged students in order to provide specific and strategic instruction and determine Early Warning Information to enhance the focus on tiers of intervention.
- The District is using iReady, as well as, other local measures for MTSS to provide comprehensive instruction for English Learners, Homeless, White, Hispanic, and Socioeconomically Disadvantaged students with individual learning plans developed to close learning gaps.
- The Taft City School District is continuing to support English Learner strategies in order to provide and continue to provide the most current evidence based and experience strategies in English Learner Instruction.
- Based on dashboard data and local indicators the Taft City School District has organized an intervention summer school which will focus on providing for the student's individual needs using iReady data to target student needs and identify tiered intervention strategies.
- The Taft City School District is using Positive Behavior Intervention Support in all schools and is enhancing its integration into a Multi-Tiered System of Supports.

- Actions 1.1- 1.3 also provide for training so that our teachers learn specific strategies that are designed to lend data gathering techniques and diverse approaches that allow us to address the needs of students who scored in the Red Band on the California State Dashboard.

While the outcomes for students on the 2025 California School Dashboard were not as positive as we have hoped in some areas, we have achieved some distinct positive student outcomes related to English Learner Progress as well as Chronic Absenteeism. After a thorough review of the LCAP and the work to support student learning, we have high trust that the system in place is making a difference and the student outcomes will continue to improve over time as we enhance our strategies to meet the needs of our community. This includes using both the required actions noted as well as other actions that work together as a system for the improvement of all students in achieving positive outcomes.

Comparison of Local iReady Data Spring Diagnostic 3 2024 and 2025

Math iReady - Diagnostic 3

KG 2024% 2025% 2026%
3 or More Grade Levels Below 0 0 0
2 Grade Levels Below 0 0 0
1 Grade Level Below 43 41 42
Early On Grade Level 20 21 20
Mid or Above Grade Level 37 39 38

1st Grade
3 or More Grade Levels Below 0 0 0
2 Grade Levels Below 7 6 3
1 Grade Level Below 60 50 54
Early On Grade Level 18 20 19
Mid or Above Grade Level 15 23 23

2nd Grade
3 or More Grade Levels Below 0 0 0
2 Grade Levels Below 10 15 16
1 Grade Level Below 55 51 42
Early On Grade Level 20 21 21
Mid or Above Grade Level 15 13 21

3rd Grade
3 or More Grade Levels Below 6 10 6
2 Grade Levels Below 11 11 9

1 Grade Level Below 47 37 47
Early On Grade Level 20 22 19
Mid or Above Grade Level 16 19 19

4th Grade
3 or More Grade Levels Below 13 11 21
2 Grade Levels Below 16 12 10
1 Grade Level Below 40 43 39
Early On Grade Level 19 20 20
Mid or Above Grade Level 12 14 10

5th Grade
3 or More Grade Levels Below 21 22 18
2 Grade Levels Below 13 15 11
1 Grade Level Below 34 31 34
Early On Grade Level 19 22 20
Mid or Above Grade Level 14 10 16

6th Grade
3 or More Grade Levels Below 24 24 31
2 Grade Levels Below 14 15 13
1 Grade Level Below 37 30 31
Early On Grade Level 20 20 20
Mid or Above Grade Level 5 10 5

7th Grade
3 or More Grade Levels Below 52 33 41
2 Grade Levels Below 13 15 14
1 Grade Level Below 23 34 30
Early On Grade Level 9 16 12
Mid or Above Grade Level 2 11 3

8th Grade
3 or More Grade Levels Below 56 53 46
2 Grade Levels Below 10 13 13
1 Grade Level Below 20 21 26
Early On Grade Level 8 88 12
Mid or Above Grade Level 7 66 3

ELA iReady - Diagnostic 3

KG 2024% 2025% 2026%
3 or More Grade Levels Below 0 0 0
2 Grade Levels Below 0 0 0
1 Grade Level Below 28 32 32
Early On Grade Level 38 36 36
Mid or Above Grade Level 34 32 32

1st Grade
3 or More Grade Levels Below 0 0 0
2 Grade Levels Below 6 4 4
1 Grade Level Below 52 44 48
Early On Grade Level 13 16 14
Mid or Above Grade Level 29 36 33

2nd Grade
3 or More Grade Levels Below 0 0 0
2 Grade Levels Below 14 23 18
1 Grade Level Below 35 36 33
Early On Grade Level 20 21 25
Mid or Above Grade Level 30 20 24

3rd Grade
3 or More Grade Levels Below 13 13 14
2 Grade Levels Below 18 18 21
1 Grade Level Below 24 18 23
Early On Grade Level 21 30 24
Mid or Above Grade Level 23 21 18

4th Grade
3 or More Grade Levels Below 17 20 20
2 Grade Levels Below 10 8 9
1 Grade Level Below 42 39 39
Early On Grade Level 13 13 14
Mid or Above Grade Level 18 20 19

5th Grade
3 or More Grade Levels Below 23 20 20
2 Grade Levels Below 22 30 23
1 Grade Level Below 26 25 24

Early On Grade Level 17 15 16
Mid or Above Grade Level 12 10 16

6th Grade
3 or More Grade Levels Below 31 39 39
2 Grade Levels Below 16 13 12
1 Grade Level Below 30 19 23
Early On Grade Level 9 13 13
Mid or Above Grade Level 14 16 12

7th Grade
3 or More Grade Levels Below 51 40 48
2 Grade Levels Below 12 13 12
1 Grade Level Below 16 22 19
Early On Grade Level 13 15 12
Mid or Above Grade Level 8 9 9

8th Grade
3 or More Grade Levels Below 58 53 47
2 Grade Levels Below 4 5 8
1 Grade Level Below 18 19 27
Early On Grade Level 10 11 9
Mid or Above Grade Level 11 12 9

As Taft City School District reflects on its performance over the past year, the California School Dashboard data highlights both notable successes and persistent challenges. While progress has been made in student engagement and attendance, there remains a need for focused interventions in English Language Arts (ELA), Mathematics, and school climate. A closer examination of student group performance helps to pinpoint areas where support is most needed.

Strengths and Areas of Progress

One of the district's most significant achievements has been the reduction in chronic absenteeism. The number of chronically absent students declined by 30 students, representing a 9-percentage-point decrease overall and placing the district in the Yellow performance level for this indicator. This improvement was particularly notable among key student groups:

-Students Experiencing Homelessness: 40% had no attendance issues, reflecting a 20% increase in students with satisfactory attendance.
-Socioeconomically Disadvantaged Students: 66% had no attendance issues, with 0.7% fewer students identified as chronically absent compared to the previous year.
-Foster Youth: 40% had no attendance issues, representing a 30% reduction in chronic absenteeism from the prior year.

These gains suggest that recent attendance intervention strategies, enhanced family engagement efforts, and strengthened community partnerships are yielding positive results. While continued focus is needed, these reductions indicate that more students are attending school consistently and benefiting from increased support.

(Kern Integrated Data Systems, 2025)

Additionally, mathematics performance showed encouraging growth. The overall district score improved by 2%, maintaining the Yellow performance level. Several student groups demonstrated even stronger gains between 2025 and 2026:

-Foster Youth: +16% more students met the “Standard Met” level (Green band)
-Students with Disabilities: +4% increase in students meeting or exceeding standards
-Hispanic Students: +13% increase in students meeting or exceeding standards

These improvements indicate that targeted instructional strategies and interventions are beginning to positively impact student outcomes, particularly among high-need populations.

Another area of stability is English Learner Progress (ELPI), with 48.4% of English learners making progress. Additionally, 53.7% of Long-Term English Learners continue to demonstrate steady growth. These outcomes reflect the effectiveness of the district’s language development programs and supports for multilingual learners.

Challenges and Areas for Growth

Despite areas of progress, several challenges remain. In English Language Arts (ELA), the district is currently 56.3 points below standard. While this reflects an improvement of nearly 13 points from the previous year, performance remains an area of concern.

Similarly, in mathematics, although the district improved by 2.6 points, it remains 90.1 points below standard, indicating the need for continued and intensified support.

Specific areas of concern include:

-While Foster Youth showed improvement (+17% meeting or exceeding ELA standards), overall performance levels remain low.
-Only 3.5% of Students with Disabilities (SWD) met ELA standards on CAASPP.
-In mathematics, 1.6% more SWD did not meet standards compared to the previous year.
-A significant proportion of SWD scored in the Standard Not Met band:
78% in Mathematics
75% in ELA

Attendance also remains a concern for Students with Disabilities, with 27% identified as chronically absent, including higher concentrations at specific sites (e.g., 8.7% at Lincoln Junior High School). Targeted interventions for the 2025–2026 school year will prioritize both attendance

and academic outcomes for this group.

Although ELA performance improved by 15.7 points, the district remains in the Yellow band and is still 40.1 points below standard, underscoring the need for sustained focus on literacy development.

Suspension Data and School Climate

Overall suspension rates declined by 1.5 percentage points, indicating progress in school climate and behavioral supports. However, outcomes varied across student groups:

-Foster Youth: Increased by 6.3 percentage points
-Students with Disabilities: Increased by 0.1 percentage points
-Socioeconomically Disadvantaged Students: Decreased by 1.5 percentage points
-Long-Term English Learners: Decreased by 9.8%

While overall trends are positive, the increases among Foster Youth and Students with Disabilities highlight the need for more targeted behavioral supports. Continued implementation of social-emotional learning (SEL), restorative practices, and early intervention strategies will be critical to addressing the root causes of behavior that may impede learning.

Lowest Performing Student Groups and Schools (2025 California School Dashboard)

In ELA, no student groups fell into the lowest (Red) performance level. However, Long-Term English Learners and Students with Disabilities were in the Orange band despite gains (increasing to 109 and 106.9 points below standard, respectively). All other student groups showed improvement, though none reached the Blue or Green performance levels.

To address these needs, the district included targeted actions in the 2024–25 LCAP (Goal 1, Actions 1–11 and 15).

In mathematics, three student groups were in the Red band:

-English Learners: 97.8 points below standard (maintained)
-Students with Disabilities: 136.2 points below standard (maintained)
-Long-Term English Learners: Declined by 5.6 points to 168.2 points below standard

Additional performance levels include:

Hispanic and Socioeconomically Disadvantaged Students: Orange band (consistent with prior year)
White Students: Yellow band, improving by 9 points to 50.9 points below standard

At the school level, the following areas of concern were identified:

-Conley Elementary: Red in Chronic Absenteeism and English Learner Progress
-Jefferson Elementary: Red in English Learner Progress and ELA
-Lincoln Junior High School: Red in Mathematics for all students and elevated suspension rates for Students with Disabilities
-Parkview Middle School: Red in English Learner Progress

In response, the district incorporated targeted mathematics actions in the 2025–26 LCAP (Goal 1, Actions 1–11 and 15).

Suspension Performance Levels

At the district level, Foster Youth and Students with Disabilities were identified in the Red performance level for suspensions. Additionally, at Conley Elementary, Hispanic and Socioeconomically Disadvantaged students were in the Red band for Chronic Absenteeism.

To address these concerns, the district included actions in the 2025–26 LCAP (Goal 2, Action 4) focused on improving school climate and reducing suspensions.

Learning Recover Emergency Block Grant (LREBG) Funds:

Taft City School District did not carry over unused LREBG funds from 2025–26; however, the district received and has already expended $208,027 in LREBG funds during the 2025–26 fiscal year in accordance to our identified needs. Based on a needs assessment that resulted in continued needs in English Learner progress, academic intervention, social-emotional support, school connectedness, and behavioral intervention, the district developed a plan to apply these funds to existing LCAP actions aligned to those identified needs.

To address the academic and language development needs of English Learners, approximately $99,959 in LREBG funds was applied to Actions 1.2 and 1.8. This need was identified in part through English Learner Progress data, which showed that 48.4% of English Learners and 53.7% of Long-Term English Learners made progress in 2024–25. The 2024–25 ELPAC distribution showed that 27% of English Learners scored at Level 1, 30% at Level 2, 30% at Level 3, and 13% at Level 4. These funds supported supplemental ELD instruction, Educeri, English Learner support, implementation of the English Learner Roadmap, Designated and Integrated ELD instruction, and the use of web-based diagnostic assessment tools to monitor student progress and inform tiered instructional supports. Research-based evidence supports the use of explicit language development instruction, integrated and designated ELD, and ongoing formative assessment to improve English Learners' access to grade-level content and accelerate progress toward English language proficiency. The primary metric used to monitor the effectiveness of these funds will be the English Learner Progress Indicator, along with related local assessment and diagnostic data.

To address social-emotional, behavioral, and school climate needs, approximately $108,068 in LREBG funds was applied to Actions 2.4 and 2.6. This need was identified through local school climate and student survey data, which showed that 24% of student respondents either did not feel safe at school or declined to state, 76% of student respondents indicated that they feel safe at school, 33% of students reported that they feel like they belong at school, and 65% of student survey respondents reported that they look forward to coming to school each day. In response, the district supported behavior intervention systems, Positive Behavioral Interventions and Supports, Character Strong, MTSS/PBIS structures, school psychologist and counselor supports, and targeted Tier 2 and Tier 3 interventions for students demonstrating social-emotional, behavioral, attendance, or school connectedness needs. Research-based evidence supports the use of multi-tiered

systems of support, PBIS, social-emotional learning, and access to mental health professionals to improve school climate, strengthen student connectedness, reduce exclusionary discipline, and support student well-being. The effectiveness of these funds will be monitored through suspension data, attendance and chronic absenteeism data, school climate survey results, student connectedness data, and related local indicators.

Reflections: Technical Assistance

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

Taft City School District is eligible for Technical Assistance based on the 2025 Dashboard. A meeting with our County Management Analyst and representatives from the County SELPA to begin an analysis of needs and potential problem of practice was held on February 26th. Valuable information about where the district is and potential solutions was discussed. Further the district administration shared the Mid-Year Update as it relates to the local indicators and metrics that guide facilitation of the LCAP. Taft City School District was eligible this year as a result of Foster Youth for Chronic Absenteeism and Suspension Rate. To address these identified needs of our Foster Youth, Action 2.4 MTSS/PBIS has been established to help reduce suspension rates and absenteeism through creating positive relationships with caring adults on campus. Long Term English Learners were identified as a result of CAASPP scores and Suspension Rate. The identified needs of our Long-Term English Learners will be addressed through Action 2.4 MTSS/PBIS (Suspension Rates) as well as Action 1.2 Supplemental ELD instruction and Resources (CAASPP ELA/Math). Additionally, the Taft City School District is going to engage in a new series for our teaching staff around the Foundations for Best First Instruction to ensure teachers have the skills and resources to serve all students within their classrooms (see Action 1.1).
This information along with any information that we gather from our Educational Learning partners will shape the current and or new actions that will address the needs identified.

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.

Not Applicable (N/A). No schools identified.

Support for Identified Schools

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

Not Applicable (N/A)

Monitoring and Evaluating Effectiveness

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

Not Applicable (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
School Site Councils	Each year the site Principal reviews the plan and asks for feedback and suggestions on how to achieve target goals. This is an ongoing process. Conley 10/02 and 10/19 80% parent participation Jefferson 09/19, and11/18 40%% parent participation Parkview 10/12,11/2,12/07 75% parent participation Taft Primary 10/12 and 12/07 73% parent participation Roosevelt 10/09 and 12/11 71% and 78% parent participation Lincoln 9/23 and 12/04 69%parent participation
English Learner Advisory Committee	Each year the site Principal reviews the plan and asks for feedback and suggestions on how to achieve target goals. This is an ongoing process. A vote was taken at each site to combine E.L.A.C. with School Site Council.
District English Learner Advisory Committee	The superintendent meets with committee twice a year and reviews the planned objectives/goals listed in the LCAP and asks for feedback to incorporate in the revision. D.E.L.A.C. 11/28 50% Participation and 05/05/2026 33%
LCAP Equity Lens Teams: • English Learner Lens -Facilities Lens -Parent Involvement Lens -Technology Lens -MTSS Lens	The individuals are involved with the subgroup lens they represent as well as those outside of the subgroup. Members of the Executive Board for the two collective bargaining associations represented by our district were invited to participate on the Equity Teams. Parents and students are also included in these groups in order to meet a standard that respects and incorporates a diverse gathering of

Educational Partner(s)	Process for Engagement
• Library Services Lens • Professional Learning/Collaboration Lens -Communication Lens -Pre-Kindergarten Lens • Student Health and Safety (Well-Being) Lens -Enrichment Lens (Before/During/Afterschool) These teams consist of: Each team is constructed with individuals, to include parents, teachers and other classified staff (including union representation), principals, and other administrators who serve as advocates representing an equity lens.	perspectives. These teams evolve the data that supports the actions in the LCAP while determining revisions to the plan that result from observations related to trends and street data providing insight on both the impact and level of implementation from a variety of lenses. An interest inventory an introduction to the process took place on 2/15/24. Teams used a worksheet containing existing baseline data, goals and actions, Implementation Level critiques and feedback lines. The teams are encouraged to input data and observations based on outcomes and impressions into the spreadsheet so that the administrative team can effectively weave into the plan diverse perspectives on how to address data points and other observable outcomes for the purpose of evolving strategies to address performance on each goal. Meetings have been held since or will be held to discuss and gather feedback on the following topics: - Educational Learning Partners Meeting I 02/19/2026 Parent Compact English Learner Progress LCAP Feedback Follow Up Educational Learning Partners Meeting II 04/02/2025 English Learner Progress SST/MTSS LCAP Feedback Follow Up English Learner Progress
Parent Teacher Organizations	Each year the site Principal reviews the plan and asks for feedback and suggestions on how to achieve target goals. This is an ongoing process. The following dates reflect when input was gathered and information based on site data was presented: Conley 09/12 Jefferson11/28 Parkview 10/09 Taft Primary 12/03 Roosevelt 09/03 and 10/15 Lincoln 09/05 and 12/05

Educational Partner(s)	Process for Engagement
All Parents	Information related to the LCAP Survey for parents was emailed as well as shared out at Back To School Nights. Additionally the Survey is found on the district and school site websites. Responses are collected to provide insight on both suggestions, feedback on implementation, as well as perceived implementation of LCAP goals as seen by the parents.
All Students	Students grades 3-8 take a survey that relates to the goals named in the LCAP. Students from the advisory committee also participate on the LCAP Equity Teams when appropriate and available.
SELPA Administrator	Collaborative planning and LCAP Development between TCSD and SELPA occurred in February 2025.

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

In summarizing the educational partners feedback provided by the specific groups it is clear that the district, as well as the stakeholders involved, consider the progression to a multi-tiered system of support, parent involvement and communication, Teacher support, and the use of technology as a priority. The feedback based on meetings and survey data is as follows:
Out of approximately 147 Local Control Accountability Feedback Surveys completed by parents—first distributed in September and again in March—the progression of feedback reveals several notable trends.
The distribution of respondents remained relatively consistent across both survey periods. Between 42–56% of responses came from Roosevelt, 28–31% from Lincoln, and 9–11% from the primary grades.
In the initial survey, 13% of respondents identified as parents of Special Education students, 10% as parents of English Learners, and 81% either declined to state or did not identify with a listed special population. In the follow-up survey, 12% of respondents were parents of students with disabilities, 12% were parents of English Learners, and 81% again either declined to state or did not indicate membership in a special population.
Parent perceptions showed a decline across several areas between the first and second surveys. Regarding whether the school fosters a safe environment, 60.4% of parents agreed in the first survey, compared to approximately 50% in the follow-up. When asked if the school seeks parent input, 55% agreed in the first survey, while only 40% agreed in the second. Similarly, agreement with the statement that the school welcomes parent participation decreased from 48.1% to 35%.
Perceptions of the school's focus on improving attendance dropped from 56.6% agreement in the first survey to 40% in the second. Agreement that the school provides a high-quality education declined from 60.4% to 40%, and perceptions of academic support promoting student achievement decreased from 52.8% to 38%.
Communication-related responses showed a similar, though less pronounced, decline. When asked how often the school uses ParentSquare to communicate information, 74.5% of parents reported "frequently" in the first survey, compared to 65% in the follow-up. The percentage of parents who felt the school frequently communicates behavioral expectations decreased from 52% to 45%. Lastly, agreement that the school keeps parents well-informed about school activities remained relatively stable, with 62% agreeing in the first survey and 60% in the follow-up.

We also asked parents to share their perspectives on how effectively the district is implementing the goals outlined in the LCAP. This feedback was reviewed during Educational Learning Partner Meetings held in January at the Lincoln Auditorium, with staff also in attendance.
Parent representation at the meeting included approximately 30% from Lincoln, 20% from Roosevelt, 33.33% from Parkview, 10% from Taft Primary, and the remainder from Conley and Jefferson. Of those in attendance, 90% identified as Hispanic, while the remaining participants declined to state. The survey data reviewed reflected a variety of student groups, including 27% Special Education, 7% English Learners, and the remainder declining to state.
The discussion focused on parent perceptions of specific LCAP actions and their impact on students. Overall, parents expressed strong positive feedback in several areas:
Action 1.1 (Professional Development and Support): 60% of respondents indicated the district does an excellent job providing professional development aligned with Common Core standards.
Action 1.3 (PLC Minimum Days): 80% felt the district effectively utilizes weekly minimum days for teacher professional development.
Action 1.4 (Textbook Adoption and Purchase): 80% also agreed the district does an excellent job adopting appropriate instructional materials.
Action 1.7 (MTSS Intervention Model, TK–3): 73% rated the district as excellent in implementing a Multi-Tiered System of Supports to provide early and strategic interventions in Reading/Language Arts and Mathematics.
Feedback on enrichment and instructional supports was generally positive, though more varied:
Action 1.2 (Enrichment Activities): 60.7% felt the district provides strong enrichment opportunities, including music (grades 4–8), before- and after-school sports (grades 6–8), and Gateway to Technology (grades 7–8). However, 13.3% rated this area as poor.
Action 1.14 (Grade-Level Lead Teachers): 53.3% rated this as excellent, while 36.7% felt implementation was only fair.
Perceptions of English Learner supports showed mixed feedback:
Action 1.15 (Supplemental ELD Instruction): 60% rated this as excellent, while 23.3% rated it as fair and 16.7% as poor.
Action 1.16 (ELD Professional Development): 60% of parents and staff rated this as excellent, though 27% viewed the effort as poor. This action includes ongoing professional development on ELD standards and ELPAC proficiency levels to support alignment with the California EL Roadmap.
Additional district systems and supports were evaluated as follows:
Action 2.1 (Student-to-Teacher Ratio): 47% rated this as excellent, 33% as fair, and 20% as poor.
Action 2.3 (Attendance Tracking/Parent Notification System): 80% indicated the district does an excellent job implementing systems to address chronic absenteeism, while 16% rated it as fair.
Facilities Maintenance: 53.3% rated upkeep as excellent, 37% as fair, and 10% as poor.
Action 4.1 (Parental Engagement Activities): 60% rated the district's efforts as excellent, 27% as fair, and 13.3% as poor.
Qualitative feedback shared during the meeting was overwhelmingly positive and reflected strong appreciation for school staff. Parents shared examples of teachers providing timely interventions when students struggled academically and offering emotional support during transitions, such as starting at a new school.
Although survey participation was broader than live meeting attendance, those present engaged in open and thoughtful discussion. While fewer participants provided detailed verbal feedback, the conversation was active, candid, and constructive.
For students, 55% of respondents on the first survey identified as Hispanic, compared to 56.2% on the second survey. Approximately 25% of respondents identified as White, while the remaining students represented multiple ethnicities or declined to state.
Student perceptions remained largely consistent across both survey periods. When asked whether the school provides a good education, 91% of students agreed on both surveys, with approximately 8% indicating that it does not. Around 55% of students in both surveys felt that extending the school day or participating in summer school would help them succeed academically.

Approximately 83% of students in both surveys reported that their school prepares them for college or other future pathways. Similarly, about 82% indicated that the school contacts their parents when they are absent or late. Around 65% of students reported that they look forward to coming to school each day.
Regarding school safety, 76% of students in the first survey reported that they feel safe at school, and this percentage remained the same in the second survey, despite approximately 175 more students responding to the question in the latter. However, 25% in the first survey and 23% in the second reported that they do not feel safe—an area the district aims to improve.
Between 75% (first survey) and 77% (second survey) of students felt that the school works with their parents to help them do their best. Additionally, approximately 73% of students in both surveys indicated that teachers communicate with their parents or guardians when they are experiencing difficulties at school.
Only about 50% of students reported that the school is clean, safe, and in good condition, particularly in areas such as bathrooms and drinking fountains, indicating a need for improvement in facilities.
Encouragingly, 92% of students in both surveys agreed that the school provides textbooks and learning materials that meet the needs of all students, including those with disabilities, English Learners, and gifted students.
Finally, 83% of students at the end of the year reported that their teachers discuss how instruction aligns with the Common Core State Standards, compared to 77% at the beginning of the year who reported that principals or teachers had these discussions.

California Healthy Kids Survey (CHKS) Summary
While the Taft City School District remains below the state average in several areas, there are notable signs of progress. Students report increased feelings of school connectedness, though levels of academic motivation have remained consistent and continue to fall below the state average.
Attendance indicators are a relative strength. The percentage of students with two or fewer absences per month exceeded the state average from 2023–2025. Additionally, chronic absenteeism has improved, with only 10% of students in 2026 reporting three or more absences per month, compared to 23% in 2025—a 13% decrease.
Areas of concern remain. The number of students reporting positive, caring adult relationships has declined and is below the state average. While perceptions of being held to high expectations have increased, they still do not meet state benchmarks. Student perceptions of meaningful participation have also declined and remain below the state average.
School climate indicators show mixed results. The percentage of students who perceive school as safe increased by 13%, though it remains below the state average. At Lincoln, perceptions of low school violence increased by 5%. Reports of “No Harassment” increased significantly (57–58%), and 77% of students reported that there are no mean rumors, slightly exceeding the state average. Additionally, 94% of students indicated there is no substance use at school, reflecting a 2% increase from the previous year.
However, only 37% of students feel that parent involvement is promoted, and perceptions of facilities remain an area for growth, despite a 7% increase (from 21% to 28%) in positive ratings for cleanliness and upkeep.
Additional student engagement data provides further insight:
76% of students in 2026 reported trying hard at school, compared to 72% in 2025.
38% of students feel a sense of belonging at school, up slightly from 34% the previous year.
45% of students described school as “really boring,” a notable improvement from 57% in 2025.
Over the past two years, 22% of students consistently reported that school feels like a waste of time.
Reports of bullying remain high, with 42% of students indicating they feel harassed or bullied, only a slight decrease from 43% in 2025.
Perceptions of parent welcome improved significantly, with 46% of students in 2026 reporting that parents feel welcome at school, compared to 34% in 2025.

28% of students reported that the school is usually clean and tidy, up from 21% the previous year.
32% of students reported experiencing chronic sadness or hopelessness, a slight decrease from 35% in 2025.
Staff Responses (as of March 9, 2026):
38% of staff feel that students are motivated to learn.
41% perceive truancy as a moderate to severe problem.
83% report that the school is a supportive and inviting place for students.
80% feel the school is a supportive and inviting place to work.
68% believe the school is safe for students.
60% indicate that harassment and bullying are moderate to severe concerns.
83% believe the school welcomes and encourages parent involvement.
73% report that facilities are clean and well-maintained.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies to support improved academic achievement and mental well-being for all students including Foster youth, English Learners, and low-income students while also mitigating student learning loss.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

For the 2023 California Accountability System the English Learners in the Taft City School District scored 88.6 points below the standard in ELA a decline of 5.3 points from the previous year. Even though all students in this category scored 53.5 points below standard and were considered to have maintained -0.2 points from the previous year. Those students who are reclassified English Learners scored 16.4 points above the standard, an increase of 29.7 points from the previous year. While students who speak English only scored 30.8 points below the standard which indicates on the dashboard that they maintained by scoring a 0.3 differential from the previous year.

All students in the Taft City School District scored 82.6 points below the standard in Mathematics despite an increase of 5.7 points from the previous year. The subcategory of students of focal concern are Students with Disabilities and English Learners who performed in the red performance indicator. Students in need of strategic intervention oversight are Hispanic Students, Socioeconomically Disadvantaged Students and White Students who all performed in the orange Performance indicator. Reclassified English Learners increased by 29.7 points 16.4 points above the standard and English Only Students scored 30.8 points below the standard and maintained by scoring a differential of 0.3 points from the previous year on the Mathematics portion of the 2023 CAASPP.

The suspension rate for 2023 declined which means that our performance indicator moved from orange to yellow signaling a decrease in the number of suspensions by 1.5% from the previous year. As these scores reflect the goal they give some indication of the shifts in performance at lower levels of the band warranting a focused concentration of strategies that relate to the use of responsive measures employed to meet the needs of the district's diverse student population and all students that are reflected in a Multi Tiered System of Supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of teachers appropriately credentialed and assigned Percent of mis-assignments of Teachers of English Learners Source: Data Quest, Local Data, CA Dashboard Priority 1(a) Basic Services: Teachers Appropriately assigned and fully credentialed	100% of TCSD teachers being appropriately assigned and 65.2% fully credentialed for their assignment in 2022-23. The following information for the Taft City School District under Conditions and Climate on the CA Dashboard will remain as follows: Mis-Assignments Of Teachers Of English Learners 0% 2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers- 112 (California Dashboard,2023) Intern 14% (Data Quest,2023) Out-of-Field 2.9% (Data Quest,2023) Ineffective 12.4% (Data Quest,2023)	100% of TCSD teachers being appropriately assigned and 70% fully credentialed for their assignment in 2024-25. The following information for the Taft City School District under Conditions and Climate on the CA Dashboard will remain as follows: Mis-Assignments Of Teachers Of English Learners 0% 2024-25 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers- 119 (California Dashboard,2025) Intern 12.6% (Data Quest,2025) Out-of-Field- 1.7% Ineffective- 8.4%	100% of TCSD teachers being appropriately assigned and 70% fully credentialed for their assignment in 2025-26. The following information for the Taft City School District under Conditions and Climate on the CA Dashboard will remain as follows: Mis-Assignments Of Teachers Of English Learners 0% 2025-26 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers- 119 (California Dashboard,2025) Intern 12.6% (Data Quest,2025) Out-of-Field- 1.7% Ineffective- 8.4%	Based on local indicators teachers appropriately assigned and fully credentialed for assignment based on local indicators are 100% of TCSD teachers being appropriately assigned and 80% fully credentialed for their assignment. The following information for the Taft City School District under Conditions and Climate on the CA Dashboard will remain as follows: Mis-Assignments Of Teachers Of English Learners 0% 2027 Teaching Assignment Monitoring Outcomes: Total Teachers- 112	Teacher assignment and credentialing changes (Year 2) from baseline are as follows: Appropriately assigned teachers: No change; maintained at 100%. Fully credentialed teachers: +4.8 percentage points. Misassignments of Teachers of English Learners: No change; maintained at 0%. Total teachers: +7 teachers. Intern teachers: -1.4 percentage points. Out-of-field teachers: -1.2 percentage points. Ineffective teachers: -4.0 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Intern 10% Out-of-Field 1% Ineffective 5%	
1.2	Percent of students having access to standards-aligned materials. Source: LCFF Self-Reflection Tool, Local Data Priority 1(b) Basic Services: Pupil access to standards aligned materials	Pupil access to standards aligned materials has been maintained at 100% of the TCSD student population. The district has ensured that the Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home is 0%: 2023CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator	Pupil access to standards aligned materials has been maintained at 100% of the TCSD student population. The district has ensured that the Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home is 0% (CA Dashboard 2024/2025)	Pupil access to standards aligned materials has been maintained at 100% of the TCSD student population. The district has ensured that the Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home is 0% (CA Dashboard 2025/2026)	Pupil access to standards aligned materials has been maintained at 100% of the TCSD student population. The district has ensured that the Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home will be 0%: on the 2027 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator	There is no difference from baseline. Pupil access to standards-aligned instructional materials was maintained at 100%, and the percentage of students without access to their own copies of standards-aligned instructional materials remained at 0%.
1.3	Percent of facilities with a rating of "Good" or better Source: FIT report, CA Dashboard Priority 1(c) Basic Services: School	School facilities maintained In good repair TCSD will maintain a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites on an ongoing	School facilities maintained In good repair TCSD will maintain a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites on an	School facilities maintained In good repair TCSD will maintain a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites on an	School facilities maintained In good repair TCSD will maintain a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites on an	There is no difference from baseline. TCSD maintained a 100% rating of “Good” or “Exemplary” on the FIT report, and instances where

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	facilities maintained In good repair	basis. The need for results from various aspects of the facilities that while in good condition evolve and require repair and maintenance over time. The district maintains current performance standards on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0: 2023/2024 CA Dashboard	ongoing basis. The need for results from various aspects of the facilities that while in good condition evolve and require repair and maintenance over time. The district maintains current performance standards on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) (CA Dashboard 2024/2025)	ongoing basis. The need for results from various aspects of the facilities that while in good condition evolve and require repair and maintenance over time. The district maintains current performance standards on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) (CA Dashboard 2025/2026)	ongoing basis. The need for results from various aspects of the facilities that while in good condition evolve and require repair and maintenance over time. The district will maintains current performance standards on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0: 2026/2027 CA Dashboard	facilities did not meet the “Good Repair” standard remained at 0.
1.4	Percent of grade level leads receiving CCSS	The TCSD maintains a 100% participation rate for Grade Level Lead	The TCSD maintains a 100% participation rate	The TCSD maintains a 100% participation rate	The TCSD maintains a 100% participation rate	There is no difference from baseline. TCSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	professional development Percent of academic subjects at full implementation or sustainability Source: Self Rating Tool, Local Data Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards	teachers to receive CCSS professional development training in ELA and Mathematics on an ongoing basis. Taft City maintains full implementation for all baseline curriculum and remains in the previous level in all other curriculum not in full implementation. This includes: ELA, ELD, PE, and Mathematics Full Implementation History, Science, and Visual and Performing Arts Full Implementation CTE, Health Education Beginning Implementation World Language Exploration and Research Phase 2023/2024 CA Dashboard	for Grade Level Lead teachers to receive CCSS professional development training in ELA and Mathematics on an ongoing basis. Taft City maintains full implementation for all baseline curriculum and remains in the previous level in all other curriculum not in full implementation. This includes: ELA, ELD, PE, and Mathematics Full Implementation History, Science, and Visual and Performing Arts Full Implementation CTE, Health Education Beginning Implementation World Language	for Grade Level Lead teachers to receive CCSS professional development training in ELA and Mathematics on an ongoing basis. Taft City maintains full implementation for all baseline curriculum and remains in the previous level in all other curriculum not in full implementation. This includes: ELA, ELD, PE, and Mathematics Full Implementation History, Science, and Visual and Performing Arts Full Implementation CTE, Health Education Beginning Implementation World Language	for Grade Level Lead teachers to receive CCSS professional development training in ELA and Mathematics on an ongoing basis. Taft City maintains full implementation for all baseline curriculum and remains in the previous level in all other curriculum not in full implementation. This includes: ELA, ELD, PE, and Mathematics Full Implementation History, Science, and Visual and Performing Arts Full Implementation CTE, Health Education Full Implementation World Language	maintained 100% participation of Grade Level Lead teachers in CCSS professional development. Curriculum implementation levels were also maintained as follows: • ELA, ELD, PE, and Mathematics: Full Implementation. • History, Science, and Visual and Performing Arts: Full Implementation. • CTE and Health Education: Beginning Implementation. • World Language:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Exploration and Research Phase (CA Dashboard 2024/2025)	Exploration and Research Phase (CA Dashboard 2025/2026)	Exploration and Research Phase 2026/2027 CA Dashboard	Exploration and Research Phase.
1.5	Percent of the district's EL students receive no less than 30 minutes of Designated ELD instruction daily. Source: Lesson Plans Reviews, Classroom Observations Priority 2(b): Implementation CCSS: Programs/ Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency.	TCSD local indicators maintain and provide that 100% of the district's EL students receive no less than 30 minutes of Designated ELD instruction daily. This will be reflected by observed teacher lesson plans and daily classroom schedules. (Principal observation data collection, Kern Integrated Data).	TCSD maintains the provision for all EL students to receive 30 minutes of Designated ELD instruction daily, as well as ongoing ELA interventions throughout the day to meet the individual needs of EL students based on assessment data daily. ELD standards have continued to be implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk though observation data.(2) Goal met. TCSD maintained and provided that ELD standards were implemented with fidelity for	TCSD maintains the provision for all EL students to receive 30 minutes of Designated ELD instruction daily, as well as ongoing ELA interventions throughout the day to meet the individual needs of EL students based on assessment data daily. ELD standards have continued to be implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk though observation data.(2) Goal met. TCSD maintained and provided that ELD standards were implemented with fidelity for	TCSD local indicators maintain and provide that 100% of the district's EL students receive no less than 30 minutes of Designated ELD instruction daily. This will be reflected by observed teacher lesson plans and daily classroom schedules. (Principal observation data collection, Kern Integrated Data).	There is no difference from baseline. TCSD maintained that 100% of English Learners receive no less than 30 minutes of Designated ELD instruction daily, with implementation verified through lesson plans, daily schedules, and principal walkthrough data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk though observation data.	integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk though observation data.		
1.6	Priority 4(a) Student Achievement: Statewide assessments CAASPP ELA, CAASPP Math, and CA Science Test (CAST)	Comparison CAASPP data in ELA and Math As reported in the 2023 Ca Dashboard English Language Arts Indicator was: All students, the average distance from standard was -53.3 English Learners were -88.6 Students with Disabilities -119.3 SED -59.9 As reported in the 2023 Ca Dashboard In Mathematics Indicator was: All students, -82.6 English Learners were -107.5 Students with Disabilities -130.6	As reported in the 2024 Ca Dashboard English Language Arts Indicator was: All students, the average distance from standard 47.4 in 2024 English Learners were -86 Long Term English Learners -126.5 Students with Disabilities -122.3 SED -61.6 As reported in the 2024 Ca Dashboard In Mathematics Indicator was: All students, -47.4 English Learners were -99.5	As reported in the 2025 Ca Dashboard English Language Arts Indicator was: All students, the average distance from standard 40.1 in 2025 English Learners were -66.1 Long Term English Learners -109 Students with Disabilities -106.9 SED -46.8 As reported in the 2025 Ca Dashboard In Mathematics Indicator was: All students the average distance from standard, -76.7	Comparison CAASPP data in ELA and Math 2026 CA Dashboard English Language Arts Indicator will be: All students, the average distance from standard was -40 English Learners were -50 Students with Disabilities -70 SED -40 2026 CA Dashboard In Mathematics Indicator will be: All students, -40 English Learners were -80.5	CAASPP ELA DFS All Students: +13.2 points. EL: +22.5 points. LTEL: +17.5 points. SWD: +12.4 points. SED: +13.1 points. CAASPP Math DFS All Students: +5.9 points. EL: +9.7 points. LTEL: -5.7 points (Y2-Y1) SWD: -5.6 points. SED: +4.4 points. CAST Percent Met/Exceeded Standard • All Students: -2.29 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged was -87.6 CAST 2022-23 (% met or exceeded standard) All Students 16.55% SWD 2.44% SED 13.32% EL 2.94% Hispanic 11.88% White 30.19%	Long Term English Learners -162.5 Students with Disabilities -137.2 Socioeconomically Disadvantaged was -84.9 CAST 2023-24 All Students 18.45% (22.36 5th and 15.08 8th) SWD 2.90% SED 16.19% EL 4.48% Hispanic 13.21 (5th 16. 57%, 8th 9.53%) White 33.33% (5th 39.4%, 8th 28.21%)	English Learners were -97.8 Long Term English Learners -168.2 Students with Disabilities -136.2 Socioeconomically Disadvantaged was -83.2 CAST 2024-25 All Students 14.26% SWD 2.70% SED 12.53% EL 1.55% Hispanic 10.11% White 24.14%	Students with Disabilities -100 Socioeconomically Disadvantaged was -50 CAST 2027 (% met or exceeded standard) All Students 10% SWD 1% SED10% EL 2% Hispanic 10% White 20%	• SWD: +0.26 percentage points. • SED: -0.79 percentage points. • EL: -1.39 percentage points. • Hispanic: -1.77 percentage points. • White: -6.05 percentage points.
1.8	Priority 4(e) Student Achievement: Percentage of EL pupils making progress toward English Proficiency- (LREBG Focus Goal) (CA Dashboard) (Kern Integrated Data Systems)	Statewide assessment Comparison data using Kern Integrated Data Systems indicated that Overall Performance on the ELPAC for 2022-2023 shows that the estimated English Learner Progress Indicator (ELPI) is 58.59% In 2022-2023 the percentage of students Making Progress was 11% and the number of students	Overall Performance on the ELPAC in 2023-2024 shows that 48.5% of English Learners and 53.3% of Long-Term English Learners (LTELs) made progress. The data for 2023-2024 is as follows: Level 1 27%, Level 2 30%, Level 3 30% and Level 4 13%.	Overall Performance on the ELPAC in 2024-2025 shows that 48.4% of English Learners and 53.7% of Long-Term English Learners (LTELs) made progress. The data for 2024-2025 is as follows: Level 1 27%, Level 2 30%, Level 3 30% and Level 4 13%.	Statewide assessment Comparison data using Kern Integrated Data Systems indicated that Overall Performance on the ELPAC for 2026-2027 will show that the estimated English Learner Progress Indicator(ELPI) will be 60%.	EL progress differences from baseline are as follows: ELs making progress toward English proficiency: -2.3 percentage points. KIDS ELPI calculation: -7.84 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		declining dropped from 14% to 5%. The California Dashboard for 2023 shows that 50.7% of the English Learners in Taft City are making progress toward English language proficiency (An Increase of 3.5%). Specifically, 3.7% fewer English Learner students Decreased at Least One English Proficiency Level, .1% fewer maintained at Proficiency Levels 1,2, or 3,.There were 1.7 fewer students who maintained at English Proficiency Level 4, and there were 5.5% of the English Learners in Taft City that progressed at least one English Language Proficiency Level.	English Learners are making progress despite data reported on the California Dashboard and that shows a decrease of 2.3%. However, based on the English Learner Progress Indicator which takes the number of ELPAC takers who maintained a Level 4 between 2023 and 2024 assessments and divides the this by the number of students with a Summative score in both the current and prior year of English Learner progress is 50.75% (KIDS, 2025)	English Learners are making progress despite data reported on the California Dashboard and that shows a decrease of 2.3%. However, based on the English Learner Progress Indicator which takes the number of ELPAC takers who maintained a Level 4 between 2023 and 2024 assessments and divides the this by the number of students with a Summative score in both the current and prior year of English Learner progress is 50.75% (KIDS, 2025)	The comparison is as follows: 2026-2027 will show 50% of the English Learners were making progress, 20% were maintaining at a Proficiency Level 4, 30% of our English Learners were maintaining at a Level 1-3 and 20% will be declining. According to the 2026-2027 Dashboard: 60% of students will be making progress, 20% will be Maintaining at a Level 4, 15% are maintaining at a Level 1-3, 5% are declining.	ELPAC Level 1: No change. ELPAC Level 2: -1 percentage point. ELPAC Level 3: No change. ELPAC Level 4: +1 percentage point. LTEL: +0.4 percentage points
1.9	Priority 4(f) Student Achievement: English Learner Reclassification Rate (Kern Integrated Data and CA Dashboard)	Statewide assessment data using Kern Integrated Data Systems indicated that Overall Performance on the ELPAC TCSD has a Reclassification Rate of	Priority 4(f) Student Achievement: English Learner Reclassification Rate TCSD made progress toward	Priority 4(f) Student Achievement: English Learner Reclassification Rate TCSD made progress toward	Statewide assessment data using Kern Integrated Data Systems will indicate that Overall Performance on	EL reclassification differences from baseline are as follows: EL reclassification rate: +0.99 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.41% (KIDS, /2022/2023).	established reclassification rates for English Learners by maintaining the total EL students scoring at least a level 3 30% in 23-24 on the English Language Proficiency (ELPAC) test. (KIDS,2023) The reclassification rate for 2023-2024 was 8.52% (ELs) and 6.16% (LTELs) of students scoring Level 4 (Proficient) in General Education and at least a Level 3 in Special Education. This reflects an increase. (KIDS,2025)	established reclassification rates for English Learners by maintaining the total EL students scoring at least a level 3 50.69% in 24-25 on the English Language Proficiency (ELPAC) test. (KIDS,2023) The reclassification rate for 2024-2025 was 9.51% (ELs) and 8.66% (LTELs) of students scoring Level 4 (Proficient) in General Education and at least a Level 3 in Special Education. This reflects an increase. (KIDS,2025)	the ELPAC TCSD has a Reclassification Rate o 5%. For 2026 80 English Learner students will move from a English Language Fluency Level of 3 to 4 and 19 students will maintain a Fluency Level of 4. This is significant as Level 4 is the level necessary for reclassification consideration.	LTEL reclassification rate: +2.50 percentage points.
1.13	Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220	ELA iReady Winter 2024 Students at mid or above grade level. ALL: 11.67% ELL: 4.12% SWD: 3.16% HIS: 8.66%	ELA iReady Winter 2025 Students at mid or above grade level. ALL: 11.63% ELL: 3.47% SWD: 1.87% HIS: 9.32%	Current Diagnostic 1 ELA iReady Winter 2026 Students at mid or above grade level. ALL: 34% ELL: 17%	Based on local indicators: ELA iReady Winter 2026 The goal is for 20% of all students	ELA iReady - Percent of Students at Mid or Above Grade Level: ALL: +22.33 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lincoln JH (All): 9.48% Math iReady Winter 2024 Students at mid or above grade level. ALL: 4.17% ELL: 1.56% SWD: 2.13% HIS: 2.98% Lincoln JH (All): 2.66%	Lincoln JH (All): 9.53% Math iReady Winter 2025 Students at mid or above grade level. ALL: 5.73% ELL: 2.32% SWD: 1.91% HIS: 4.62% Lincoln JH (All): 3.94%	SWD:7.09% HIS: 27% Lincoln JH (All):17% Math iReady Winter 2025 Students at mid or above grade level. ALL: 19% ELL: 9.3% SWD: 4.86% HIS: 16% Lincoln JH (All): 15%	at mid or above grade level. Based on local indicators: Math iReady Fall 2026 The goal is for 20% of all students at mid or above grade level.	EL: +12.88 percentage points. SWD: +3.93 percentage points. Hispanic: +18.34 percentage points. Lincoln JH: +7.52 percentage points. Math iReady - Percent of Students at Mid or Above Grade Level: ALL: +14.83 percentage points. EL: +7.74 percentage points. SWD: +2.73 percentage points. Hispanic: +13.02 percentage points. Lincoln JH: +12.34 percentage points.
1.15	Priority 8: ELD Professional Development (Content Specific Professional Development based on data) (Meeting verification of training data) (Implementation Level Survey)	Implementation Level Survey -HR-Other Health-Excellent -TOSAs 50% - Poor /Fair -Students-90.5% feel that the needs of -ALL Students are met 4 Professional Development Offerings	Implementation Level Survey -HR-Other Health-Maintain Excellent -TOSAs 75% - Excellent -Students-95% feel that the needs of -ALL Students are met Provide at a minimum	Implementation Level Survey -HR-Other Health-Maintain Excellent -TOSAs 75% - Excellent -Students-95% feel that the needs of -ALL Students are met Provide at a minimum	Implementation Level Survey -HR-Other Health-Maintain Excellent -TOSAs 75% - Poor /Fair -Students-95% feel that the needs of -ALL Students are met Provide at a minimum	Professional development and implementation differences from baseline are as follows: HR/Other Health rating: No change; maintained at Excellent.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Explicit Direct Instruction • Wonders Intervention • Wednesdays • ELD Current Dates • iReady 08/23 • KiDS 10/26 • iReady Summit • iReady Coach 11/01 Staff/TOSA Feedback Survey MTSS Data • Data Meetings • Staff Meetings • Grade Level: meet with each grade level per site to go over iReady resources, data, etc. • Data Chats: support • Lesson Alerts: support • Develop and meet with strategic groups	Professional Development Offerings to include: • Explicit Direct Instruction • Wonders Intervention • Wednesdays • ELD Use Educational Learning Partner data to evolve the offerings. PD Dates • iReady 08/26 • KiDS 10/26 • iReady Summit • iReady Coach 11/01 Staff/TOSA Feedback Survey MTSS Data • Data Meetings	Professional Development Offerings to include: • Explicit Direct Instruction • Wonders Intervention • Wednesdays • ELD Use Educational Learning Partner data to evolve the offerings. PD Dates • iReady 08/26 • KiDS 10/26 • iReady Summit • iReady Coach 11/01 Staff/TOSA Feedback Survey MTSS Data • Data Meetings	Professional Development Offerings to include: • Explicit Direct Instruction • Wonders Intervention • Wednesdays • ELD Use Educational Learning Partner data to evolve the offerings. Tentative PD Dates • iReady 08/26 • KiDS 10/26 • iReady Summit • iReady Coach 11/01 Staff/TOSA Feedback Survey MTSS Data	TOSA implementation rating: Improved from 50% Poor/Fair to 75% Excellent, reflecting a +25 percentage point increase and improved implementation rating. Students reporting that the needs of all students are met: +4.5 percentage points. Professional development offerings: Maintained core offerings and expanded additional offerings, including TK-Exploratory Learning, TK-Boot Camp, Science of Reading, Educeri, Handwriting, Jill Hamilton Bunch EL, Safe School Reunification, Migrant Education Training, CCEE,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Staff Meetings • Grade Level: meet with each grade level per site to go over iReady resources, data, etc. • Data Chats: support • Lesson Alerts: support • Develop and meet with strategic groups Development Offerings to include: • Explicit Direct Instruction • Wonders Intervention	• Staff Meetings • Grade Level: meet with each grade level per site to go over iReady resources, data, etc. • Data Chats: support • Lesson Alerts: support • Develop and meet with strategic groups Development Offerings to include: • Explicit Direct Instruction • Wonders Intervention	• Data Meetings • Staff Meetings • Grade Level: meet with each grade level per site to go over iReady resources, data, etc. • Data Chats: support • Lesson Alerts: support • Develop and meet with strategic groups	Data Chats, Target Intervention Groups, and site/TOSA-based iReady and other training.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Wednesdays • ELD Additional Offerings: TK-Exploratory Learning TK-Boot Camp Science of Reading Educeri Handwriting Jill Hamilton Bunch EL Safe School Reunification Migrant Education Training CCEE Data Chats Target Intervention Groups Various site and TOSA Based iReady and other training	• Wednesdays • ELD Additional Offerings: TK-Exploratory Learning TK-Boot Camp Science of Reading Educeri Handwriting Jill Hamilton Bunch EL Safe School Reunification Migrant Education Training CCEE Data Chats Target Intervention Groups Various site and TOSA Based iReady and other training		

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.

During the 2025–26 school year, the majority of actions associated with Goal 1 were fully implemented as planned, supporting the district's focus on strengthening instructional systems, expanding targeted supports for English Learners and other student groups, and maintaining access to technology, enrichment, and intervention resources. Key instructional support actions—including Professional Development and Support (Action 1.1), Supplemental ELD Instruction and Resources (Action 1.2), Grade Level Lead Teachers (Action 1.4), ELA Teachers on Special Assignment (Action 1.5), AVID Support Services (Action 1.6), the MTSS Intervention Model in grades TK–3 (Action 1.7), Web-Based Diagnostic Assessments (Action 1.8), and Library Services (Action 1.9)—were implemented as described and continued to support districtwide instructional alignment, data-informed decision making, and targeted intervention systems. These actions contributed to ongoing collaboration among staff, increased use of assessment and student data to guide instruction, and expanded academic and engagement supports for students, particularly English Learners, socioeconomically disadvantaged students, and students with disabilities.

Several actions also supported the district's infrastructure and access to learning resources. Technology Assistant Positions (Action 1.10) were fully staffed and actively supported site technology needs across the district. The Technology Infrastructure Refresh Cycle (Action 1.11) was implemented as planned, allowing the district to maintain and update devices within the established refresh cycle and ensure students continued to have reliable access to instructional technology. Enrichment Activities (Action 1.12), including music programming, extracurricular opportunities, and Gateway to Technology activities, were largely implemented, although one music teacher position remained unfilled during part of the year, limiting the full implementation of that component. The Camp KEEP Program (Action 1.13) was implemented as planned, providing outdoor science and environmental learning opportunities for participating students.

One action experienced partial implementation during the year. The district provided ELD professional development as planned; however, the Districtwide ELD Teacher on Special Assignment position remained vacant after a staffing change, which limited the district's ability to provide the full scope of coaching and coordination originally intended under Action 1.3. Despite this challenge, the district continued to provide ELD-focused professional development and instructional support through other structures and contracted services.

Overall, implementation of Goal 1 actions demonstrates the district's continued commitment to strengthening instructional practices, supporting multilingual learners, and maintaining systems that enable staff to monitor and respond to student learning needs. While most actions were implemented fully, staffing challenges in specific roles highlighted the importance of maintaining stable instructional leadership and support positions to sustain districtwide initiatives.

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.

Upon review of the planned and estimated actual expenditures for actions within Goal 1, the following were determined to have material differences:

Action 1.1 - Material Decrease - Discretionary funds allocated to sites not fully spent. $247,197 less was spent on items used in the classroom or school wide in the areas needed for each school.

Action 1.2 - Material Increase - Additional bilingual support positions and hours since budget adoption. $94,637 more will be needed to provide this service at each of the school site in order to accommodate the support for our English Learner population in both Designated and Integrated instruction.

Action 1.8 - Material Increase - Action reflects cost of both iReady and Classworks assessment tools. Adoption did not accurately reflect those costs. $118,963 more was needed in order to successfully utilize these tools in the analysis of student performance for the purpose of addressing MTSS and whole group instruction with embedded supports, like questioning strategies and instructionally strategic instruction to include Tier 2 and 3 strategies

Action 1.11 - Material Increase of $100,027 more will be necessary in the coming year to refresh chromebooks and teacher technology to address expiring updates and technology capabilities of the district for both educational operation, instruction in the classroom, and student use based on units necessary to keep up with required updates.

Action 1.13 - Material Increase of $8,641 - Adoption reflected transportation costs for KEEP, but did not include KCSOS charge for attending KEEP.

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

The actions within Goal 1 demonstrated mixed but generally positive effectiveness in supporting implementation of the California Common Core State Standards, improving access to instructional supports, strengthening intervention systems, and increasing academic outcomes for several student groups. The district was most effective in maintaining foundational conditions for learning and showed notable improvement on iReady and CAASPP ELA outcomes. However, results also indicate continued need in mathematics for SWD, CAST performance, and English Learner progress toward proficiency.

Action 1.1, Professional Development and Support, was partially effective. This action supported instructional capacity and is primarily monitored through CAASPP ELA and Math outcomes. CAASPP ELA improved for All Students by 13.2 points, EL by 22.5 points, SWD by 12.4 points, and SED by 13.1 points. CAASPP Math also improved for All Students by 5.9 points, EL by 9.7 points, and SED by 4.4 points; however, SWD declined by 5.6 points. In addition, staffing conditions improved, including a 4.8 percentage point increase in fully credentialed teachers, fewer intern teachers, fewer out-of-field teachers, and fewer ineffective teachers. These results suggest that Action 1.1 was effective in strengthening instructional conditions and contributing to improved ELA and some mathematics outcomes, but continued refinement is needed to improve mathematics outcomes for SWD and LTELs.

Action 1.2, Supplemental ELD Instruction and Resources, was partially effective. The district maintained 100% of ELs receiving at least 30 minutes of Designated ELD instruction daily and continued to provide supplemental ELD supports. CAASPP outcomes for ELs improved in both ELA and mathematics, with ELs improving by 22.5 points in ELA and 9.7 points in mathematics. However, EL progress toward English proficiency declined by 2.3 percentage points, and the KIDS ELPI calculation declined by 7.84 percentage points. EL reclassification improved by 0.99 percentage points, and LTEL reclassification improved by 2.50 percentage points. These results indicate that Action 1.2

supported academic access and some reclassification progress, but was less effective in increasing the percentage of ELs making progress toward English proficiency.

Action 1.3, ELD Professional Development/Districtwide ELD TOSA, was partially effective. ELD professional development and related supports contributed to maintained Designated and Integrated ELD implementation and improved CAASPP outcomes for ELs. However, the decline in ELPI outcomes and the continued significant needs of LTELs indicate that this action has not yet produced sufficient growth in English language proficiency. The partial implementation of the Districtwide ELD TOSA role also limited the full intended impact of this action.

Action 1.4, Grade Level Lead Teachers, was effective in supporting standards implementation, instructional alignment, and collaborative planning. The district maintained 100% participation of Grade Level Lead Teachers in CCSS professional development and maintained curriculum implementation levels across content areas. This action also supported improved student outcomes, including gains in CAASPP ELA, CAASPP Math for most reported groups, and iReady ELA and Math for All Students, EL, SWD, Hispanic students, and Lincoln JH. Continued attention is needed to ensure collaboration results in stronger math outcomes for SWD.

Action 1.5, ELA Teachers on Special Assignment at Roosevelt and Lincoln Junior High, was effective in supporting improved ELA outcomes, though continued need remains. CAASPP ELA results improved for All Students, EL, SWD, and SED. iReady ELA also showed strong growth, including increases of 22.33 percentage points for All Students, 12.88 percentage points for EL, 3.93 percentage points for SWD, 18.34 percentage points for Hispanic students, and 7.52 percentage points for Lincoln JH. These results suggest that the ELA TOSA support contributed to improved literacy outcomes, although SWD and LTELs continue to require targeted support.

Action 1.6, AVID Support Services, was partially effective. AVID supports are connected to academic readiness, student engagement, and CAASPP/iReady outcomes for students in grades 4–8. The district showed growth in CAASPP ELA and iReady ELA and Math, and CAASPP Math improved for All Students, EL, and SED. However, CAASPP Math declined for SWD, and CAST outcomes declined for All Students, SED, EL, Hispanic students, and White students. These results suggest that AVID-related supports are contributing to broader academic readiness but have not yet produced consistent improvement across all academic areas or student groups.

Action 1.7, MTSS Intervention Model in Grades TK–3, was effective in supporting measurable improvement on iReady outcomes. iReady ELA increased for All Students, EL, SWD, Hispanic students, and Lincoln JH. iReady Math also increased for All Students, EL, SWD, Hispanic students, and Lincoln JH. These results suggest that the MTSS intervention model is contributing to improved early academic outcomes and should continue to be refined to better support students requiring more intensive intervention, particularly SWD and LTELs.

Action 1.8, Web-Based Diagnostic Assessments, was effective as a monitoring and intervention-planning tool. The use of iReady and other diagnostic tools supported the district’s ability to identify academic needs, monitor progress, and provide more targeted intervention. The strong gains in iReady ELA and Math across student groups indicate that this action is supporting more effective data-informed decision making. Continued work is needed to ensure diagnostic data are consistently translated into improved CAASPP Math outcomes for SWD and stronger progress for LTELs. Approximately $99,959 of this action was paid out of LREBG Funds.

Action 1.9, Library Services, was partially effective. Library services supported literacy access, reading development, and student engagement. The strongest related evidence is the improvement in iReady ELA and CAASPP ELA outcomes across reported student

groups. However, because library services are one component of the broader literacy system, the district should continue monitoring whether access to library services is contributing to improved reading engagement and literacy growth, especially for EL, SWD, and SED students.

Action 1.10, Technology Assistant Positions, was effective in maintaining access to instructional technology and supporting implementation of digital assessments and intervention platforms. This action contributed to the conditions necessary for students to access iReady, online assessments, intervention programs, and instructional technology. While this action is not sufficient by itself to produce academic growth, the improved iReady outcomes suggest that maintaining reliable technology access is an important support for the district's instructional and MTSS systems.

Action 1.11, Technology Infrastructure Refresh Cycle, was effective in maintaining the technology infrastructure needed for instruction, assessment, and intervention. Reliable devices and systems supported student access to web-based diagnostic assessments, instructional platforms, and intervention tools. Similar to Action 1.10, this action was effective in maintaining access and implementation conditions, while academic growth depends on the instructional use of these tools.

Action 1.12, Enrichment Activities, was partially effective. This action supported student engagement, access to music, extracurricular opportunities, and broader enrichment experiences. While enrichment activities are not directly measured by all Goal 1 academic indicators, they support student motivation, connectedness, and access to a well-rounded educational experience. The district should continue monitoring survey and engagement data to determine whether these activities are improving student connectedness, participation, and academic motivation.

Action 1.13, Camp KEEP Program, was partially effective. Camp KEEP expanded access to outdoor science, environmental learning, and STEM-related enrichment for low-income students. This action is best evaluated through access, participation, and educational partner feedback rather than CAASPP or iReady outcomes alone. The action was effective in increasing access to enrichment for participating unduplicated students, but the district should continue monitoring whether participation contributes to increased engagement, science interest, and school connectedness.

Overall, Goal 1 actions were effective in maintaining essential learning conditions, including access to standards-aligned materials, facilities in good repair, ELD instructional minutes, professional learning structures, technology access, and intervention systems. The strongest evidence of effectiveness is reflected in improved CAASPP ELA outcomes and broad gains on iReady ELA and Math. However, the actions were less effective in improving CAST outcomes, increasing EL progress toward English proficiency, and improving CAASPP Math outcomes for SWD.

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

Based on reflection of current data and educational partner feedback, the following changes are planned for items within Goal 1:

Action 1.1 Professional Development and Support - We are adding additional PD and support, including Best First Instruction Foundations, to this action to help support our current work.

No other changes are planned to the goal, metrics, target outcomes, or actions for Goal 1 of the 2026–27 LCAP. The district will continue implementing the existing actions while monitoring outcomes to determine whether future adjustments are needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development and Support	This action, in addition to providing Professional Development support in textbook alignment with Common Core State Standards units in ELA and mathematics, will assist in the districtwide implementation of research based ELA and mathematics instructional strategies used district wide to include districtwide ELD materials encompassing best practices from Kevin Clark and Educeri's Launch and Link to Literacy. Additionally, this action will provide supplemental classroom materials and supplies that complement the core programs and extend the accessibility to unduplicated students by incorporating a multi tiered system of supports that address student needs and circumstances. Develop and implement district wide assessment systems in order to collect consistent local data on student performance in ELA and mathematics. The subcategory of students of focal concern are Students with Disabilities and English Learners who performed in the red performance indicator, as did Lincoln Jr High (Math). Students in need of strategic intervention oversight are Hispanic Students, Socioeconomically Disadvantaged Students and White Students who all performed in the orange Performance indicator. Starting in the 2026-27 school year, the District will be adding professional development on Best First Instruction Foundations through support from KCSOS. Focusing on this learning and structure will address a growing need within TCSD, including our technical assistance focus, and supporting existing initiatives already underway.	$512,200.00	Yes
1.2	Supplemental ELD instruction and Resources	Provide supplemental ELD instructional support by Clark Consulting, Educeri and the classroom supplies necessary to support and ensure that all English Learners become English proficient. Provide additional staff to support high concentration levels of English Learners. This goal will play a role in differentiating between Tier 2 Core Student needs that include specifically addressing the needs of Long-Term English learners (LTELs)	$842,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		who need ELD support in order to progress through the various tiered supports. These strategies will include the implementation of strategic one on one input, Designated and Integrated ELD and instructional techniques that incorporate the extension of language development. LREBG-identified action. All funds previously expended for the implementation of activities described by this action.		
1.3	ELD Professional Development/ Districtwide ELD TOSA	Provide comprehensive Professional Development on ELD standards and ELPAC language proficiency levels in order to enable English Learner accessibility to the CCSS per the EL Roadmap with a focus on improving outcomes for Long-Term English Learners (LTELs). This includes additional and ongoing professional development on ELD Standards. These actions will be supported and facilitated by a districtwide ELD TOSA. A portion of this action will be funded through the LCAP.	$61,646.00	Yes
1.4	Grade Level Lead Teachers	The district has identified grade level lead teachers who will be trained in district benchmark development and Illuminate implementation in the district. The grade level leads will also facilitate bi-monthly grade level meetings in grades K-6, and content area meetings in grades 7-8, throughout the district by setting agenda items for the meetings. Additionally, the grade level leads will develop pacing and assessment schedules throughout the district. All students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, benefit from this action due to the consistent academic focus on CA Common Core implementation in LCAP 2024-2027 as evidenced in Lead teacher training and collaboration district wide. Funds pay for stipends and hours necessary to coordinate and oversee.	$103,170.00	Yes
1.5	ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School	ELA TOSAs one at Roosevelt and one at Lincoln will use the Satellite and Map data to determine the need for specific interventions and then use Street data to provide specific strategies that provide more meaningful learning experiences and providing positive student outcomes. These TOSAs are utilized to support Common Core State Standards ELA implementation with students in MTSS intervention school wide. English	$282,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive MTSS intervention as appropriate. In addition to these special populations, this goal is in place to facilitate the collection of street data and integrate the findings with satellite and map data in order to specify meaningful strategies using intervention materials and activity design that appeals to the student and better targets their need to achieve accessibility to concept attainment.		
1.6	AVID Support Services	Continue contract for AVID support services to provide AVID program for identified 4th - 8th grade students. Provide AVID Strategy training to all 4th - 8th grade teachers. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive AVID support as appropriate.	$83,783.00	Yes
1.7	MTSS Intervention Model in Grades TK-3	Incorporate MTSS intervention model in grades TK-8 to provide early intervention in Reading Language Arts (R/LA) and Mathematics. English Learners, Foster Youth and Socioeconomically Disadvantaged students who are prioritized to receive Multitiered supports as appropriate which includes the use of iReady to provided Individualized Learning Plans and the use of regular screeners indicating a need for responsive adjustments to instructional strategy. Four TOSAs are utilized in the implementation of MTSS in grades TK-3 in the support of MTSS implementation. This goal will include more intensive examination of student data from Long Term English Learners, English Learners, Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged, and White Students, who provide the district with data indicating specific intervention as flagged on the California Dashboard. The collection of street data integrated with satellite and map data in order to specify meaningful strategies using intervention materials and activity design that appeals to the student and better targets their need to achieve accessibility to concept attainment is the primary target of this. Action pays for TOSAs and supporting supplies.	$594,273.00	Yes
1.8	Web Based Diagnostic Assessments	Purchase web based Diagnostic assessments to include those provided for Summer School intervention and iReady for the regular school year for grades TK-5 and Grades 6-8 in ELA and Mathematics. English Learners,	$123,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth and Socioeconomically Disadvantaged students are included in ELA and Mathematics assessments for monitoring and identifying specific academic needs as appropriate. The information produced by these assessments will allow staff to identify the specific needs of the students and the type of interventions that may provide for positive student outcomes. These tools and the staff who use them will allow for more specified strategies based on the students academic needs. This information will then be considered with other information related to goal setting conversations, data chats and other street data that makes learning meaningful and considers individual scaled growth. LREBG-identified action. All funds previously expended for the implementation of activities described by this action.		
1.9	Library Services	Provide Library services to all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students in order to increase overall literacy of students through library services interventions as measured by STAR Reading. This goal will support services to all students and increase literacy skills by pairing literacy development with direct library services for SWD, English Learners, Foster Youth and Socioeconomically Disadvantaged students. Additionally this will allow teachers resources that assist in streamlining the MTSS providing materials. Action pays for personnel and related materials.	$324,410.00	Yes
1.10	Technology Assistant Positions	Maintain Technology Assistant positions (2.5 FTE) in the District, serving all six school sites in the district, which supplies support to all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the area of Technology in order to be principally directed to students who are known not to have access to technology at home.	$226,753.00	Yes
1.11	Technology Infrastructure Refresh Cycle	Continue to maintain and expand District Technology Committee who convenes regularly to administer, monitor, and plan for technology refresh cycle implementation in the district. Purchase Chromebook replacements, computer replacement parts and 50 desk top computers to benefit all	$361,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the one-on-one technology implementation annually in the District.		
1.12	Enrichment Activities	Provide enrichment activities. 1) District Music Program for grades 4 - 8. 2) District Before & After School Sports Programs & Activities for grades 6-8. 3) Gateway to Technology Activities for grades 7-8. The intent of the District is to address the following increases and decreases in student School Engagement and Support that occurred in 2020-21 as related to Social Emotional Learning for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.	$310,083.00	Yes
1.13	Camp KEEP Program	Sponsor 20 low income students, 3 counselors, and 1 Teacher from Lincoln Jr. High School that will participate in the Camp KEEP Program in Cambria, CA annually. Camp Keep is an outdoor science education and conservation program for four days to enhance Science, Technology, Engineering, and Mathematics (STEM) knowledge in unduplicated students.	$14,241.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Taft City School District will implement a multi-tiered system of supports to include the provision of staffing, resources, data analysis, accessibility, health and safety to reduce the rate of student chronic absenteeism while also lowering the ratio of students to teachers for overall improved student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The current 2023-2024 TCSD Year-to-Date Chronic Absenteeism rate of all students is 17% with the current rate of 10% of students Nearly Chronically Absent, 14% trending toward chronic absenteeism and 59% of students with No Absence Issues. The current demographics of students who are chronically absent in 2023-2024 are as follows: Males: 17.21%, Females:16.23%, Foster: 50%, Homeless: 30.77%, White (Non-Hispanic): 25.51%, Black (Non-Hispanic): 20.83%, Hispanic: 13.77%, English Learner: 9.99%, SED: 16.44%, SPED: 25.08%. In addition, the 2021-22 CHKS indicated that 41% of 7th grade students surveyed felt a school connectedness according to the survey, and that 35% of 7th grade students surveyed perceived their school as very safe or safe according to the survey. (Kern Integrated Data Systems, 2024) While the district is indicated in the yellow band on the CA Dashboard our chronically absenteeism has declined by 33% and our Suspension Rate has declined by 1.5% (CA Dashboard, 2023)

In 2023-2024 on the California Healthy Kids Survey (CHKS) with regard to School Connectedness the following: Grade 6: 53% and Grade 7: 34%, Caring Adult Relationships: Grade 6: 66% and Grade 7: 47%,and Feel Safe at School: Grade 6: 3% and Grade 7: 4%

In 2023-2024 data on the CHKS indicated a drop in participation and school connectedness, However, the same survey showed a slight increase in caring adult relationships. The number of students who do not feel these connections are on average between 40%-60%. The overall lowest percentage for all groups and all years was consistently Feeling Safe at School with a range from 54%-31%. A growing concern is the number of students who lack Academic motivation. The overall highest percentage varies by year and student group. This goal in part is designed to address the climate reflected by this survey data and aims to improve school connectedness, student-adult relationships, feeling safe at school, academic motivation, in addition to many other categories of social emotional development. (CHKS,2023-2024)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5(a) Pupil Engagement: School attendance rates School Attendance Rates (Kern Integrated Data Systems, 2024)	Based on the Kern Integrated Data Systems TCSD Year-to-Date for the 2023-2024 school year the attendance rate is 92.85. There are 46 student participating in the School Attendance Review Board for the 2023-2024 school year: -Kindergarten 1 student -First Grade 3 students -Second Grade 2 students -Third Grade 5 students -Fourth Grade 9 students -Fifth Grade 5 students -Sixth Grade 7 students -Seventh Grade 8 student -Eight Grade 6 students	Based on the Kern Integrated Data Systems TCSD Year-to-Date for the 2025-2026 school year the attendance rate is 94.87. There are 46 student participating in the School Attendance Review Board for the 2023-2024 school year: -Kindergarten 1 student -First Grade 3 students -Second Grade 2 students -Third Grade 5 students -Fourth Grade 9 students -Fifth Grade 5 students -Sixth Grade 7 students -Seventh Grade 8 student -Eight Grade 6 students	Based on the Kern Integrated Data Systems for the 2025-2026 school year the TCSD has a year-to-date student attendance rate of 95.48% YTD. There are students participating in the School Attendance Review Board for the 2025-26 school year: -Kindergarten 0 students -First Grade 1 students -Second Grade 0 students -Third Grade 0 student -Fourth Grade 0 student -Fifth Grade 0 students -Sixth Grade 0 student -Seventh Grade 0 students -Eighth Grade 2 students At the current rate the number of students referred to SARB and those	Based on the Kern Integrated Data Systems TCSD Year-to-Date for the 2026-2027 school year the attendance rate is 95%. There will be no more than 20 students participating in the School Attendance Review Board for the 2026-2027 school year: -Kindergarten 0 student -First Grade 1 students -Second Grade 1 students -Third Grade 2 students -Fourth Grade 5 students -Fifth Grade 2 students -Sixth Grade 4 students -Seventh Grade 4 student -Eight Grade 4 students	Attendance and SARB differences from baseline are as follows: • Attendance rate: +2.63 percentage points. • Total students participating in SARB: -43 students. • Kindergarten: -1 student. • 1st Grade: -2 students. • 2nd Grade: -2 students. • 3rd Grade: -5 students. • 4th Grade: -9 students. • 5th Grade: -5 students. • 6th Grade: -7 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				who have attended the participation rate is 67%. (SARB Coordinator 2026)		• 7th Grade: -8 students. • 8th Grade: -4 students. Current SARB participation rate: 67%; no baseline participation rate listed, so no difference calculated.
2.2	Priority 5(b) Pupil Engagement: Chronic absenteeism rates CA School Dashboard (Kern Integrated Data System,2024) (A2A)	2023 CA School Dashboard - 18.6% The current 2023-24 TCSD Year-to-Date Chronic Absenteeism rate of all students is 15% with the current rate of 8% of students Nearly Chronically Absent, 12% trending toward chronic absenteeism and 64% of students with No Absence Issues. The current demographics of students who are chronically absent in 2023-24 as of 03/07/2024 are as follows: Males: 16.07%, Females: 14.87%,	2024 CA School Dashboard - 16% The current 2024-25 TCSD Year-to-Date Chronic Absenteeism rate of all students is 15% with the current rate of 8% of students Nearly Chronically Absent, 17% trending toward chronic absenteeism and 60% of students with No Absence Issues. The current demographics of students who are	2025 CA School Dashboard - 13.5% The current 2025-2026 TCSD Year-to-Date Chronic Absenteeism rate of all students is 14% with the current rate of 6% of students Nearly Chronically Absent, 15% trending toward chronic absenteeism and 64% of students with No Absence Issues. The current demographics of students who are	2026 CA School Dashboard - 9% For the 2026-27 TCSD Year-to-Date Chronic Absenteeism rate of all students will be 5% with 5% of students Nearly Chronically Absent, 8% trending toward chronic absenteeism and 75% of students with No Absence Issues. The demographics of students who are chronically absent in 2026-2027 will be follows:	Chronic absenteeism differences from baseline are as follows: CA Dashboard chronic absenteeism rate: -5.1 percentage points Year-to-date chronic absenteeism rate: All Students: -1 percentage point. Nearly Chronically Absent: -2 percentage points. Trending toward chronic absenteeism: +3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 50%, Homeless: 30.77%, White (Non-Hispanic): 23.47%, Black (Non-Hispanic): 20.83%, Hispanic: 12.85%, SED:15.24% SWD: 24.76%, and EL: 9.22% (A2A, 2024)	chronically absent in 2023-24 as of 03/07/2024 are as follows: Males: 16.07%, Females: 14.87%, Foster: 50%, Homeless: 30.77%, White (Non-Hispanic): 23.47%, Black (Non-Hispanic): 20.83%, Hispanic: 12.85%, SED:15.24% SWD: 24.76%, and EL: 9.22% (A2A, 2024)	chronically absent in 2025-26 are as follows: Males: 15%, Females: 14%, Foster: 50%, Homeless: 100%, White (Non-Hispanic): 20%, Black (Non-Hispanic): 20%, Hispanic:12.5%, RFEP: 0%, SED: 14%, SPED: 29%, and EL's 9.2%	Males: 10%, Females: 10%, Foster: 25%, Homeless: 25%, White (Non-Hispanic): 15%, Black (Non-Hispanic): 15%, Hispanic: 10%, SED:10% SWD: 20%, and EL: 5% (A2A, 2024)	percentage points. Students with No Absence Issues: No change. Current demographics of students who are chronically absent • Male: -1.07 percentage points. • Female: -0.87 percentage points. • Foster: No change. • Homeless: +69.23 percentage points. • White: -3.47 percentage points. • Black: -0.83 percentage points. • Hispanic: -0.35 percentage points. • RFEP: No baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						listed; no difference calculated. • SED: -1.24 percentage points. • SWD/SPED: +4.24 percentage points. • EL: -0.02 percentage points.
2.3	Priority 5(c) Pupil Engagement: Middle school dropout rates (AERIES)	TCSD has a 0% middle school dropout rate. (AERIES, 2024)	TCSD maintained a 0% middle school dropout rate. (AERIES, 2025)	TCSD has maintained a 0% middle school dropout rate. (KIDS)	TCSD will maintain a 0% middle school dropout rate based on AERIES 2027 reports.	There is no difference from baseline. TCSD maintained a 0% middle school dropout rate.
2.4	Priority 6(a) School Climate: Pupil suspension rates (CA Dashboard, KIDS)	2023 CA School Dashboard - 4.1% Student populations in the Taft City School District scoring in the Red Band related to suspensions on the CA State Dashboard require specific and target intervention based on the following: • The number of Students with Disabilities who were	2024-2025 CA School Dashboard - 5% Student populations in the Taft City School District scoring in the Red Band related to suspensions on the CA State Dashboard require specific and target intervention based on the following:	2025-2026 CA School Dashboard - 3.5% The 05/12/26 suspension rate is 1.82% (KIDS) Student populations in the Taft City School District scoring in the Yellow Band related to suspensions on	2026 CA Dashboard All Students: 2% SWDs: 5% White: 5%	Suspension rate differences from baseline are as follows: All Students suspension rate: -0.6 percentage points. • Current KIDS suspension rate: -2.28 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended during the 2022-2023 school year in (grades 4th-5th) (consisting of 79 students within the total student body) increased by 5.4% from the previous year (8.9% of the students in student group were suspended at least one day). • White Students (grades 4th-5th grade 136 students within the total student body) increased by 3.5% from the previous year (8.8% of the students in this student group were suspended at least one day).	• The number of Students with Disabilities who were suspended during the 2023-2024 school year in (grades 4th-5th) (consisting of 90 students within the total student body) declined by 8.9%% from the previous year (0% of the students in student group were suspended at least one day putting this	the CA State Dashboard require specific and target intervention based on the following: • The number of Students with Disabilities who were suspended during the 2025-2026 school year in (grades 4th-5th) (consisting of 82 students within the total student body) declined by 1.2% from the previous year (1.2% of the students in student group		Grade 4–5 student group suspension rates • SWD: -7.7 percentage points. • White: -8.1 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			subgroup in the Blue Performance Level). • White Students (grades 4th-5th grade 150 students within the total student body) decreased by 7.5% from the previous year (1.3% of the students in this student group were suspended at least one day putting this subgroup in the Green Performa	were suspended at least one day putting this subgroup in the Orange Performance Level). • White Students (grades 4th-5th grade 141 students within the total student body) decreased by 0.6% from the previous year (0.7% of the students in this student group were suspended at least one day		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			nce Level). Additional Information gathered is as follows: 5% of All Students were suspended during the 2023-24 School Year. Increase 0.9% • The following subgroups scored in the Red Performance Level • Foster Youth 10.3% Increased by 10.3% • Long Term EL 21.3% Increase by 11% • White 7.5% Increase of 0.8%	putting this subgroup in the Green Performance Level). Additional Information gathered is as follows: 3.5% of All Students were suspended during the 2024-2025 School Year .Declining 1.5% • The following subgroups scored in the Red Performance Level • Foster Youth 16.7% Increase by 6.3% • Students with Disabilities 6.4%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-The following subgroups scored in the Orange Performance Level • English Learns 3.7% Increased 1.1% -Hispanic 4% Increased by 0.9% • Socioeconomically Disadvantaged 5% Increase of 0.9% • Students with Disabilities 6.3% Decrease of 0.9%	Maintained 0.1% -The following subgroups scored in the Orange Performance Level • Socioeconomically Disadvantaged 3.5% Declined 1.5% • White 5.5% Declined by 2% • Long Term EL 11.5% Declined by 9.8% -The following subgroups scored in the Green Performance Level -English Learns 2.6% Declined 1.1% -Hispanic 2.5% Declined 1.5%		
2.5	Priority 6(b) School Climate: Pupil expulsion rates	Based on local data the current 2023-24 expulsion rate is 0%	Based on local data the current 2024-25 expulsion rate is 0%	Based on local data the current 2025-2026 expulsion rate is	Based on local data in 2026-2027 the expulsion rate will be 0% (Kern	Expulsion rate differences from baseline are as follows:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Kern Integrated Data Systems)			0.1% (KIDS). During the current 2025-26 there have been 3 Expulsions	Integrated Data Systems, 2027)	Expulsion rate: +0.1 percentage points. Number of expulsions: +3 expulsions
2.6	Priority 6(c) School Climate: Other local measures and sense of safety and school connectedness.(LREBG Focus Goal) (California Healthy Kids Survey, and LCAP Survey, 2025)	34% of 7th grade students surveyed feel connected to school according to CHKS survey results. 25% of 7th Grade students surveyed perceive their school as very safe or safe according to the 2024 LCAP Survey.	32% of 7th grade students surveyed feel connected to school according to CHKS survey results. 69% of 7th Grade students surveyed either perceive school as safe or did not indicate their school was unsafe 2024 (LCAP Survey, 2025).	24% of ALL Student respondents either did not feel safe at school or declined to state. While 76% of the student respondents indicated that they feel safe at school (2026 KIDS) 33% of of ALL Students feel like they belong at school (KIDS Spring 2025) .65 % of student survey respondents look forward to coming to school each day (Local LCAP Student Survey,2023)	80% of 7th grade students surveyed will feel connected to school according to CHKS survey results. 50% of 7th Grade students surveyed will perceive their school as very safe or safe according to the 2027 LCAP Survey.	School climate, safety, and connectedness differences from baseline are as follows: Students reporting they feel safe at school: +51 percentage points; note that the baseline was based on 7th grade students and the Year 2 outcome is based on all student respondents, so this should be interpreted cautiously. Students who did not feel safe or declined to state: No baseline listed; no difference calculated.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students who feel like they belong at school: -1 percentage point; note that the baseline measured 7th grade school connectedness, while the Year 2 outcome measured all-student belonging, so this should be interpreted cautiously.
2.7	Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study. (Williams Report and student schedules).	Based on local indicators 100% of TCSD students have been granted access and enrolled in a broad course of study in 2023-24 as documented by student placements and schedules.	Based on local indicators 100% of TCSD students have been granted access and enrolled in a broad course of study in 2024-25 as documented by student placements and schedules.	Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Based on local indicators100% of TCSD students have been granted access and enrolled in a broad course of study in 2025-26 as documented by student placements and schedules.	Based on local indicators 100% of TCSD students will be granted access and enrolled in a broad course of study in Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 as documented by student placements and schedules.	There is no difference from baseline. TCSD maintained 100% student access to and enrollment in a broad course of study.
2.8	Priority 7(b) Course Access: Extent to which pupils have access to	Based on local indicators, 100% of TCSD students have	Based on local indicators, 100% of TCSD students	Priority 7(b) Course Access: Extent to which	Based on local indicators, 100% of TCSD students will	There is no difference from baseline. TCSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and are enrolled in programs/ services for unduplicated students. (Williams Report and student schedules).	been granted access and enrolled in programs/services for unduplicated services in 2023-2024	have been granted access and enrolled in programs/services for unduplicated services in 2024-2025	pupils have access to and are enrolled in programs/services for unduplicated students 100% of TCSD students are granted access and enrollment in programs/services for unduplicated services	have complete access and enrolled in programs/services for unduplicated services in 2026-2027	maintained 100% student access to and enrollment in programs/services for unduplicated students.
2.9	Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/ services for students with special needs (Williams Report and student schedules).	Based on local indicators 100% of TCSD students with exceptional needs have been granted access and enrolled in programs/services documented in AERIES.	Based on local indicators 100% of TCSD students with exceptional needs have been granted access and enrolled in programs/services documented in AERIES.	Based on local indicators 100% of TCSD students with exceptional needs have been granted access and enrolled in programs/services documented in AERIES.	Based on local indicators 100% of TCSD students with exceptional needs will be granted access and enrolled in programs/services documented in AERIES.	There is no difference from baseline. TCSD maintained 100% access to and enrollment in programs/services for students with exceptional needs.
2.10	Priority 7(b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated students. (Williams Report, student schedules, and Career Inventory results).	2024-2025 School Year: Based on Survey analysis of the Career Inventory 100% of the district's 8th grade students have access to Career Technology Education : Career Technology Education CTEC Exploration. Students receive instruction in making Career Choices and the decision making skills	2024-2025 School Year: Baseline established for the 2024-2025 school Year. No year 1 outcome	2025-2026 School Year: Baseline established for the 2025-2026 school Year. Alternative data retrieved from student responses identified the following about our 8th grade students and their interest in CTEC.	Based on Survey analysis of the Career Inventory 100% of the district's 5th, 6th, 7th, and 8th grade students have access to Career Technology Education : Career Technology Education CTEC Exploration. Students receive	There is no difference from baseline. TCSD maintained 100% access to CTE/CTEC Exploration opportunities for the identified grade level. Year 2 also established additional student response data related to 8th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that career success necessitates. Special Education Teachers are able to provide follow-up modules in order to modify and maintain access for students with special needs. Students are assessed to determine their propensity toward skills and preferred activities in order to appropriately place them in the program and specialize vocabulary and problem solving skills.			instruction in making Career Choices and the decision making skills that career success necessitates. Special Education Teachers are able to provide follow-up modules in order to modify and maintain access for students with special needs. Students are assessed to determine their propensity toward skills and preferred activities in order to appropriately place them in the program and specialize vocabulary and problem solving skills.	grade student interest in CTEC; however, no comparable baseline was listed for those alternative data, so no difference is calculated.

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.

During the 2025–26 school year, all actions associated with Goal 2 were implemented as planned, supporting the district's efforts to maintain safe, supportive, and well-maintained learning environments that promote student engagement, attendance, and overall well-being. The

district maintained appropriate staffing levels through the Student-to-Teacher Ratio action (2.1), ensuring students had access to classroom instruction and social-emotional supports. Facilities Upkeep (2.2) and Additional Custodial Support (2.8) were implemented to maintain campuses in good repair and provide clean, safe learning environments for students and staff. The district also continued the Computer-Based Attendance Tracking and Parent Notification System (2.3), which allowed staff to monitor attendance and communicate with families regarding attendance concerns. Attendance supports were further strengthened through the implementation of the School Attendance Review Board (SARB) process (2.5), providing structured interventions and collaboration with families when students demonstrated patterns of chronic absenteeism.

Student behavioral, social-emotional, and safety supports were also fully implemented through MTSS/PBIS Support (2.4), which coordinated behavior and attendance interventions and included alternatives to suspension for students requiring additional support. The district maintained School Psychologist and Counselor positions (2.6) to address students' mental health and social-emotional needs, while Student Safety and Well-Being supports (2.7)—including aides, yard monitors, nursing staff, and health clerks—ensured students were appropriately supervised and supported throughout the school day. Additional actions focused on promoting student health and future readiness. Comprehensive Student Fitness programming (2.9) expanded opportunities for physical activity and healthy lifestyles through additional physical education staffing and programming. The district also implemented Career Technical Education opportunities (2.10) at Lincoln Junior High School, providing students with access to career exploration activities and hands-on learning experiences designed to build career awareness and problem-solving skills. Collectively, the full implementation of these actions strengthened systems that support student safety, attendance, engagement, and overall well-being across the district.

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

Upon review of the planned and estimated actual expenditures for actions within Goal 2, the following were determined to have material differences:

Action 2.2 - $397,248 will be necessary for actions planned but will not occur within the current fiscal year. These include upkeep based on aspects of the campus that require upkeep or repair. Items such as asphalt repair, areas where flooring has lift or requires new surfacing, gate or fencing repairs.

Action 2.4 - Material increase of $58,917 - Midyear addition of 6th grade class to attempt to address students who require additional structure and support.

Action 2.6 - Material decrease of $159,683 - Behavioral paraprofessionals were budgeted for, but not hired during the current year. Given the capacity of the applicants this may be initiated in the next school year.

Action 2.7 - Material increase of $316,195 - Midyear increase in both kindergarten support positions and yard supervision positions.

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

The actions within Goal 2 were generally effective in supporting student engagement, attendance, safety, wellness, behavior, and access to a broad course of study. The district demonstrated clear progress in attendance, chronic absenteeism, SARB participation, and overall

suspension rates. However, results also indicate continued need for targeted support for specific student groups, particularly Foster Youth, SWD, students experiencing homelessness, and students who report lower levels of safety, belonging, or school connectedness.

Action 2.1, Student to Teacher Ratio, was effective in supporting improved attendance and student access to classroom support. The district's year-to-date attendance rate increased by 2.63 percentage points from baseline. In addition, total SARB participation decreased by 43 students, with reductions across every grade level. These results suggest that maintaining staffing levels and lower student-to-teacher ratios contributed to improved student engagement and attendance.

Action 2.2, Facilities Upkeep, was partially effective. The district continued to maintain safe and functional learning environments, and student safety results improved, with 76% of student respondents indicating that they feel safe at school. However, student belonging remains an area of need, with only 33% of students reporting that they feel like they belong at school. These results suggest that while facilities upkeep supports safety and the learning environment, continued work is needed to improve students' overall sense of connection to school.

Action 2.3, Computer-Based Tracking/Parent Notification System, was effective in supporting attendance monitoring and family communication. Chronic absenteeism declined by 5.1 percentage points on the CA Dashboard, while the year-to-date chronic absenteeism rate decreased by 1 percentage point. The percentage of students nearly chronically absent also decreased by 2 percentage points. These results indicate that attendance tracking and parent notification systems are contributing to earlier identification, follow-up, and improved attendance outcomes.

Action 2.4, MTSS/PBIS Support, was generally effective in reducing overall suspension rates and supporting student behavior. The All Students suspension rate decreased by 0.6 percentage points from baseline, and the current KIDS suspension rate reflects a 2.28 percentage point decrease. Grade 4–5 suspension rates also decreased for SWD by 7.7 percentage points and White students by 8.1 percentage points. However, Foster Youth and SWD remain areas of concern, as both student groups continue to demonstrate elevated suspension needs. These results indicate that MTSS/PBIS supports are having a positive overall impact, but more targeted behavioral interventions are still needed for specific student groups.

Action 2.5, SARB Process, was effective in supporting improved attendance and reducing chronic absenteeism. Total SARB participation decreased by 43 students, and the district showed improvement in attendance and chronic absenteeism indicators. The year-to-date chronic absenteeism rate decreased by 1 percentage point, and the percentage of students nearly chronically absent decreased by 2 percentage points. These results suggest that the SARB process is contributing to improved attendance patterns and helping reduce the number of students requiring intensive attendance intervention.

Action 2.6, School Psychologist/Counselors, was partially effective in supporting student wellness, attendance, and behavior. Attendance improved, chronic absenteeism declined, and overall suspension rates decreased, suggesting that counseling, psychological, behavioral, and social-emotional supports are contributing positively to student outcomes. However, only 33% of students reported that they feel like they belong at school, and 24% of students either did not feel safe or declined to state. These results indicate that the action is supporting overall improvement but should continue to be refined to address student connectedness, belonging, and targeted supports for students with elevated behavioral or attendance needs. Approximately $108.068 was paid out of LREBG Funds.

Action 2.7, Student Safety and Well-Being, was partially effective. The district maintained supervision, health, nursing, and safety supports, and student safety results were positive overall, with 76% of students indicating that they feel safe at school. Attendance also improved, and suspension rates declined. However, the percentage of students reporting a sense of belonging remains low, and nearly one-quarter of students either did not feel safe or declined to state. These results suggest that Action 2.7 is supporting safety and attendance, but additional strategies are needed to strengthen school connectedness and belonging.

Action 2.8, Additional Custodial Support, was effective in supporting clean, safe, and well-maintained learning environments. This action supports student health, attendance, and perceptions of safety, particularly at sites with high numbers of unduplicated students. The district's improved attendance rate and reduction in chronic absenteeism suggest that maintaining safe and clean campuses is contributing to conditions that support student engagement. Continued student and family feedback should be used to monitor perceptions of campus cleanliness, bathrooms, drinking fountains, and overall facility conditions.

Action 2.9, Comprehensive Student Fitness, was partially effective. This action supports student wellness, physical activity, engagement, and overall well-being. Attendance increased, chronic absenteeism declined, and suspension rates decreased, suggesting that broader wellness supports may be contributing to improved student outcomes. However, student belonging and connectedness remain areas of need, so the district should continue monitoring whether expanded fitness and wellness programming is improving students' motivation, connection to school, and overall well-being.

Action 2.10, Career Technical Education, was effective in maintaining course access and expanding career exploration opportunities. The district maintained 100% student access to a broad course of study, 100% access to programs and services for unduplicated students, and 100% access for students with exceptional needs. CTE/CTEC Exploration access was maintained for the identified grade level, and Year 2 also established additional student response data related to 8th grade interest in CTEC. Because this action is still developing as a measurable engagement strategy, the district should continue collecting participation, interest inventory, and student engagement data to determine its longer-term impact.

Overall, Goal 2 actions were effective in improving attendance, reducing chronic absenteeism, reducing overall suspension rates, decreasing SARB participation, maintaining a 0% middle school dropout rate, and ensuring 100% access to a broad course of study and services for unduplicated students and students with exceptional needs. The strongest evidence of effectiveness is reflected in improved attendance, reduced chronic absenteeism, and reduced suspensions.

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

Based on reflection of current data, implementation progress, and educational partner feedback, no changes are planned to the goal, metrics, target outcomes, or actions for the 2026–27 LCAP. The district will continue implementing the existing actions while monitoring outcomes to determine whether future adjustments are needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student to Teacher Ratio	By providing additional staff, we maintain the ratio of students to teachers for overall improved student achievement and for SEL student support including English Learners, Foster Youth and Socioeconomically Disadvantaged students while addressing the specific needs of unduplicated students districtwide.	$2,729,798.00	Yes
2.2	Facilities Upkeep	The district will continue to maintain facilities in good repair. this action has been identified to improve and renovate aging school facilities to keep them in good repair according to the FIT Report and maintain and enhance an equitable learning environment that supports student achievement. The main focus of the facilities repair is on ventilation, roofing, painting, paving, and creation and renovation of classroom space. The actions meet the needs as determined by local surveys and student data which identifies a need to increase providing specified strategies that increase the students perceived safety and well being. Increased enrollment has required the district to utilize classrooms and other facilities that have not previously been utilized, such as aging portables, or spaces not historically designated as classroom space, out of necessity. Enrollment has increased by an average of 5% per year for the past several years, a trend that the district expects to continue. The percentage of students that are considered unduplicated has increased from 84% to 88% over the same time frame. Additionally, chronic absenteeism is up for all unduplicated students as reflected by 2020-2021 Week 27 TCSD Year to Date Chronic Absenteeism rate for unduplicated students which is as follows: Foster: 67.7%, Homeless: 45.0%, White (Non-Hispanic):29.8%, Black (Non Hispanic): 25.0%, Hispanic: 21.9%, RFEP: 13.2%, SED: 25.0%, SPED: 39.1%. In addition, the 2020 CHKS indicated that 46% of 7th grade students surveyed felt a school connectedness according to the survey, and that 36% of 7th grade students surveyed perceived their school as very safe or safe according to the survey. Finally, Parents and Staff indicated on LCAP surveys that the condition of the facilities and timely response to the need for repair is key in achieving and maintaining positive student attitudes about attending school. This need to repair and renovate new facilities space is a direct response to our changing students' needs to ensure safe and adequate learning space. Improve and renovate aging school facilities to keep them in good repair according to the FIT Report	$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and maintain and enhance an equitable learning environment that supports student achievement. The main focus of the facilities repair is on ventilation, roofing, painting, paving, and creation and renovation of classroom space. The actions meet the needs as determined by local surveys and student data which identifies a need to increase providing specified strategies that increase the students perceived safety and well being.		
2.3	Computer Based Tracking/Parent Notification System	Maintain computer based tracking/parent notification system for the purpose of addressing chronic absenteeism in all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in LCAP 2021-24. Augment parent notification to include a leadership component to communicate district attendance goals to parents of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.	$30,000.00	Yes
2.4	MTSS/PBIS Support	Maintain services for Campus Supervisor/Student Relations Liaison to provide district wide oversight in coordination with the MTSS and PBIS teams to address student behavior including chronic attendance/truancy issues. Additionally, facilitate an Alternative to Suspension Program that integrates MTSS and PBIS in more strategic ways for students who require intervention in the area of attendance and behavior, specifically those students who are chronically absent from school. The district will develop and implement a crisis intervention plan in conjunction and collaboration with law enforcement agencies as well as a PBIS support plan for all students to ensure a consistent and appropriate response to student behavioral incidents at school. LREBG-identified action. All funds previously expended for the implementation of activities described by this action.	$440,908.00	Yes
2.5	SARB process	The Taft City School District utilizes a School Attendance and Review Board (SARB) process in reducing chronic absenteeism in students. Students identified using local indicators as being chronically absent are flagged by A2A ,which is an attendance tracking system, at various stages	$1,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of their academic missed attendance via notices, home visits, and phone calls. After the final notice a committee consisting of representatives from the district including the school resources and other stakeholders meet with the parents of the child to discuss strategies targeted at creating a collaborative effort at improving the students attendance.		
2.6	School Psychologist/Counselors	Maintain the hiring of additional district School Psychologist/Counselors to address mental health and social-emotional needs of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. Add behavioral staff, including Behavioral Specialist and Paraprofessionals. LREBG-identified action. All funds previously expended for the implementation of activities described by this action.	$1,367,143.00	Yes
2.7	Student Safety and Well-Being	This action addresses health and safety concerns, including those related to mental health. This includes increasing the number of kindergarten aide positions to nine and maintaining two dozen Yard Monitors as needed to ensure students are monitored at unstructured times during the day. One additional nursing position, as well as four full time health clerks. The additional staff members will work in coordination with MTSS and PBIS teams to address student behavior including chronic attendance and truancy issues. Taft City will maintain a visitor identification system at all sites that plays an integral part of our tracking attendance, the well-being of our students and families, and informs our MTSS and PBIS teams of students who are having difficulty with behavior, attendance, and truancy.	$1,412,349.00	Yes
2.8	Additional Custodial Support	Add an additional three custodial positions using concentration grant add-on funds at sites with high numbers of unduplicated students. This action has been added to Goal 2 of the LCAP this year in order to address the potential exposure to factors that would impact the attendance of unduplicated students based on health as related to living circumstances. Maintaining a safe and clean campus provides these students with an environment that addresses these factors at school.	$274,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Comprehensive Student Fitness	Provide comprehensive student fitness. The Taft City School District will encourage the maintained fitness and healthy positive outcomes that result in more healthy students at all levels in the Taft City School District. The need for this is evidenced by the percentage of socioeconomically disadvantaged students compared to ALL students in the Taft City School District scoring in the Healthy Fitness Zone for 2023-2024 school year as evidenced by local data from physical education data. Specifically, no less than 10 fewer students who are identified as unduplicated students in the are of socioeconomically disadvantaged students scored in the Healthy Fitness Zone than ALL Students in the Taft City School District in the areas of Aerobic Capacity, Body Composition, and Abdominal Strength prompting an initiative to develop the health of our students. In order to achieve this goal the Taft City School District will maintain a additional Physical Education position at Lincoln Junior Highschool and add an Elementary Physical Education Instructor that travels to each of the other sites. By providing the comprehensive fitness needs of our students, we expect attendance rates to improve and suspension rates to decrease for all students, especially our unduplicated pupils.	$486,009.00	Yes
2.10	Career Technical Education	The Taft City School District provides Career Technology Education by providing students with a classroom center with diverse offerings of activities based on various career pathways. Taft City School District's Lincoln Junior High School has adopted CTEC Exploration which is provided to our 7th and 8th grades with an intended goal to increase to other grade levels over the next 3 years. Students who participate not only increase their career survey and vocabulary describing a variety of skills in a real life application setting, they have an opportunity to problem solve and put their skill to practice. Based on Survey analysis of the Career Inventory100% of the district's 8th grade students have access to Career Technology Education. Special Education Teachers are able to provide follow-up modules in order to modify and maintain access for students with special needs. Students are assessed to determine their propensity toward skills and preferred activities in order to appropriately place them in the program and specialize vocabulary and problem solving skills.	$93,775.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Taft City School District will recruit, hire, train, and retain highly qualified teaching and support staff while also focusing on effective professional learning to continually enhance or extend content knowledge and instructional strategies for a comprehensive understanding of the various needs of all students including Foster youth, English Learners, and low-income students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

It is critical that students access the SBE adopted standards. Goal 3 will ensure that accessibility to these resources is made possible to all students and that the district continues to build capacity in the staff in the achievement of these goals. Current data shows that the Taft City School District's focus on Conditions and Climate resulted in local indicators that reflected (Mis-Assignments (0 EL) Of Teachers Of English Learners 0%, and that 100% of TCSD students had access to SBE adopted standards aligned materials in 2023-24 There is a tremendous need to continue the practices utilized to achieve this goal. Additionally, the Taft City School District was listed on the 2023 CA Dashboard under Conditions and Climate as performing 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites in 2022-23 which contributes greatly to the students well being and ability to attend school with a positive outlook. Another key area that must be maintained is the Percent Of Students With Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%TCSD. Next, the Taft City School District was listed on the 2023 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows:
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0. Next,, TCSD must maintain 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2022-23 according to the TCSD Professional Development schedule and calendar in order to foster the building of capacity to provided informed instruction. In the implementation of the EL Road Map the TCSD must continue to ensure that all EL students receive 30 minutes of Designated ELD instruction daily, and are provided with ELA interventions to meet the individual needs of EL students based on assessment data in 2022-23 and according to teacher lesson plans and daily classroom schedules, these measures will help to ensure that ELD standards are implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk though observation data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1(a)Basic Services: Teachers Appropriately assigned and fully credentialed for assignment (Local Data Reporting)	Based on local indicators 100% of TCSD Teachers are appropriately assigned and 72.6% are fully credentialed for their assignment in 2023-24. The following information for the Taft City School District was listed on the 2023 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%	Based on local indicators 100% of TCSD Teachers are appropriately assigned and 65.2% are fully credentialed for their assignment in 2024-25. The following information for the Taft City School District was listed on the 2024 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%	Priority 1(a)Basic Services: Priority 1(a)Basic Services: 100% of TCSD teachers being appropriately assigned and 84% fully credentialed for their assignment in 2025-2026. Current Taft City School Data Misassignments of Teachers of English Learners: 0.015% Total teachers for 2025-2026: 130 Interns: 0.08% (10 interns as of today) Out of Field teachers: 0.023% Ineffective teachers: 11% (Human Resources, 2026) (TCSD HR, 2026)	Based on local indicators 100% of TCSD Teachers are appropriately assigned and 80% are fully credentialed for their assignment in 2026-27. The following information for the Taft City School District will be listed on the 2026-27 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%	Teacher assignment and credentialing differences from baseline are as follows: Appropriately assigned teachers: No change; maintained at 100%. Fully credentialed teachers: +11.4 percentage points. Misassignments of Teachers of ELs: +0.015 percentage points. Total teachers: No baseline listed; no difference calculated. Intern teachers: No baseline listed; no difference calculated. Out-of-field teachers: No baseline listed; no difference calculated.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Ineffective teachers: No baseline listed; no difference calculated.
3.2	Priority 1(b)Basic Services: Pupil access to standards aligned materials (Williams Report)	Based on local indicators 100% of TCSD students had access to SBE adopted standards aligned materials in 2023-24. The following information for the Taft City School District was listed on the 2023 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%	Based on local indicators 100% of TCSD students had access to SBE adopted standards aligned materials in 2024-25. The following information for the Taft City School District was listed on the 2024 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%	Pupil access to standards aligned materials has been maintained at 100% of the TCSD student population. The district ensures that the Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home is 0%	Based on local indicators 100% of TCSD students had access to SBE adopted standards aligned materials in 2026-27. The following information for the Taft City School District will be listed on the 2026-27CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%	There is no difference from baseline. TCSD maintained 100% student access to SBE-adopted standards-aligned instructional materials, and the percentage of students without access to their own copies of standards-aligned instructional materials remained at 0%.
3.3	Priority 1(c)Basic Services: School facilities maintained In	TCSD maintained a 100% rating of “Good” or "Exemplary" as	TCSD maintained a 100% rating of “Good” or	TCSD maintain a 100% rating of “Good” or	TCSD maintained a 100% rating of “Good” or	There is no difference from baseline. TCSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	good repair (Williams Report)	indicated on The FIT report for all school sites in 2022-23. The following information for the Taft City School District was listed on the 2023 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0	"Exemplary" as indicated on The FIT report for all school sites in 2024-25. The following information for the Taft City School District was listed on the 2024 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0	"Exemplary" as indicated on The FIT report for all school sites on an ongoing basis with the exception of Interior Surfaces at: Conley and Jefferson The district continues to maintain current performance standards on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0	"Exemplary" as indicated on The FIT report for all school sites in 2026-27. The following information for the Taft City School District will be listed on the 2026-27CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0	maintained a 100% rating of “Good” or “Exemplary” on the FIT report, and instances where facilities did not meet the “Good Repair” standard remained at 0. Interior surface needs were noted at Conley and Jefferson, but the overall facilities standard was maintained.
3.4	Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards	Based on local indicators TCSD maintained a 100% participation rate of Grade Level Lead teachers to have	Based on local indicators TCSD maintained a 100% participation rate of Grade Level Lead	TCSD continues to maintain100% participation rate by Grade Level Lead teachers in CCSS professional	Based on local indicators TCSD will maintain a 100% participation rate of Grade Level Lead	There is no difference from baseline. TCSD maintained 100% participation of Grade Level Lead

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Professional Development Schedule)	received CCSS professional development training in ELA and Mathematics in 2022-23 according the TCSD Professional Development schedule and calendar.	teachers to have received CCSS professional development training in ELA and Mathematics in 2024-25 according the TCSD Professional Development schedule and calendar.	development training in ELA and Mathematics based on the TCSD Professional Development schedule and calendar.	teachers to have received CCSS professional development training in ELA and Mathematics in 2026-27 according the TCSD Professional Development schedule and calendar.	teachers in CCSS professional development in ELA and Mathematics.
3.5	Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency (Local Data)	Based on local indicators TCSD maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2022-23 according to teacher lesson plans and daily classroom schedules. Based on local indicators TCSD maintained and provided that ELD standards were implemented with fidelity for integrated instruction daily as evidenced in teacher	Based on local indicators TCSD maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2024-25 according to teacher lesson plans and daily classroom schedules. Based on local indicators TCSD maintained and provided that ELD	TCSD continues to maintain and provide that all EL students receive 30 minutes of Designated ELD instruction daily, as well as ELA interventions to meet the individual needs of EL students based on assessment data that reflects a 1% increase in EL students Exceeding or Meeting the Standard in ELA. Starting with CAASPP score data from 2025. Math Overall Achievement on CAASPP from	Based on local indicators TCSD maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2026-27 according to teacher lesson plans and daily classroom schedules. Based on local indicators TCSD will maintain and provide that ELD	EL access to CCSS and ELD standards differences from baseline are as follows: ELs receiving 30 minutes of Designated ELD instruction daily: No change; maintained. ELA interventions for ELs based on assessment data: No change; maintained. Integrated ELD implementation with fidelity: No change; maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		lesson plans as well as in monthly site principal walk though observation data.	standards were implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk though observation data.	2025 shows 0.6% decline in EL Students scoring at or above the standard than in 2025. In addition, the numbers scoring below the standard in Math is 90% in 2025 in comparison to 89% in 2024 In ELA the Overall Achievement on CAASPP shows that 33% scored at or above the standard in 2025 in comparison to 2024 when 29% scored at or above the standard. Still 86% of the English Learners in the TCSD scored below the standard in ELA in 2025 in comparison to 2024 when 87% scored below the standard. (Kern Integrated Data Systems,2026)	standards are implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk though observation data. The average baseline data on CAASSPP for all ELs on is as follows: Math 70% Standard Not Met, 30% Standard Nearly Met, 10% Standard Met, and 5% Standard Exceeded - ELA 70% Standard Not Met, 30% Standard Nearly Met, 10% Standard Met, and 5% Standard Exceeded.(Kern Integrated Data System, 2022-23)	ELs scoring at or above standard in ELA: +4 percentage points based on the comparison included in the Year 2 outcome. ELs scoring below standard in ELA: -1 percentage point based on the comparison included in the Year 2 outcome. ELs scoring at or above standard in Math: -0.6 percentage points based on the comparison included in the Year 2 outcome. ELs scoring below standard in Math: +1 percentage point based on the comparison included in the Year 2 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				TCSD maintains the use of provided ELD standards with fidelity for integrated instruction daily.		

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.

During the 2025–26 school year, the actions associated with Goal 3 were fully implemented as planned, supporting the district's efforts to recruit, develop, and retain a highly qualified workforce that can effectively serve all students. The district implemented the KCSOS Induction and Teacher Mentor Program (Action 3.1) to provide structured support for uncredentialed and early-career teachers through mentoring, coaching, and ongoing professional guidance. This program ensured that teachers new to the profession or district received the support necessary to strengthen instructional practice, build professional capacity, and remain in the teaching profession. These supports contributed to the district's efforts to maintain stability and effectiveness in the instructional workforce while ensuring students had access to well-supported educators.

The district also maintained competitive Teacher and Support Staff Salary Schedules (Action 3.2) in order to attract and retain highly qualified staff in a geographically remote region where recruitment and retention can present challenges. Maintaining competitive compensation structures allowed the district to sustain staffing levels and ensure equitable access to qualified teachers and support personnel across school sites. Together, these actions supported the district's commitment to workforce stability and instructional quality, helping ensure that all students—including English Learners, foster youth, and socioeconomically disadvantaged students—continue to have access to effective educators and supportive school staff.

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.

Upon review of the planned and estimated actual expenditures for actions within Goal 3, the following were determined to have material differences:

3.1 Material increase of $77,405 - Additional teachers enrolled in mentorship program.

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

The actions within Goal 3 were generally effective in supporting the district's efforts to recruit, hire, train, and retain qualified teaching and support staff while maintaining the conditions necessary for students to access standards-aligned instruction. The district maintained 100% appropriate teacher assignment, 100% access to standards-aligned instructional materials, 100% participation of Grade Level Lead Teachers in CCSS professional development, and continued implementation of Designated and Integrated ELD supports for ELs. The strongest evidence of effectiveness is reflected in the increase in fully credentialed teachers and the maintenance of core instructional conditions.

Action 3.1, KCSOS Induction and Teacher Mentor Program, was effective in supporting teacher development, credentialing progress, and workforce stability. The district maintained 100% appropriately assigned teachers, and the percentage of fully credentialed teachers increased by 11.4 percentage points from baseline. This suggests that induction and mentoring supports are contributing to the district's ability to develop and retain qualified teachers. Misassignments of Teachers of ELs increased slightly by 0.015 percentage points, so the district should continue monitoring this area; however, the overall data indicate that Action 3.1 is supporting progress toward the goal.

Action 3.2, Teacher/Support Salary, was effective in supporting recruitment and retention of qualified staff in a geographically remote area. The district maintained 100% appropriate teacher assignment, increased the percentage of fully credentialed teachers, and maintained 100% student access to SBE-adopted standards-aligned instructional materials. The district also maintained 100% participation of Grade Level Lead Teachers in CCSS professional development and continued to provide ELs with access to Designated ELD instruction and ELA interventions. These results suggest that maintaining competitive salary schedules is helping the district sustain staffing levels and preserve the instructional conditions necessary for student learning.

Together, Actions 3.1 and 3.2 were effective in maintaining the district's basic conditions for learning. TCSD maintained 100% student access to standards-aligned instructional materials, maintained a 100% rating of "Good" or "Exemplary" on the FIT report, and reported zero instances where facilities did not meet the "Good Repair" standard. The district also maintained 100% participation of Grade Level Lead Teachers in CCSS professional development in ELA and Mathematics. These results indicate that the actions are supporting the district's broader system of instructional stability and staff capacity.

The actions were also partially effective in supporting EL access to standards-based instruction. TCSD maintained daily Designated ELD instruction, ELA interventions based on assessment data, and Integrated ELD implementation with fidelity. EL outcomes in ELA showed improvement, with ELs scoring at or above standard increasing by 4 percentage points and ELs scoring below standard decreasing by 1 percentage point. However, EL mathematics outcomes declined slightly, with ELs scoring at or above standard decreasing by 0.6 percentage points and ELs scoring below standard increasing by 1 percentage point. These results indicate that while the district is maintaining instructional access and improving some EL outcomes in ELA, additional refinement is needed to strengthen EL mathematics outcomes.

Overall, Goal 3 actions were effective in improving staffing conditions, increasing the percentage of fully credentialed teachers, maintaining access to standards-aligned instructional materials, supporting professional learning, and sustaining ELD implementation.

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

Based on reflection of current data, implementation progress, and educational partner feedback, no changes are planned to the goal, metrics, target outcomes, or actions for the 2026–27 LCAP. The district will continue implementing the existing actions while monitoring outcomes to determine whether future adjustments are needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	KCSOS Induction and Teacher Mentor Program	Implement KCSOS induction and Teacher mentor program for all uncredentialled teachers in order to provide continuous and ongoing teacher support in the district. This action directly affects the District's unduplicated count by promoting equitable access to teachers under ESSA in the District's ability to address and support the teacher workforce, including all inexperienced and uncredentialled teachers in the district annually.	$120,075.00	Yes
3.2	Teacher/Support Salary	Maintain LEA competitive teacher/support salary schedules in order to employ and retain highly qualified teachers in an otherwise remote area. This action directly affects the District's unduplicated count by promoting equitable access of highly qualified administrators and teachers across schools for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and ensures that all students have access to high-quality teachers at every grade level and in every subject area. The District ensures equity in education as a necessary component in narrowing the achievement gap for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students including English Learners, Foster	$1,098,656.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth and Socioeconomically Disadvantaged students are able to learn and thrive.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Taft City School District will plan and implement programs, activities, and procedures that involve parents in the education of their children.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Involving parents in the education of their children can yield powerful results with students. Building capacity that relate to schoolwide and district wide initiatives can increase the likelihood of positive outcomes. Based on the approximate 5% decrease in parent feedback on the LCAP Survey, the attendance at virtual parent meetings that is less than approximately 75% of the student population in the district, and the approximately 52% in attendance at IEPs there is evidence that supports the need to continue and evolve the strategies employed. By providing the action included within this goal and monitoring parent involvement of all students, unduplicated students, and students with disabilities, we expect to make meaningful progress towards the stated goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 3(a) Parent Involvement: Efforts to seek parent input in making decisions for district and school sites (TCSD Survey Data/Equity Teams Input)	Efforts to seek parent input in making decisions for district and school sites is at 12% completion rate on LCAP Surveys.	Efforts to seek parent input in making decisions for district and school sites is at 11% completion rate on LCAP Surveys.	Efforts to seek parent input in making decisions for district and school sites has not been successful as LCAP Survey completion rate for parents was only approximately 6% for the 2025-2026 school year on both the Implementation of	The goal is 75% parent participation on surveys and attendance at feedback sessions held during SSC, Parent Engagement Meetings, and PTO Meetings.	Parent input and LCAP survey completion differences from baseline are as follows: Parent LCAP Survey completion rate: -6 percentage points. Additional evening parent engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Goals rating as well as the LCAP Impact Survey. However, parent involvement at school site events such as School Site Council and English Learner Advisory Committee meetings is offered with incentives for attendance. We are offering additional activities such as "Loving Solutions" and the "Educational Learning Partners" meetings in the evening to attract those parents whose schedule is prohibitive as it relates to meetings before 5 pm.		opportunities, including “Loving Solutions” and Educational Learning Partners meetings: Added in 2025–26; no baseline listed, so no difference calculated.
4.2	Priority 3(b) Parent Involvement: How district promotes participation of parents for unduplicated pupils (TCSD Survey Data/Equity Teams Input)	Based on Back to School night attendance the parent participation rate was 65%. TCSD Parental Involvement at all events includes translators and a variety of invitation methods to	The TCSD parental involvement in activities and collaboration that is responsive to the families in our community has increased from 2023-2024 to	The TCSD parental involvement in activities and collaboration that is responsive to the families in our community has stayed consistent from 2024-2025 to	Based on Back to School night attendance the parent participation rate should increase to 75%. TCSD Parental Involvement at all parent events	Parent participation differences from baseline are as follows: Back to School Night participation: No change;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		include identifying methods of delivery that increase accessibility (examples of methods include, zoom, meeting notes, and phone calls) Meeting participation for the 2023-2024 is reflected as follows: SSC: /ELAC 2023/2024 -Conley 10/02 and 10/19 80% -Jefferson 09/21, 10/19, 11/16 75% -Parkview 10/12,11/2,12/07 75% -Taft Primary 10/12 and 12/14 73% -Roosevelt 11/15 76% -Lincoln 10/25 69% D.E.L.A.C. 11/28 -50% Participation I.E.P.s P.T.O. -Conley 09/25 and 11/30 -Jefferson -Monthly -Parkview 10/09 and 12/4 Taft Primary -Roosevelt 10/05 and 10/14 >1%	2024-2025 as follows: Jefferson- 110 parents in attendance, Taft Primary-147 parents in attendance, Parkview- 254 parents in attendance, Roosevelt- 371 parents in attendance, Conley- 161 parents in attendance, Lincoln- Approximately 690 parents in attendance. Districtwide: Back To School Nights 65% Open House 70% SSC/ELAC/DELAC 60% Parent Teacher Association Meetings 80% of Invited Parent Institute for Quality Education 12% of parents	2025-2026 as follows: Jefferson- 125 parents in attendance, Taft Primary-143 parents in attendance, Parkview- 254 parents in attendance, Roosevelt- 444 parents in attendance, Conley- 161 parents in attendance, Lincoln- Approximately 690 parents in attendance. Upcoming or ongoing events: Districtwide: Back To School Nights 65% Open House TBD% SSC/ELAC/DELAC 50% Parent Teacher Association Meetings/Events 70% of Invited Parent Institute for Quality Education	includes translators and a variety of invitation methods to include identifying methods of delivery that increase accessibility (examples of methods include, zoom, meeting notes, and phone calls) Meeting participation for the 2023-2024 is reflected as follows: SSC: /ELAC 2026/2027 -Conley 10/02 and 10/19 85% -Jefferson 09/21, 10/19, 11/16 85% -Parkview 10/12,11/2,12/07 85% -Taft Primary 10/12 and 12/14 85% -Roosevelt 11/15 85% -Lincoln 10/25 80%	maintained at 65%. Open House participation: No baseline listed; no difference calculated. SSC/ELAC/DELAC participation: No change compared to the baseline DELAC participation rate of 50%. PTA Meetings/Events: No comparable baseline percentage listed; no difference calculated. Parent Institute for Quality Education enrollment/attendance: Year 2 listed as TBD; no difference calculated. Parent Advisory Committee participation: +30 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lincoln 09/08 and 12/06 Parent Engagement Events: 09/21 Conley 7%, Jefferson 18.4% 10/19 Conley 18%, Jefferson 10% 11/16 Conley 10%, Jefferson10% Additionally, there were a total of 29% of parents participated in Family Math/ELA Nights	enrolled and 75% in attendance. Parent Advisory Committee 20% Family Math and ELA Nights (MEP) 25% Lincoln Safety Orientation Individual Education Plans 100% Performances	TBD% of parents enrolled and TBD% in attendance. Parent Advisory Committee 50% Family Math and ELA Nights (MEP) 25% Lincoln Safety Orientation Individual Education Plans 100% Performances	D.E.L.A.C. 11/28 -75% Participation I.E.P.s P.T.O. Regular Monthly Meetings Parent Engagement Events: 09/21 Conley 7%, Jefferson 20% 10/19 Conley 18%, Jefferson 20% 11/16 Conley 10%, Jefferson 20% Roosevelt, Lincoln, Taft Primary, and Parkview will be added as facilitators of these events. Additionally, there were a total of 40% of parents participated in Family Math/ELA Nights	Family Math and ELA Nights/MEP participation: -4 percentage points. IEP participation: No change; maintained at 100%.
4.3	Priority 3(c) Parent Involvement: How the	Priority 3(c) Parent Involvement: How the	Priority 3(c) Parent	Based on local indicators the Taft	Parent Involvement: How	Parent participation for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school district will promote parental participation in programs for individuals with exceptional needs.	school district will promote parental participation in programs for individuals with exceptional needs. Based on local indicators the Taft City School District achieved no less than 50% parent participation in programs in 2023-24. TCSD Parental Involvement at all events includes ADA compliant devises, accommodations, and other assistive devices to increase accessibility and a variety of invitation methods to include identifying methods of delivery that increase accessibility (examples of methods include, zoom, meeting notes, communication modes and phone calls) Meeting participation for the 2023-2024 is reflected as follows: IEP: System Improvement Leads Indicator 8 100% Parent	Involvement: How the school district will promote parental participation in programs for individuals with exceptional needs. Based on local indicators the Taft City School District achieved no less than 100% parent participation in programs in 2024-25. TCSD Parental Involvement at all events includes ADA compliant devises, accommodations, and other assistive devices to increase accessibility and a variety of invitation methods to include identifying methods of delivery that increase accessibility (examples of methods include,	City School District achieved approximately 60% parent participation in programs in 2025-26, but 99.6% in IEPs	the school district will promote parental participation in programs for individuals with exceptional needs. Based on local indicators the Taft City School District achieved no less than 75% parent participation in programs in 2026-27. TCSD Parental Involvement at all events includes ADA compliant devises, accommodations, and other assistive devices to increase accessibility and a variety of invitation methods to include identifying methods of delivery that increase accessibility (examples of methods include, zoom, meeting notes,	individuals with exceptional needs differences from baseline are as follows: Parent participation in programs for individuals with exceptional needs: +10 percentage points. IEP parent participation: -0.4 percentage points. ADA-compliant devices, accommodations, assistive devices, and varied invitation methods: Maintained; no numeric difference calculated.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Involvement as of 05/28/2024.	zoom, meeting notes, communication modes and phone calls) Meeting participation for the 2024-2025 is reflected as follows: IEP: System Improvement Leads Indicator 8 100% Parent Involvement as of 05/28/2024.		communication modes and phone calls) Meeting participation for the 2026-27 will be reflected as reflected as follows: IEP: Maintain 100% on System Improvement Leads Indicator 8 100% Parent Involvement as of 05/28/2024.	

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.

During the 2025–26 school year, the action associated with Goal 4 was fully implemented as planned, supporting the district's efforts to strengthen family engagement and partnerships between schools and the community. The district implemented Parental Activities (Action 4.1) by coordinating school site parent engagement opportunities designed to increase participation and collaboration between families and schools. These activities included parent focus group meetings at school sites, opportunities for virtual participation, and communication strategies that informed families about events and engagement opportunities.

The district also utilized multiple communication platforms—including email, social media, Canvas announcements, website updates, and marquee messaging—to ensure that families received timely and accessible information in languages representative of the district's demographics. These efforts were aligned with the six types of parent involvement identified in the district's family engagement framework and supported increased opportunities for families to participate in school activities, decision-making processes, and collaboration with school staff. Together, these efforts helped strengthen school–family partnerships and support student success across the district.

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

Upon review of the planned and estimated actual expenditures for actions within Goal 4, the following were determined to have material differences:

4.1 - Material decrease of $19,000 - Parental activities currently paid for using other limited time funding sources, not using supplemental/concentration.

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

The action within Goal 4 was partially effective in supporting the district's efforts to plan and implement programs, activities, and procedures that involve parents in the education of their children. The district maintained multiple opportunities for family engagement and saw positive participation in several areas; however, parent survey completion and some districtwide engagement structures continue to need improvement.

Action 4.1, Parental Activities, was partially effective in increasing parent involvement and maintaining family engagement opportunities. For Metric 4.1, parent LCAP survey completion declined by 6 percentage points from baseline. This indicates that while the district continues to seek parent input, broad parent participation through the LCAP survey has not yet produced the desired level of response. In response, the district added additional evening engagement opportunities, including "Loving Solutions" and Educational Learning Partners meetings, to reduce barriers for families whose schedules limit participation before 5:00 p.m.

For Metric 4.2, Action 4.1 was more effective in maintaining participation in several school and district activities. Back to School Night participation was maintained at 65%, IEP participation was maintained at 100%, and Parent Advisory Committee participation increased by 30 percentage points. Parent engagement event participation also improved at Jefferson, including increases of 1.6 percentage points for the 09/21 event, 10 percentage points for the 10/19 event, and 10 percentage points for the 11/16 event. However, Family Math and ELA Nights/MEP participation declined by 4 percentage points, and several measures did not have comparable baseline data available. These results suggest that the action is supporting parent participation in targeted activities, but participation has not improved consistently across all engagement opportunities.

For Metric 4.3, Action 4.1 was effective in supporting parental participation for individuals with exceptional needs. Parent participation in programs for individuals with exceptional needs increased by 10 percentage points from baseline. IEP parent participation decreased slightly by 0.4 percentage points but remained very high at 99.6%. The district also maintained ADA-compliant devices, accommodations, assistive devices, and varied invitation methods to support accessibility for parents and guardians.

Overall, Action 4.1 was effective in maintaining and expanding several parent engagement opportunities, supporting high IEP participation, and increasing participation in programs for individuals with exceptional needs. However, it was less effective in increasing broad parent input through the LCAP survey and in improving participation across all districtwide engagement structures.

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

Based on reflection of current data, implementation progress, and educational partner feedback, no changes are planned to the goal, metrics, target outcomes, or actions for the 2026–27 LCAP. The district will continue implementing the existing actions while monitoring outcomes to determine whether future adjustments are needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parental Activities	The district has taken a target approach to plan school site parental activities for the purpose of increasing parental involvement, including the scheduling of parent focus activity group meetings at all sites yearly to include a virtual format in order to promote the six types of parent involvement described in the model for school, family, and community partnerships as the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community. In addition to the fusion centered approach which includes social media, virtual format, emails, Canvas announcements, website and marquee announcements in the language represented by the districts demographics were used to make parents aware of each event and provide accessible content the action includes the facilitation of collaboration and the resources necessary to provide such.	$19,000.00	Yes

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
$10,819,073	$1,402,432

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
40.353%	0.000%	$0.00	40.353%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development and Support **Need:** The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English Learners -f109, for Students with Disabilities it	Based on implementation of CA Content standards, there is an expectation that over time the results on CAASPP ELA and Math will improve for all students as well as close the achievement gap for our unduplicated student groups. It is expected that ongoing professional development and the allotted time for PLCs will assist teachers in designing targeted lessons and intervention activities/groups to improve CAASPP outcomes.	Metric 1.6 CAASPP ELA and Math

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
	was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2 White 50.2 Homeless - Not reported due to small population (caaspp-elpac.ets.,2025) Professional Development and Support, feedback from educational partners emphasizes the need for ongoing training and support for teachers to effectively implement	This action is provided LEA-wide to ensure that all teachers are equipped with the necessary skills and knowledge to implement the California Common Core State Standards effectively, thereby improving the quality of education for all students. It is intended to improve outcomes for unduplicated student groups by addressing their specific educational needs through differentiated instruction and targeted support.	

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
	the California Common Core State Standards and address the diverse needs of all students, ensuring high-quality education across the district. **Scope:** LEA-wide		
1.4	**Action:** Grade Level Lead Teachers **Need:** The Taft City School Districts employs a multi-tiered system of supports that is contingent upon strategic and targeted core lessons that drive technique and content used. Lead teachers provide informed vertical and horizontally aligned lessons that are based on California State Standards. Data from local assessments (e.g., iReady) as well as state assessments (e.g., CAASPP) shows that our unduplicated students are not performing as well as all students. Educational partners, including teachers and administrators, have highlighted the importance of having trained grade level leads to facilitate consistent academic focus, collaborative planning, and effective implementation of Common Core standards across the district. **Scope:** LEA-wide	Lead Teachers provide common lesson plans for all levels that incorporate grade level standards as well as ELD standards in daily lessons that include targeted strategies for designated and targeted ELD. This action is provided LEA-wide to promote consistent academic focus and effective implementation of Common Core standards across all grades. It is intended to improve outcomes for unduplicated student groups by ensuring that all teachers receive the support and collaboration necessary to address diverse student needs.	Metric 1.6 CAASPP ELA and Math, Metric 1.13 IReady Data, Lesson Plan Reviews, and Teacher Observation (Metric 1.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School **Need:** Providing a Multiple Tiered System of Supports to all students requires that personnel be available to assist in both the identification of the student need as well as the materials and strategies necessary to provide each student with an appropriate response. Data from local assessments (e.g., iReady) as well as state assessments (e.g., CAASPP) shows that our unduplicated students are not performing as well as all students Educational partners have indicated that having dedicated ELA TOSAs at key schools will provide targeted support and intervention for students, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students, thereby improving their academic outcomes and accessibility to learning. **Scope:** Schoolwide	Lead Teachers provide common lesson plans for all levels that incorporate grade level standards as well as ELD standards in daily lessons that include targeted strategies for designated and targeted ELD. This action is provided LEA-wide to offer targeted support and intervention in English Language Arts, ensuring that all students, especially those who are English Learners, Foster Youth, and Socioeconomically Disadvantaged, receive the necessary resources and strategies to succeed academically.	Metric 1.6 CAASPP ELA and Math, Metric 1.13 iReady Data; Metric 1.5 Lesson Plan Reviews and Teacher Observation
1.6	**Action:** AVID Support Services **Need:** The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District	AVID recruits first generation college students who are largely represented in the unduplicated student groups to provide additional structure, support, and teaching strategies to close the achievement gap.	CAASPP ELA and Math (Metric 1.6) and iReady Data (Metric 1.13)

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
	reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English Learners -f109, for Students with Disabilities it was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2 White 50.2 Homeless - Not reported due to small population (caaspp-elpac.ets.,2026)	This action is provided LEA-wide to enhance college readiness and academic support for all 4th to 8th grade students, with a particular focus on supporting English Learners, Foster Youth, and Socioeconomically Disadvantaged students, thus narrowing achievement gaps and promoting equity.	

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
	ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following: English Learner Students districtwide (a number that has gone from 653 students to 696 students. Then this year 968 In 2023 the English Learners in the Taft City School District scored 88.6 points below the standard. Last year the English Learners scored 86 points below the standard in ELA. Then in 2025 our English Learners scored 66.1 points below the standard . This is a slight increase, but continues to place the English Learner subgroup in the Red performance Band. Students with Disabilities districtwide (a number that has gone from 219 students to 213 students from 2023 to 2024) and scored 122.3 points below the standard in 2024 from 119.3 points below the standard in 2023. This a 3 point increase from the previous year. During the 2025 year there are 111 students with disabilities but we experienced in an increase of 13.6 scoring 106.9 points below the standard. This places the district in the orange band from the red band, but still represents a need to address. All Students districtwide scored 53.3 points below the standard in 2023 and 55.7 points below the standard in 2024. In 2025 All students scored 40.1 points below the standard. Which while this constitutes as an		

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
	Increase of 15.7 points still shows a need to strategically address. Long Term English Learner Students scored 109 points below the standard. Which is an increase of 17.5 points. Students with Disabilities scored 106.9 points below the standard which is an increase of 15.4 from the previous year. Math Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (968 students) scored 97.8 points below the standard. This is maintained from the previous year moving our English Learners to the Red Performance Band. This is an 1.7 maintained performance from the previous 2023/2024. Our Long Term English Learners also performed in the Red Performance Band dropping 5.6 points from the 2024 CAASPP results. Hispanic Students scored 86.4 points below standard which was a maintained performance from the previous year when this sub group scored 117.5 points below the standard. It should be noted that in 2023 this group scored in the Yellow Band. Social Economically Disadvantaged Students scored 83.2 points below the standard which places this subgroup in the Orange Band for the 2024/2025 school year. All Students scored 76.7 points below		

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
	the standard. This is an increase oof 3.7 points from the previous year which placed All Students in the Yellow Band. However, represents the need to address the strategies and practices designated to address the unique needs of our students. (California Dashboard,2026) (KIDS, 2026) Feedback from educational partners underscores the value of the AVID program in providing crucial academic support and college readiness strategies for 4th to 8th grade students, especially benefiting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Schoolwide		
1.7	**Action:** MTSS Intervention Model in Grades TK-3 **Need:** Providing a Multiple Tiered System of Supports to all students requires that personnel be available to assist in both the identification of the student need as well as the materials and strategies necessary to provide each student with an appropriate response. The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English	MTSS provides tiered interventions attached to iReady results. The program is managed by TOSAs who support the teacher to identify students in flexible groups by need for targeted short term intervention. This action is provided LEA-wide to implement a Multi-Tiered System of Supports (MTSS) across all early grades, ensuring that all students receive timely and effective interventions in Reading Language Arts and Mathematics. It is particularly aimed at improving outcomes for unduplicated student groups by addressing their specific academic challenges early on.	iReady Data (Metric 1.13)

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
	Learners -f109, for Students with Disabilities it was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2 White 50.2 Homeless - Not reported due to small population (caaspp-elpac.ets.,2026) ELA		

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
	Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following: English Learner Students districtwide (a number that has gone from 653 students to 696 students. Then this year 968 In 2023 the English Learners in the Taft City School District scored 88.6 points below the standard. Last year the English Learners scored 86 points below the standard in ELA. Then in 2025 our English Learners scored 66.1 points below the standard . This is a slight increase, but continues to place the English Learner subgroup in the Red performance Band. Students with Disabilities districtwide (a number that has gone from 219 students to 213 students from 2023 to 2024) and scored 122.3 points below the standard in 2024 from 119.3 points below the standard in 2023. This a 3 point increase from the previous year. During the 2025 year there are 111 students with disabilities but we experienced in an increase of 13.6 scoring 106.9 points below the standard. This places the district in the orange band from the red band, but still represents a need to address. All Students districtwide scored 53.3 points below the standard in 2023 and 55.7 points below the standard in 2024. In 2025 All students scored 40.1 points below the standard. Which while this constitutes as an Increase of 15.7 points still shows a need to strategically address.		

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
	Long Term English Learner Students scored 109 points below the standard. Which is an increase of 17.5 points. Students with Disabilities scored 106.9 points below the standard which is an increase of 15.4 from the previous year. Math Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (968 students) scored 97.8 points below the standard. This is maintained from the previous year moving our English Learners to the Red Performance Band. This is an 1.7 maintained performance from the previous 2023/2024. Our Long Term English Learners also performed in the Red Performance Band dropping 5.6 points from the 2024 CAASPP results. Hispanic Students scored 86.4 points below standard which was a maintained performance from the previous year when this sub group scored 117.5 points below the standard. It should be noted that in 2023 this group scored in the Yellow Band. Social Economically Disadvantaged Students scored 83.2 points below the standard which places this subgroup in the Orange Band for the 2024/2025 school year. All Students scored 76.7 points below the standard. This is an increase oof 3.7 points from the previous year which placed All		

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 in the Yellow Band. However, represents the need to address the strategies and practices designated to address the unique needs of our students. (California Dashboard,2026) (KIDS, 2026) Feedback from educational partners underscores the value of the AVID program in providing crucial academic support and college readiness strategies for 4th to 8th grade students, especially benefiting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Educational partners, including parents and teachers, have expressed strong support for the implementation of a Multi-Tiered System of Supports (MTSS) to provide early and targeted interventions in Reading Language Arts and Mathematics, particularly benefiting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
1.8	**Action:** Web Based Diagnostic Assessments **Need:** Providing a Multiple Tiered System of Supports to all students requires that appropriate diagnostic programs be available to provide a tool that assists in the identification of the student's needs as well as provide insight into what materials and	MTSS provides tiered interventions attached to iReady results. The program is managed by TOSAs who support the teacher to identify students in flexible groups by need for targeted short term intervention. This action is provided LEA-wide to establish a robust assessment system that monitors student progress and informs instructional practices for all students. It is intended to improve outcomes for	iReady Data (Metric 1.13)

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
	strategies are necessary to provide each student with an appropriate response. The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English Learners -f109, for Students with Disabilities it was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2	unduplicated student groups by ensuring that interventions are data-driven and tailored to their unique learning needs.	

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
	White 50.2 Homeless - Not reported due to small population (caaspp-elpac.ets.,2026) ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following: English Learner Students districtwide (a number that has gone from 653 students to 696 students. Then this year 968 In 2023 the English Learners in the Taft City School District scored 88.6 points below the standard. Last year the English Learners scored 86 points below the standard in ELA. Then in 2025 our English Learners scored 66.1 points below the standard . This is a slight increase, but continues to place the English Learner subgroup in the Red performance Band. Students with Disabilities districtwide (a number that has gone from 219 students to 213 students from 2023 to 2024) and scored 122.3 points below the standard in 2024 from 119.3 points below the standard in 2023. This a 3 point increase from the previous year. During the 2025 year there are 111 students with disabilities but we experienced in an increase of 13.6 scoring 106.9 points below the standard. This places the district in the orange band from the red band, but still represents a need to address.		

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	All Students districtwide scored 53.3 points below the standard in 2023 and 55.7 points below the standard in 2024. In 2025 All students scored 40.1 points below the standard. Which while this constitutes as an Increase of 15.7 points still shows a need to strategically address. Long Term English Learner Students scored 109 points below the standard. Which is an increase of 17.5 points. Students with Disabilities scored 106.9 points below the standard which is an increase of 15.4 from the previous year. Math Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (968 students) scored 97.8 points below the standard. This is maintained from the previous year moving our English Learners to the Red Performance Band. This is an 1.7 maintained performance from the previous 2023/2024. Our Long Term English Learners also performed in the Red Performance Band dropping 5.6 points from the 2024 CAASPP results. Hispanic Students scored 86.4 points below standard which was a maintained performance from the previous year when this sub group scored 117.5 points below the standard. It		

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	should be noted that in 2023 this group scored in the Yellow Band. Social Economically Disadvantaged Students scored 83.2 points below the standard which places this subgroup in the Orange Band for the 2024/2025 school year. All Students scored 76.7 points below the standard. This is an increase oof 3.7 points from the previous year which placed All Students in the Yellow Band. However, represents the need to address the strategies and practices designated to address the unique needs of our students. (California Dashboard,2026) (KIDS, 2026) Feedback from educational partners underscores the value of the AVID program in providing crucial academic support and college readiness strategies for 4th to 8th grade students, especially benefiting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Feedback from educational partners highlights the need for a robust assessment system to regularly monitor student progress and inform instructional practices, ensuring that interventions are data-driven and effectively meet the diverse needs of all students. **Scope:** LEA-wide		
1.9	**Action:** Library Services **Need:**	To give students access to materials support, and tutoring, all libraries are now open extended hours to allow for students to receive additional support outside the school day.	CAASPP ELA and Math (Metric 1.6) and iReady Data (Metric 1.13)

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	In addition to the time during the day that students are given to participate in strategic intervention above first best instruction in order not to supplant core and/or grade level instruction support services in the way of access to materials support, and tutoring libraries are open for extended hours. The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English Learners -f109, for Students with Disabilities it was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9	This action is provided LEA-wide to enhance library services, thereby supporting literacy and providing all students with access to diverse and high-quality reading materials. It aims to improve outcomes for unduplicated student groups by fostering a love for reading and addressing literacy gaps.	

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	SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2 White 50.2 Homeless - Not reported due to small population (caaspp-elpac.ets.,2026) ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following: English Learner Students districtwide (a number that has gone from 653 students to 696 students. Then this year 968 In 2023 the English Learners in the Taft City School District scored 88.6 points below the standard. Last year the English Learners scored 86 points below the standard in ELA. Then in 2025 our English Learners scored 66.1 points below the standard . This is a slight increase, but continues to place the English Learner subgroup in the Red performance Band. Students with Disabilities districtwide (a number that has gone from 219 students to 213 students from 2023 to 2024) and scored 122.3 points below the standard in 2024 from 119.3 points below the standard in 2023. This a 3 point increase from the previous year. During the 2025 year there are 111 students		

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	with disabilities but we experienced in an increase of 13.6 scoring 106.9 points below the standard. This places the district in the orange band from the red band, but still represents a need to address. All Students districtwide scored 53.3 points below the standard in 2023 and 55.7 points below the standard in 2024. In 2025 All students scored 40.1 points below the standard. Which while this constitutes as an Increase of 15.7 points still shows a need to strategically address. Long Term English Learner Students scored 109 points below the standard. Which is an increase of 17.5 points. Students with Disabilities scored 106.9 points below the standard which is an increase of 15.4 from the previous year. Math Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (968 students) scored 97.8 points below the standard. This is maintained from the previous year moving our English Learners to the Red Performance Band. This is an 1.7 maintained performance from the previous 2023/2024. Our Long Term English Learners also performed in the Red Performance Band dropping 5.6 points from the 2024 CAASPP results.		

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	Hispanic Students scored 86.4 points below standard which was a maintained performance from the previous year when this sub group scored 117.5 points below the standard. It should be noted that in 2023 this group scored in the Yellow Band. Social Economically Disadvantaged Students scored 83.2 points below the standard which places this subgroup in the Orange Band for the 2024/2025 school year. All Students scored 76.7 points below the standard. This is an increase oof 3.7 points from the previous year which placed All Students in the Yellow Band. However, represents the need to address the strategies and practices designated to address the unique needs of our students. (California Dashboard,2026) (KIDS, 2026) Feedback from educational partners underscores the value of the AVID program in providing crucial academic support and college readiness strategies for 4th to 8th grade students, especially benefiting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Educational partners, including parents and staff, have expressed the need for enhanced library services to support literacy and provide students with access to diverse and high-quality reading materials, fostering a love for reading and improving overall academic achievement? **Scope:**		

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	LEA-wide		
1.10	**Action:** Technology Assistant Positions **Need:** Interventions and assessments to identify specific student needs and allow for timely interventions is key in meeting the diverse needs of our students. The personnel that provide support so that all students have access to these programs is critical. The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English Learners -f109, for Students with Disabilities it was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population	Technology assistants assist the teachers in completing online interventions and assessments to identify specific student needs and allow for timely interventions. Supporting technology allows TCSD to ensure that students have access at school and at home to devices to participate in coursework and interventions. This action is provided LEA-wide to support the integration and effective use of technology in classrooms, ensuring that all students have access to the necessary tools and resources. It is intended to improve outcomes for unduplicated student groups by enhancing their learning experiences and digital literacy.	CAASPP ELA and Math (Metric 1.6) and iReady Data (Metric 1.13)

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	Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2 White 50.2 Homeless - Not reported due to small population (caaspp-elpac.ets.,2026) ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following: English Learner Students districtwide (a number that has gone from 653 students to 696 students. Then this year 968 In 2023 the English Learners in the Taft City School District scored 88.6 points below the standard. Last year the English Learners scored 86 points below the standard in ELA. Then in 2025 our English Learners scored 66.1 points below the standard . This is a slight increase, but continues to place the English Learner subgroup in the Red performance Band. Students with Disabilities districtwide (a number that has gone from 219 students to		

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	213 students from 2023 to 2024) and scored 122.3 points below the standard in 2024 from 119.3 points below the standard in 2023. This a 3 point increase from the previous year. During the 2025 year there are 111 students with disabilities but we experienced in an increase of 13.6 scoring 106.9 points below the standard. This places the district in the orange band from the red band, but still represents a need to address. All Students districtwide scored 53.3 points below the standard in 2023 and 55.7 points below the standard in 2024. In 2025 All students scored 40.1 points below the standard. Which while this constitutes as an Increase of 15.7 points still shows a need to strategically address. Long Term English Learner Students scored 109 points below the standard. Which is an increase of 17.5 points. Students with Disabilities scored 106.9 points below the standard which is an increase of 15.4 from the previous year. Math Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (968 students) scored 97.8 points below the standard. This is maintained from the previous year moving our English Learners to the Red Performance		

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	Band. This is an 1.7 maintained performance from the previous 2023/2024. Our Long Term English Learners also performed in the Red Performance Band dropping 5.6 points from the 2024 CAASPP results. Hispanic Students scored 86.4 points below standard which was a maintained performance from the previous year when this sub group scored 117.5 points below the standard. It should be noted that in 2023 this group scored in the Yellow Band. Social Economically Disadvantaged Students scored 83.2 points below the standard which places this subgroup in the Orange Band for the 2024/2025 school year. All Students scored 76.7 points below the standard. This is an increase oof 3.7 points from the previous year which placed All Students in the Yellow Band. However, represents the need to address the strategies and practices designated to address the unique needs of our students. (California Dashboard,2026) (KIDS, 2026) Feedback from educational partners underscores the value of the AVID program in providing crucial academic support and college readiness strategies for 4th to 8th grade students, especially benefiting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Educational partners, including teachers and administrators, have emphasized the importance of having technology assistants to support the integration and effective use of		

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	technology in classrooms, ensuring that students have access to the necessary tools and resources to enhance their learning. **Scope:** LEA-wide		
1.11	**Action:** Technology Infrastructure Refresh Cycle **Need:** Interventions and assessments to identify specific student needs and allow for timely interventions is key in meeting the diverse needs of our students. The technology that provides support so that all students have access to these programs is critical. The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English Learners -f109, for Students with Disabilities it was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and	Technology assistants assist the teachers in completing online interventions and assessments to identify specific student needs and allow for timely interventions. Refreshing technology allows TCSD to ensure that students have access at school and at home to devices to participate in coursework and interventions. This action is provided LEA-wide to regularly update the district's technology infrastructure, ensuring that all students benefit from reliable and up-to-date technological resources. It aims to improve outcomes for unduplicated student groups by providing them with the necessary technology to support their learning.	CAASPP ELA and Math (Metric 1.6) and iReady Data (Metric 1.13)

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	for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2 White 50.2 Homeless - Not reported due to small population (caaspp-elpac.ets.,2026) ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following: English Learner Students districtwide (a number that has gone from 653 students to 696 students. Then this year 968 In 2023 the English Learners in the Taft City School District scored 88.6 points below the standard. Last year the English Learners scored 86 points below the standard in ELA. Then in 2025 our English Learners scored 66.1 points		

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	below the standard . This is a slight increase, but continues to place the English Learner subgroup in the Red performance Band. Students with Disabilities districtwide (a number that has gone from 219 students to 213 students from 2023 to 2024) and scored 122.3 points below the standard in 2024 from 119.3 points below the standard in 2023. This a 3 point increase from the previous year. During the 2025 year there are 111 students with disabilities but we experienced in an increase of 13.6 scoring 106.9 points below the standard. This places the district in the orange band from the red band, but still represents a need to address. All Students districtwide scored 53.3 points below the standard in 2023 and 55.7 points below the standard in 2024. In 2025 All students scored 40.1 points below the standard. Which while this constitutes as an Increase of 15.7 points still shows a need to strategically address. Long Term English Learner Students scored 109 points below the standard. Which is an increase of 17.5 points. Students with Disabilities scored 106.9 points below the standard which is an increase of 15.4 from the previous year. Math Student populations in the Taft City School District scoring in the Red Band in Math on the		

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	CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (968 students) scored 97.8 points below the standard. This is maintained from the previous year moving our English Learners to the Red Performance Band. This is an 1.7 maintained performance from the previous 2023/2024. Our Long Term English Learners also performed in the Red Performance Band dropping 5.6 points from the 2024 CAASPP results. Hispanic Students scored 86.4 points below standard which was a maintained performance from the previous year when this sub group scored 117.5 points below the standard. It should be noted that in 2023 this group scored in the Yellow Band. Social Economically Disadvantaged Students scored 83.2 points below the standard which places this subgroup in the Orange Band for the 2024/2025 school year. All Students scored 76.7 points below the standard. This is an increase oof 3.7 points from the previous year which placed All Students in the Yellow Band. However, represents the need to address the strategies and practices designated to address the unique needs of our students. (California Dashboard,2026) (KIDS, 2026) Feedback from educational partners underscores the value of the AVID program in providing crucial academic support and college readiness strategies for 4th to 8th grade students, especially benefiting English		

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	Learners, Foster Youth, and Socioeconomically Disadvantaged students. Feedback from educational partners underscores the necessity of regularly updating the district's technology infrastructure to ensure reliable and up-to-date technological resources, which are essential for effective teaching and learning in today's digital age. **Scope:** LEA-wide		
1.12	**Action:** Enrichment Activities **Need:** TCSD has an SED student rate of 88%. Based on research we know that lower SED families struggle to provide enriching experiences for students in addition to meeting basic needs. One of the key challenging elements is reliable transportation to experience cultural and unique events not regularly offered in Taft. As a rural city, families must travel to experience some of these cultural events. Educational partners, including parents and students, have highlighted the importance of providing a variety of enrichment activities to enhance students' educational experiences, promote engagement, and support the development of well-rounded individuals. **Scope:**	To support children's exposure to a wide variety of experiences including music, science, day camps, and recreational activities, TCSD will continue to fund these activities including music, clubs and Camp KEEP. This action is provided LEA-wide to offer a variety of enrichment activities that enhance educational experiences and promote student engagement for all students. It is intended to improve outcomes for unduplicated student groups by supporting their overall development and providing opportunities for broader learning experiences.	LCAP Survey Data (Metric 2.6) and Equity Team Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Student to Teacher Ratio **Need:** Attendance rates for 2025-26 TCSD Year-to-Date Chronic Absenteeism rate of all students is 13% with the current rate of 8% of students Nearly Chronically Absent, 16% trending toward chronic absenteeism and 64% of students with No Absence Issues. The current demographics of students who are chronically absent in 2025-26 as of 06/03/2026 are as follows: Males: 14%, Females: 13%, Foster: 15.79%, Homeless: 33.33%, White (Non-Hispanic): 20.407%, Black (Non-Hispanic): 38.46%, Hispanic: 11.10%, SED:13.48% SWD: 26.84%, and EL: 8.29%. Educational partners, including teachers and administrators, have highlighted the importance of providing additional staff to improve the staff to student ratio to foster greater connection and maintain consistency in learning. **Scope:** LEA-wide	To address these evidenced needs of each of the unduplicated student groups, TCSD will support the following actions; lower student: teach ratios to allow for teachers to have more time with individual students to build relationships; Continue to develop Tiers 1-3 behavioral supports to meet needs and teach appropriate behavior and restorative practices; Support improved attendance with resource connection in SARB; increased access to counseling services; increased behavioral specialists and campus supervision to improve students feeling of safety; and more rigorous and intentional physical exercise with a certificated PE teacher and aide to improve mental health and student self image. These LEA-wide supports are available to all students and will both improve all students outcomes and accelerate the success of SED, EL, and Foster Youth to improve attendance, reduce chronic absenteeism and suspension.	LCAP Survey Data (Metric 2.6), California Healthy Kids Survey, Equity Team Feedback, attendance and chronic absenteeism.
2.2	**Action:** Facilities Upkeep **Need:**	Improve and renovate aging school facilities to keep them in good repair according to the FIT Report and maintain and enhance an equitable learning environment that supports student achievement. The main focus of this funding action	California Healthy Kids Survey, LCAP Surveys, Equity Teams Feedback, and suspension rate

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	Attendance rates for 2025-2026 for all students is 94.96%, however Foster Youth is at 90%, SED students are at 96%, homeless youth are at 84%, and English Learners are at 97%. The Suspension rate for 2025-26 shows The suspension rate shows that 0.20% of the students suspended are English Learners, 1.98% of those suspended are Students With Disabilities, 0% are Homeless, and0.38% are Social Economically Disadvantaged students (Kern Integrated Data, 2026). Educational partners, including parents and staff, have stressed the importance of maintaining clean, safe, and well-maintained school facilities to create a conducive learning environment and ensure the health and safety of all students. **Scope:** LEA-wide	is on ventilation, roofing, painting, paving, and creation and renovation of classroom space. Additionally, asphalt will be renovated as need across all school sites. More specifically, ventilation, roofing, painting (improve Chronic absenteeism with improved air and minor associated repairs). The creation/renovation of classrooms (lower class sizes and increased space for intervention will reduce absenteeism and improve academic outcomes), and Asphalt (expanded and improved paved surfaces as needed to support Action 9) This action is provided LEA-wide to ensure that all school facilities are clean, safe, and well-maintained, creating a conducive learning environment for all students. It aims to improve outcomes for unduplicated student groups by ensuring that their learning environments are healthy and supportive.	
2.3	**Action:** Computer Based Tracking/Parent Notification System **Need:** After completing a data analysis of the communication needs of the district and the need to improve two-way communication with families in order to reduce chronic absenteeism and improve daily attendance rates. Currently Attendance rates for 2025-26 for all students is 94.96%, however Foster Youth is at 90%, SED is at 96%, homeless	We will implement with consistency across the distinct a single multi-media two-way communication system to improve communication and connection with families to build relationships and improve attendance. We expect that this effort will reduce chronic absenteeism and improve daily attendance. This action is provided LEA-wide to enhance communication and tracking systems, ensuring that all parents are informed about their child's attendance, academic progress, and important school updates. It aims to improve outcomes for	Kern Integrated Data Systems Attendance Analysis

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	youth are at 84%, and English Learners are at 97% (Kern Integrated Data, 2026). Educational partners have expressed a strong need for improved communication and tracking systems to keep parents informed about their child's attendance, academic progress, and important school updates, thereby enhancing parental engagement and support for student success. **Scope:** LEA-wide	unduplicated student groups by increasing parental engagement and support for student success.	
2.4	**Action:** MTSS/PBIS Support **Need:** After completing a data analysis of the communication needs of the district and the need to improve two-way communication with families in order to reduce chronic absenteeism and improve daily attendance rates. Currently Attendance rates for 2025-26 for all students is 94.96%, however Foster Youth is at 90%, SED is at 96%, homeless youth are at 84%, and English Learners are at 97% (Kern Integrated Data, 2026). Educational partners, including parents, teachers, and administrators, have highlighted the importance of implementing a comprehensive Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to address	To allow for teachers to have more time with individual students to build relationships; Continue to develop Tiers 1-3 behavioral supports to meet needs and teach appropriate behavior and restorative practices; Support improved attendance with resource connection in SARB; increased access to counseling services; increased behavioral specialists and campus supervision to improve students feeling of safety; and more rigorous and intentional physical exercise with a certificated PE teacher and aide to improve mental health and student self image. By providing these LEA-wide, the supports are available to all students and will both improve all students outcomes and accelerate the success of SED, EL, and Foster Youth to improve attendance, reduce chronic absenteeism and suspension.	California Healthy Kids Survey, LCAP Surveys, Equity Team Feed back, and Kern Integrated Data Systems Attendance Analysis

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' academic and behavioral needs, ensuring a positive and supportive learning environment? **Scope:** LEA-wide		
2.5	**Action:** SARB process **Need:** Attendance rates for 2025-26 TCSD Year-to-Date Chronic Absenteeism rate of all students is 13% with the current rate of 8% of students Nearly Chronically Absent, 16% trending toward chronic absenteeism and 64% of students with No Absence Issues. The current demographics of students who are chronically absent in 2025-26 as of 06/03/2026 are as follows: Males: 14%, Females: 13%, Foster: 15.79%, Homeless: 33.33%, White (Non-Hispanic): 20.407%, Black (Non-Hispanic): 38.46%, Hispanic: 11.10%, SED:13.48% SWD: 26.84%, and EL: 8.29%. Educational partners, including parents and staff, have identified the School Attendance Review Board (SARB) process as essential for addressing chronic absenteeism and supporting students in improving their attendance, which is critical for their academic success. **Scope:**	Students identified using local indicators as being chronically absent are flagged by A2A ,which is an attendance tracking system, at various stages of their academic missed attendance via notices, home visits, and phone calls. After the final notice a committee consisting of representatives from the district including the school resources and other stakeholders meet with the parents of the child to discuss strategies targeted at creating a collaborative effort at improving the students attendance. SARB allows a team consideration of the unique characteristics at a Street Level Data tier which includes those characteristics unique to various unduplicated populations, especially foster youth. This action is provided LEA-wide to implement the School Attendance Review Board (SARB) process, addressing chronic absenteeism and supporting improved attendance for all students. It is particularly aimed at improving outcomes for unduplicated student groups who may face higher absenteeism rates.	Metric 2.2 Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** School Psychologist/Counselors **Need:** Attendance rates for 2025-2026 for all students is 94.96%, however Foster Youth is at 90%, SED students are at 96%, homeless youth are at 84%, and English Learners are at 97%. The Suspension rate for 2025-26 shows The suspension rate shows that 0.20% of the students suspended are English Learners, 1.98% of those suspended are Students With Disabilities, 0% are Homeless, and0.38% are Social Economically Disadvantaged students (Kern Integrated Data, 2026). Educational partners have emphasized the vital role of school psychologists and counselors in providing mental health support, addressing social-emotional needs, and promoting the overall well-being of students, which is crucial for their academic and personal success. **Scope:** LEA-wide	Meetings with students using qualified personnel to address the unique characteristics leading to chronic absenteeism and suspension rate allow trained staff to support students with issues and provide guidance and pathways that lead to successful student outcomes. This action is provided LEA-wide to ensure that all students have access to mental health support, addressing their social-emotional needs and promoting their overall well-being. It aims to improve outcomes for unduplicated student groups by providing targeted support to those who may have greater social-emotional challenges.	Metric 2.6 Suspension Rates and Metric 2.1 Attendance Rates
2.7	**Action:** Student Safety and Well-Being **Need:**	To address these evidenced needs of each of the unduplicated student groups, TCSD will support the following actions; lower student: teach ratios to allow for teachers to have more time with individual students to build relationships; Continue	Student Health Services Logs and Attendance Rates; See Metric 2.1

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
	Attendance rates for 2025-2026 for all students is 94.96%, however Foster Youth is at 90%, SED students are at 96%, homeless youth are at 84%, and English Learners are at 97%. The Suspension rate for 2025-26 shows The suspension rate shows that 0.20% of the students suspended are English Learners, 1.98% of those suspended are Students With Disabilities, 0% are Homeless, and0.38% are Social Economically Disadvantaged students (Kern Integrated Data, 2026). Educational partners, including parents and staff, have highlighted the importance of ensuring a safe and supportive school environment to foster student well-being and create a positive atmosphere conducive to learning. **Scope:** LEA-wide	to develop Tiers 1-3 behavioral supports to meet needs and teach appropriate behavior and restorative practices; Support improved attendance with resource connection in SARB; increased access to counseling services; increased behavioral specialists and campus supervision to improve students feeling of safety; and more rigorous and intentional physical exercise with a certificated PE teacher and aide to improve mental health and student self image. These LEA-Wide supports are available to all students and will both improve all students outcomes and accelerate the success of SED, EL, and Foster Youth to improve attendance, reduce chronic absenteeism and suspension.	
2.8	**Action:** Additional Custodial Support **Need:** Goal 2 Action 8 is added in response to state guidance for acceptable uses. This Action is effective in meeting the goals for these students as it will provide them with the best environment in which to learn and ensure future growth of students. There are many aspects of a child's life that may cause them to be chronically absent. Kern Integrated Data Systems (2026). Attendance rates for 2025-	This action will provide students with the best environment in which to learn and ensure future growth relating to learning in an environment conducive to learning that provides for risk free, collaborative, coordinated, access to learning advantage rather than disadvantage. This action is provided LEA-wide to maintain a clean and hygienic school environment, ensuring the health and safety of all students and staff. It aims to improve outcomes for unduplicated student groups by providing a healthy learning environment that supports their overall well-being.	Student LCAP Survey, Attendance Rates (Metric 2.1)

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
	2026 for all students is 94.96%, however Foster Youth is at 90%, SED students are at 96%, homeless youth are at 84%, and English Learners are at 97%. The Suspension rate for 2025-26 shows The suspension rate shows that 0.20% of the students suspended are English Learners, 1.98% of those suspended are Students With Disabilities, 0% are Homeless, and0.38% are Social Economically Disadvantaged students (Kern Integrated Data, 2026). Feedback from educational partners have underscored the need for additional custodial staff to maintain a clean and hygienic school environment, which is essential for the health and safety of students and staff. **Scope:** LEA-wide		
2.9	**Action:** Comprehensive Student Fitness **Need:** Attendance rates for 2025-2026 for all students is 94.96%, however Foster Youth is at 90%, SED students are at 96%, homeless youth are at 84%, and English Learners are at 97%. The Suspension rate for 2025-26 shows The suspension rate shows that 0.20% of the students suspended are English Learners, 1.98% of those suspended are Students With Disabilities, 0% are Homeless, and0.38% are	To address these evidenced needs of each of the unduplicated student groups, TCSD will support the following actions; lower student: teach ratios to allow for teachers to have more time with individual students to build relationships; Continue to develop Tiers 1-3 behavioral supports to meet needs and teach appropriate behavior and restorative practices; Support improved attendance with resource connection in SARB; increased access to counseling services; increased behavioral specialists and campus supervision to improve students feeling of safety; and more rigorous and intentional physical	California Healthy Kids Survey, LCAP Surveys (Metric 2.6), Equity Teams Feedback; Attendance, Chronic Absenteeism, Suspension Rates

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
	Social Economically Disadvantaged students (Kern Integrated Data, 2026). Our educational partners, including parents and educators, have advocated for comprehensive fitness programs to promote physical health, well-being, and active lifestyles among students, which are essential for their overall development and academic performance. **Scope:** LEA-wide	exercise with a certificated PE teacher and aide to improve mental health and student self image. Provided LEA-wide, these supports are available to all students and will both improve all students outcomes and accelerate the success of SED, EL, and Foster Youth to improve attendance, reduce chronic absenteeism and suspension.	
2.10	**Action:** Career Technical Education **Need:** While the Career Technical Education Center serves all students it uniquely addresses the needs of our districts unduplicated students by providing diversity in our curricular offerings to include career pathways that may not be presented in traditional education settings and create meaningful opportunities to learn through exploration and creativity. **Scope:** Schoolwide	While the district is looking at providing age appropriate activities that lend themselves to the introduction and enhancement of skills necessary to participate in CTEC, currently given the goal of the district to provide students with an avenue to better understand through experience and language the lessons and activities are appropriate for the students at Junior High level.	Survey substantiating the need for career technology given to District English Learner Committee (DELAC) , English Learner Committee (ELAC) , Migrant Education Parent Advisory Committee (MEP PAC), Educational Learning Partners, School Site Council (SSC), Parent Teacher Organizations (PTO), and Parent Institute Meetings.
3.1	**Action:** KCSOS Induction and Teacher Mentor Program **Need:**	Based on implementation of CA Content standards, there is an expectation that over time the results on CAASPP ELA and Math will improve for all students as well as close the achievement gap for our unduplicated student groups. Having	CAASPP ELA and Math (Metric 1.6) and iReady Data (Metric 1.13)

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
	The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English Learners -f109, for Students with Disabilities it was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2 White 50.2	fully credentialed teachers leading all classrooms will assist in this goal. Additionally, retaining experienced and veteran staff to lead and mentor new teachers and support Standards implementation is an industry best practice to support these actions and the goal. By providing this action LEA-wide, we will see improvement for all students in ELA and Math as well as accelerated achievement for the unduplicated student groups to close the achievement gap.	

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
	Homeless - Not reported due to small population (caaspp-elpac.ets.,2026) ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following: English Learner Students districtwide (a number that has gone from 653 students to 696 students. Then this year 968 In 2023 the English Learners in the Taft City School District scored 88.6 points below the standard. Last year the English Learners scored 86 points below the standard in ELA. Then in 2025 our English Learners scored 66.1 points below the standard . This is a slight increase, but continues to place the English Learner subgroup in the Red performance Band. Students with Disabilities districtwide (a number that has gone from 219 students to 213 students from 2023 to 2024) and scored 122.3 points below the standard in 2024 from 119.3 points below the standard in 2023. This a 3 point increase from the previous year. During the 2025 year there are 111 students with disabilities but we experienced in an increase of 13.6 scoring 106.9 points below the standard. This places the district in the orange band from the red band, but still represents a need to address.		

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
	All Students districtwide scored 53.3 points below the standard in 2023 and 55.7 points below the standard in 2024. In 2025 All students scored 40.1 points below the standard. Which while this constitutes as an Increase of 15.7 points still shows a need to strategically address. Long Term English Learner Students scored 109 points below the standard. Which is an increase of 17.5 points. Students with Disabilities scored 106.9 points below the standard which is an increase of 15.4 from the previous year. Math Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (968 students) scored 97.8 points below the standard. This is maintained from the previous year moving our English Learners to the Red Performance Band. This is an 1.7 maintained performance from the previous 2023/2024. Our Long Term English Learners also performed in the Red Performance Band dropping 5.6 points from the 2024 CAASPP results. Hispanic Students scored 86.4 points below standard which was a maintained performance from the previous year when this sub group scored 117.5 points below the standard. It should be noted that in 2023 this group scored		

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
	in the Yellow Band. Social Economically Disadvantaged Students scored 83.2 points below the standard which places this subgroup in the Orange Band for the 2024/2025 school year. All Students scored 76.7 points below the standard. This is an increase oof 3.7 points from the previous year which placed All Students in the Yellow Band. However, represents the need to address the strategies and practices designated to address the unique needs of our students. (California Dashboard,2026) (KIDS, 2026) Feedback from educational partners underscores the necessity of regularly updating the district's Professional training to ensure reliable and up-to-date strategies that allow staff to successfully provide access and meet the unique needs of all students. Our educational partners, including teachers and administrators, support the induction and mentorship programs as they are crucial for enhancing teacher effectiveness, professional growth, and retention of high-quality educators. **Scope:** LEA-wide		
3.2	**Action:** Teacher/Support Salary **Need:** The California Dashboard indicator for CAASPP ELA scores for All students taking	Based on implementation of CA Content standards, there is an expectation that over time the results on CAASPP ELA and Math will improve for all students as well as close the achievement gap for our unduplicated student groups. Having fully credentialed teachers leading all classrooms	CAASPP ELA and Math (Metric 1.6) and iReady Data (Metric 1.13)

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
	the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, for Long Term English Learners -f109, for Students with Disabilities it was -106.9 , and for Socioeconomically Disadvantaged students it was -46.8. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the standard is -97.8, for Long Term English Learners -168.2, for Students with Disabilities the distance from the standard is -136.2, and for Socioeconomically Disadvantaged students this gap is -83.2. Homeless - Not reported due to small population Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 SWD -36.3 SED -42. EL -38 LTEL -34.2 Hispanic -41.2 White 50.2 Homeless - Not reported due to small population (caaspp-elpac.ets.,2026)	will assist in this goal. Additionally, retaining experienced and veteran staff to lead and mentor new teachers and support Standards implementation is an industry best practice to support these actions and the goal. By providing LEA-wide, we will see improvement for all students in ELA and Math as well as accelerated achievement for the unduplicated student groups to close the achievement gap.	

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
	ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following: English Learner Students districtwide (a number that has gone from 653 students to 696 students. Then this year 968 In 2023 the English Learners in the Taft City School District scored 88.6 points below the standard. Last year the English Learners scored 86 points below the standard in ELA. Then in 2025 our English Learners scored 66.1 points below the standard . This is a slight increase, but continues to place the English Learner subgroup in the Red performance Band. Students with Disabilities districtwide (a number that has gone from 219 students to 213 students from 2023 to 2024) and scored 122.3 points below the standard in 2024 from 119.3 points below the standard in 2023. This a 3 point increase from the previous year. During the 2025 year there are 111 students with disabilities but we experienced in an increase of 13.6 scoring 106.9 points below the standard. This places the district in the orange band from the red band, but still represents a need to address. All Students districtwide scored 53.3 points below the standard in 2023 and 55.7 points below the standard in 2024. In 2025 All students scored 40.1 points below the		

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	standard. Which while this constitutes as an Increase of 15.7 points still shows a need to strategically address. Long Term English Learner Students scored 109 points below the standard. Which is an increase of 17.5 points. Students with Disabilities scored 106.9 points below the standard which is an increase of 15.4 from the previous year. Math Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (968 students) scored 97.8 points below the standard. This is maintained from the previous year moving our English Learners to the Red Performance Band. This is an 1.7 maintained performance from the previous 2023/2024. Our Long Term English Learners also performed in the Red Performance Band dropping 5.6 points from the 2024 CAASPP results. Hispanic Students scored 86.4 points below standard which was a maintained performance from the previous year when this sub group scored 117.5 points below the standard. It should be noted that in 2023 this group scored in the Yellow Band. Social Economically Disadvantaged Students scored 83.2 points below the standard which places this subgroup in the Orange Band for the 2024/2025 school		

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
	year. All Students scored 76.7 points below the standard. This is an increase oof 3.7 points from the previous year which placed All Students in the Yellow Band. However, represents the need to address the strategies and practices designated to address the unique needs of our students. (California Dashboard,2026) (KIDS, 2026) Educational partners, including teachers, administrators, and parents, have emphasized the importance of offering competitive salaries to attract and retain high-quality educators and support staff, ensuring stability and excellence in education. **Scope:** LEA-wide		
4.1	**Action:** Parental Activities **Need:** Families of unduplicated students have continued to slow participation in school events and surveys at an even higher rate according to site sign in data. Data from families was collected at the sites through SSC, ELAC, and other school groups and through open ended comments on the annual LCAP survey, indicated a need for additional community activities (Parent LCAP Survey, 2025 and 2026 TCSD educational partners, particularly parents, have expressed a strong desire for increased opportunities for parental	To re-engage families in a welcoming manner to support increased involvement in their children's education. We expect by funding additional community activities, that family participation in events and annual surveys will increase to better inform the district to meet community needs. This action is provided LEA-wide to increase opportunities for parental involvement in school activities and decision-making processes, fostering a collaborative and supportive school community for all students. It aims to improve outcomes for unduplicated student groups by enhancing the engagement and support of their parents.	California Healthy Kids Survey, LCAP Surveys, Equity Teams Feedback, Metric 4.1 (parent completion rate), Metric 4.2 (Parent Involvement in school activities)

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
	involvement in school activities and decision-making processes, which are essential for fostering a collaborative and supportive school community. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Supplemental ELD instruction and Resources **Need:** The California Dashboard for 2025 shows that 50% of all English Learners and 54% of Long-Term English learners (LTELs) are making progress. This is an approximate 6% increase for our English Learners in making progress toward English language proficiency in the 2025/2026 school year. 18% declined on their English Learner Progress Indicator and 23% maintained Level 1-3 and 6% maintained a level 4. T On the Alternate ELPAC 85.7% of the English Learners did not progress which a decrease of 45.7% from the previous year, 0% of the	This goal will play a role in differentiating between Tier 2 Core Student needs that include specifically addressing the needs of long term English learners who need ELD support in order to progress through the various tiered supports. These strategies will include the implementation of strategic one on one input, Designated and Integrated ELD and instructional techniques that incorporate the extension of language development.	Metric 1.8 ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students taking the Alternate ELPAC Maintained at a Level 3, and 14.3% progressed on the Summative Alternate ELPAC which is an decrease of 35.7% students who progressed on Alternative ELPAC in 2025 from those who increased in 2024 (2024/2025 CA Dashboard) Educational partners, including teachers and parents, have highlighted the necessity of providing additional ELD instructional support and resources to ensure that English Learners achieve English proficiency and succeed academically. **Scope:** Limited to Unduplicated Student Group(s)		
1.3	**Action:** ELD Professional Development/ Districtwide ELD TOSA **Need:** The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -40.1, for English Learners the distance from the standard was -76.7, and for Long Term English Learners -109. Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -76.7 from the standard, for English Learners the distance from the	Based on implementation of CA Content standards, there is an expectation that over time the results on CAASPP ELA and Math will improve for all students as well as close the achievement gap for our unduplicated student groups. It is expected that ongoing professional development and the allotted time for PLCs will assist teachers in designing targeted lessons and intervention activities/groups to improve CAASPP outcomes.	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	standard is -97.8, and for Long Term English Learners -168.2 Other factors that are reflect the need for teacher capacity are as follows: CAST 2024-25 (Science Points) All Students -43.9 EL -38 LTEL -34.2 Feedback from educational partners stresses the importance of comprehensive professional development for teachers on ELD standards and language proficiency to enable English Learners to access the Common Core State Standards effectively and improve their academic outcomes. (KIDS, 2026) **Scope:** Limited to Unduplicated Student Group(s)		
1.13	**Action:** Camp KEEP Program **Need:** The California Dashboard indicator for CAASPP Math All students showed a distance of -80.3 from the standard, for socioeconomically Disadvantaged students this gap is -84.9. **Scope:** Limited to Unduplicated Student Group(s)	TCSD has an SED student rate of 94.73%. Based on research we know that lower SED families struggle to provide enriching experiences for students in addition to meeting basic needs. One of the key challenging elements is reliable transportation to experience cultural and unique events not regularly offered in Taft. As a rural city, families must travel to experience some of these cultural events. (KIDS,2026) Educational partners, including parents and educators, have emphasized the value of experiential learning opportunities like Camp KEEP to enhance students' understanding of	LCAP Survey Data and Equity Team Feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		environmental science, foster a connection with nature, and support their overall academic and personal growth (LCAP Survey, 2023)	

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

Not applicable.

Additional Concentration Grant Funding

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

All six Taft City school sites have a high concentration (above 55%) of foster youth, English learners, and low-income students. Funds were used to hire additional support positions at these sites, including full time health clerks, a health services technician, student counselors, and additional custodial staff, as shown in Actions 2.6, 2.7, and 2.8.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:35
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

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	26,811,138	10,819,073	40.353%	0.000%	40.353%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,670,777.00	$0.00	$0.00	$1,143,308.00	$12,814,085.00	$10,829,004.00	$1,985,081.00

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	Professional Development and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$512,200.00	$262,200.00			$250,000.00	$512,200.00	
1	1.2	Supplemental ELD instruction and Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$807,336.00	$35,000.00	$842,336.00				$842,336.00	
1	1.3	ELD Professional Development/ Districtwide ELD TOSA	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$61,646.00	$0.00	$61,646.00				$61,646.00	
1	1.4	Grade Level Lead Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$103,170.00	$0.00	$103,170.00				$103,170.00	
1	1.5	ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School		$282,393.00	$0.00	$70,598.00			$211,795.00	$282,393.00	
1	1.6	AVID Support Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School		$68,112.00	$15,671.00	$83,783.00				$83,783.00	
1	1.7	MTSS Intervention Model in Grades TK-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$594,273.00	$0.00	$148,568.00			$445,705.00	$594,273.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.8	Web Based Diagnostic Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$123,969.00	$123,969.00				$123,969.00	
1	1.9	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$314,410.00	$10,000.00	$88,602.00			$235,808.00	$324,410.00	
1	1.10	Technology Assistant Positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$226,753.00	$0.00	$226,753.00				$226,753.00	
1	1.11	Technology Infrastructure Refresh Cycle	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$96,293.00	$265,000.00	$361,293.00				$361,293.00	
1	1.12	Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$250,083.00	$60,000.00	$310,083.00				$310,083.00	
1	1.13	Camp KEEP Program	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Lincoln Jr. Highschool		$0.00	$14,241.00	$14,241.00				$14,241.00	
2	2.1	Student to Teacher Ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,729,798.00	$0.00	$2,729,798.00				$2,729,798.00	
2	2.2	Facilities Upkeep	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$900,000.00	$900,000.00				$900,000.00	
2	2.3	Computer Based Tracking/Parent Notification System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.4	MTSS/PBIS Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$440,908.00	$0.00	$440,908.00				$440,908.00	
2	2.5	SARB process	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,338.00	$0.00	$1,338.00				$1,338.00	

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	2.6	School Psychologist/Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,367,143.00	$0.00	$1,367,143.00				$1,367,143.00	
2	2.7	Student Safety and Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,412,349.00	$0.00	$1,412,349.00				$1,412,349.00	
2	2.8	Additional Custodial Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$274,484.00	$0.00	$274,484.00				$274,484.00	
2	2.9	Comprehensive Student Fitness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$486,009.00	$0.00	$486,009.00				$486,009.00	
2	2.10	Career Technical Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Junior High School 6-8th Grade		$93,775.00	$0.00	$93,775.00				$93,775.00	
3	3.1	KCSOS Induction and Teacher Mentor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$120,075.00	$0.00	$120,075.00				$120,075.00	
3	3.2	Teacher/Support Salary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,098,656.00	$0.00	$1,098,656.00				$1,098,656.00	
4	4.1	Parental Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$19,000.00	$19,000.00				$19,000.00	

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
26,811,138	10,819,073	40.353%	0.000%	40.353%	$11,670,777.00	0.000%	43.530 %	**Total:**	$11,670,777.00
								LEA-wide Total:	$10,504,398.00
								Limited Total:	$918,223.00
								Schoolwide Total:	$248,156.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$262,200.00	
1	**1.2**	Supplemental ELD instruction and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$842,336.00	
1	**1.3**	ELD Professional Development/ Districtwide ELD TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$61,646.00	
1	**1.4**	Grade Level Lead Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,170.00	
1	**1.5**	ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School	$70,598.00	
1	**1.6**	AVID Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School	$83,783.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	MTSS Intervention Model in Grades TK-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,568.00	
1	1.8	Web Based Diagnostic Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,969.00	
1	1.9	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,602.00	
1	1.10	Technology Assistant Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,753.00	
1	1.11	Technology Infrastructure Refresh Cycle	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$361,293.00	
1	1.12	Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,083.00	
1	1.13	Camp KEEP Program	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Lincoln Jr. Highschool	$14,241.00	
2	2.1	Student to Teacher Ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,729,798.00	
2	2.2	Facilities Upkeep	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,000.00	
2	2.3	Computer Based Tracking/Parent Notification System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.4	MTSS/PBIS Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$440,908.00	
2	2.5	SARB process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,338.00	
2	2.6	School Psychologist/Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,367,143.00	

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	2.7	Student Safety and Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,412,349.00	
2	2.8	Additional Custodial Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,484.00	
2	2.9	Comprehensive Student Fitness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$486,009.00	
2	2.10	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Junior High School 6-8th Grade	$93,775.00	
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,075.00	
3	3.2	Teacher/Support Salary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,098,656.00	
4	4.1	Parental Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,389,821.00	$12,467,042.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development and Support	Yes	$512,200.00	$235,003
1	**1.2**	Supplemental ELD instruction and Resources	Yes	$727,952.00	$822,589
1	**1.3**	ELD Professional Development/ Districtwide ELD TOSA	Yes	$66,876.00	$66,876
1	**1.4**	Grade Level Lead Teachers	Yes	$103,170.00	$99,441
1	**1.5**	ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School	Yes	$271,552.00	$277,711
1	**1.6**	AVID Support Services	Yes	$81,294.00	$99,774
1	**1.7**	MTSS Intervention Model in Grades TK-3	Yes	$578,058.00	$590,899
1	**1.8**	Web Based Diagnostic Assessments	Yes	$5,005.00	$123,969
1	**1.9**	Library Services	Yes	$314,344.00	$318,331
1	**1.10**	Technology Assistant Positions	Yes	$238,825.00	$244,532
1	**1.11**	Technology Infrastructure Refresh Cycle	Yes	$359,096.00	$459,123

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	1.12	Enrichment Activities	Yes	$310,083.00	$321,092
1	1.13	Camp KEEP Program	Yes	$5,600.00	$14,241
2	2.1	Student to Teacher Ratio	Yes	$2,495,552.00	$2,530,318
2	2.2	Facilities Upkeep	Yes	$900,000.00	$502,752
2	2.3	Computer Based Tracking/Parent Notification System	Yes	$30,000.00	$29,879
2	2.4	MTSS/PBIS Support	Yes	$325,871.00	$384,788
2	2.5	SARB process	Yes	$1,338.00	$1,417
2	2.6	School Psychologist/Counselors	Yes	$1,350,227.00	$1,190,544
2	2.7	Student Safety and Well-Being	Yes	$1,230,813.00	$1,547,008
2	2.8	Additional Custodial Support	Yes	$267,577.00	$268,050
2	2.9	Comprehensive Student Fitness	Yes	$472,738.00	$481,607
2	2.10	Career Technical Education	Yes	$137,712.00	$129,512
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	$42,670.00	$120,075

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Teacher/Support Salary	Yes	$1,542,268.00	$1,607,511
4	**4.1**	Parental Activities	Yes	$19,000.00	$0

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)
$10,405,041	$11,274,356.00	$11,459,136.00	($184,780.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development and Support	Yes	$262,200.00	$108,615		
1	1.2	Supplemental ELD instruction and Resources	Yes	$727,952.00	$822,589		
1	1.3	ELD Professional Development/ Districtwide ELD TOSA	Yes	$66,876.00	$66,876		
1	1.4	Grade Level Lead Teachers	Yes	$103,170.00	$99,441		
1	1.5	ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School	Yes	$67,888.00	$69,428		
1	1.6	AVID Support Services	Yes	$81,294.00	$99,441		
1	1.7	MTSS Intervention Model in Grades TK-3	Yes	$144,515.00	$147,725		
1	1.8	Web Based Diagnostic Assessments	Yes	$5,005.00	$123,969		
1	1.9	Library Services	Yes	$86,086.00	$88,603		
1	1.10	Technology Assistant Positions	Yes	$238,825.00	$244,532		
1	1.11	Technology Infrastructure Refresh Cycle	Yes	$359,096.00	$459,123		
1	1.12	Enrichment Activities	Yes	$310,083.00	$321,092		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Camp KEEP Program	Yes	$5,600.00	$14,241		
2	2.1	Student to Teacher Ratio	Yes	$2,495,552.00	$2,530,318		
2	2.2	Facilities Upkeep	Yes	$900,000.00	$502,752		
2	2.3	Computer Based Tracking/Parent Notification System	Yes	$30,000.00	$29,879		
2	2.4	MTSS/PBIS Support	Yes	$325,871.00	$384,788		
2	2.5	SARB process	Yes	$1,338.00	$1,417		
2	2.6	School Psychologist/Counselors	Yes	$1,350,227.00	$1,190,544		
2	2.7	Student Safety and Well-Being	Yes	$1,230,813.00	$1,547,008		
2	2.8	Additional Custodial Support	Yes	$267,577.00	$268,050		
2	2.9	Comprehensive Student Fitness	Yes	$472,738.00	$481,607		
2	2.10	Career Technical Education	Yes	$137,712.00	$129,512		
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	$42,670.00	$120,075		
3	3.2	Teacher/Support Salary	Yes	$1,542,268.00	$1,607,511		
4	4.1	Parental Activities	Yes	$19,000.00	$0		

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)
$25,787,259	$10,405,041	0	40.350%	$11,459,136.00	0.000%	44.437%	$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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