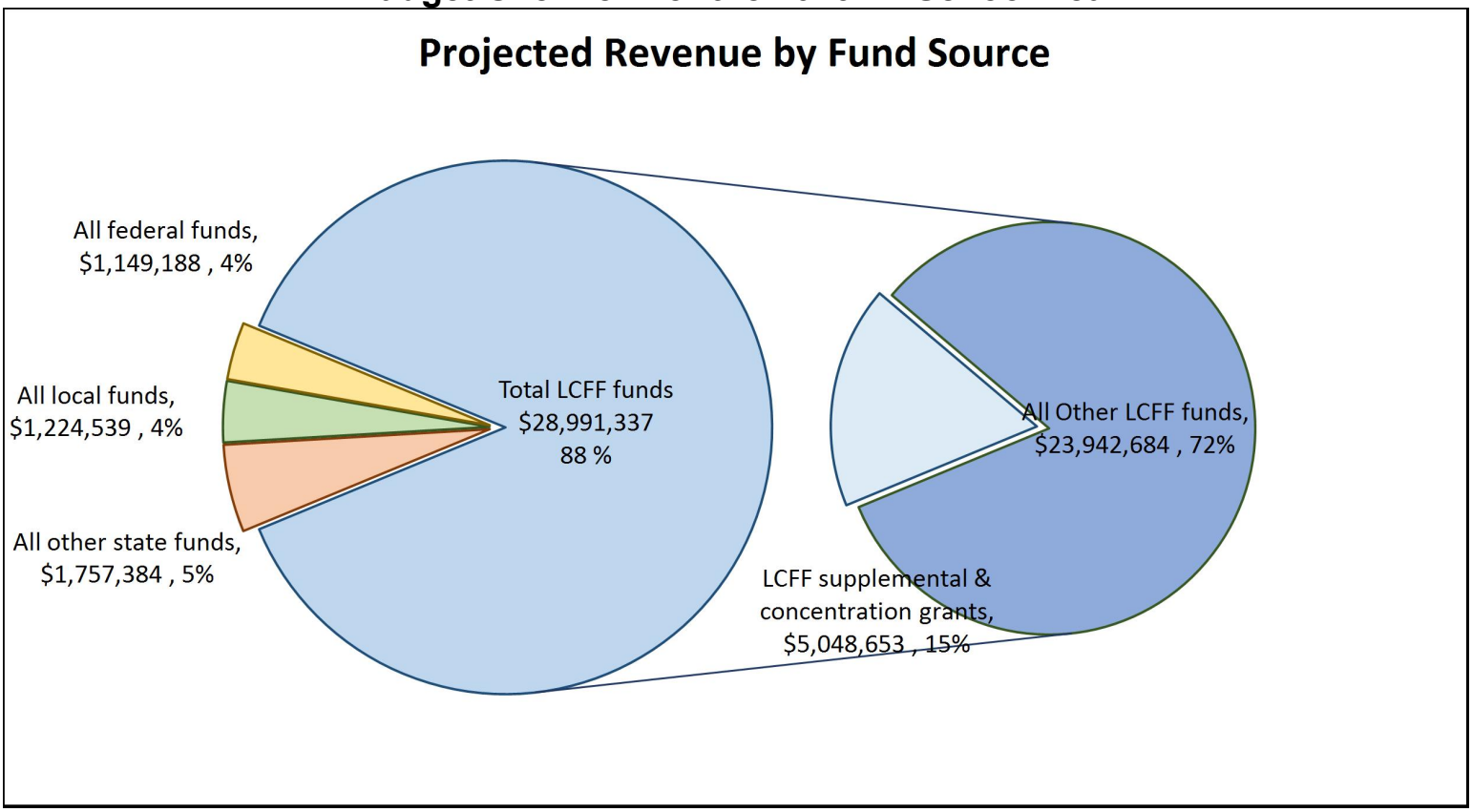
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Taft Union High School District
CDS Code: 15638180000000
School Year: 2026-27
LEA contact information:
Dr. Jason Hodgson
Superintendent
jhodgson@taftunion.org
(661) 763-2300, extension 337

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

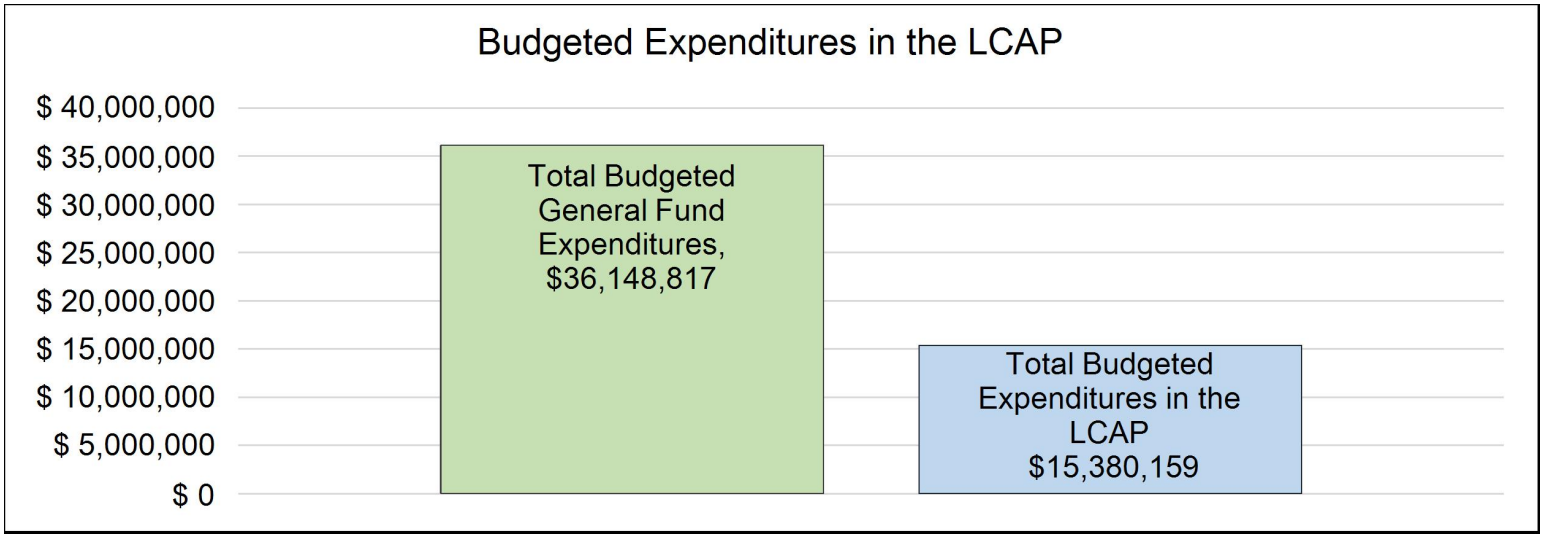


This chart shows the total general purpose revenue Taft Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Taft Union High School District is $33,122,448, of which $28,991,337 is Local Control Funding Formula (LCFF), $1,757,384 is other state funds, $1,224,539 is local funds, and $1,149,188 is federal funds. Of the $28,991,337 in LCFF Funds, $5,048,653 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 Union High 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 Union High School District plans to spend $36,148,817 for the 2026-27 school year. Of that amount, $15,380,159 is tied to actions/services in the LCAP and $20,768,658 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

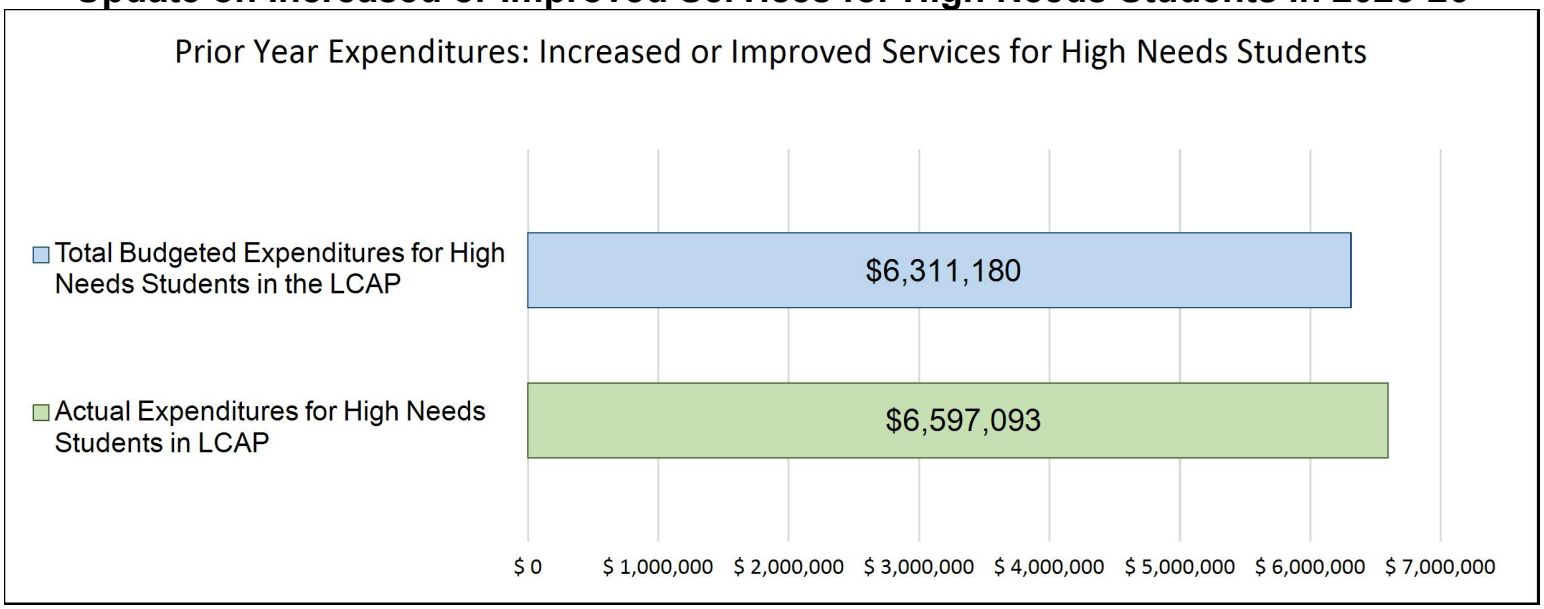
General Operations

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

In 2026-27, Taft Union High School District is projecting it will receive $5,048,653 based on the enrollment of Foster Youth, English learner, and low-income students. Taft Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Taft Union High School District plans to spend $12531619 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 Union High 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 Union High 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 Union High School District's LCAP budgeted $6,311,180 for planned actions to increase or improve services for high needs students. Taft Union High School District actually spent $6597093 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $285,913 had the following impact on Taft Union High School District’s ability to increase or improve services for high needs students:

Items carried over to 2026-27 (primarily capital investments which have been delayed due to DSA processing.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taft Union High School District	Dr. Jason Hodgson Superintendent	jhodgson@taftunion.org (661) 763-2300, extension 337

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.

The Taft Union High School District serves a diverse student population across four communities: Elk Hills, McKittrick, Midway, and Taft City. Established in 1912, the district oversees the operation of Taft Union High School (TUHS) and Buena Vista Continuation/Alternative High School (BVHS), providing comprehensive educational services to students in grades 9 through 12. The district spans approximately 362 square miles in a rural region whose economy is largely supported by petroleum, natural gas production, and agriculture.

During the 2025–26 school year, the district served 1,137 students. The student population reflects significant needs, with 83% qualifying for free or reduced-price meals, 18% identified as English learners, 14% receiving special education services, and 7.8% classified as migrant. Fewer than 4% of students are identified as foster youth or experiencing homelessness. The district's student body is predominantly Hispanic/Latino (64%), followed by White (34%), with 2% representing other ethnicities.

The district employs 64 teachers, 4 counselors, and 10 certificated management staff, including specialized support personnel such as a school nurse, psychologist, and speech-language pathologist. Additional staffing includes 78 classified employees, 6 classified managers, and 6 confidential staff members. The Career Technical Education Center (CTEC) is a central component of the district's programming, offering students access to eleven distinct career pathways that align with regional workforce needs.

The district is guided by three overarching goals:

1. Providing rigorous and relevant instruction to promote academic growth

2. Supporting student and staff development through personal awareness and positive school culture
3. Strengthening parent and community engagement to prepare students for postsecondary success

The Local Control and Accountability Plan (LCAP) serves as the district's strategic framework for aligning resources, programs, and services to meet student needs. The district places a strong emphasis on meaningful family and community engagement, as demonstrated through partnerships, internships, advisory committees, and community events, all of which contribute to a supportive and engaging learning environment.

According to the 2025 California School Dashboard, the district demonstrated continued academic growth, including a 14.6-point increase in English Language Arts, a 6.5-point increase in mathematics, and a 5% increase in English learner progress. However, suspension rates increased slightly by 0.8%, indicating a need for continued focus on school climate and behavioral supports.

Buena Vista Continuation High School was identified for Equity Multiplier funding in the amount of $214,624. These funds will be used to support the school's lowest-performing students through targeted literacy and mathematics interventions, as well as professional development for teachers, as outlined in Goal 4, Actions 1 and 2.

Reflections: Annual Performance

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

A review of the most recent California School Dashboard data indicates continued progress in several key areas. English Language Arts performance increased by 14.6 points and Mathematics performance increased by 6.5 points. Additionally, the percentage of English Learners making progress toward English proficiency increased by 5.0 percent. The College and Career Indicator improved as well, increasing by 8.4% on the California School Dashboard.

Despite these improvements, areas of need remain. Mathematics performance continues to be in the Orange performance level overall, with several student groups, including English Learners, Long-Term English Learners, Hispanic students, and socioeconomically disadvantaged students, performing at lower levels. Additionally, suspension rates increased from 2.9 percent to 3.7 percent, indicating a need for continued focus on school climate and student engagement. Graduation rates remained relatively stable at 88.4 percent, demonstrating the need for continued attention to student completion outcomes.

The baseline from 2023 CA School Dashboard lists the Red Indicators as:
District Level
CCI: English learner, Homeless, Students with Disabilities Addressed in Goal 1 Actions 1.11, 1.12, 1.15
ELA: All Students, Hispanic, Socioeconomically Disadvantaged, White Addressed in Goal 1 Actions 1.11, 1.12, 1.15
ELPI: English learner Addressed in Goals 1 and 5 Actions 1.8, 1.10, 5.1
Math: All Students, English learner, Hispanic, Socioeconomically Disadvantaged, White Addressed in Goal 1 Actions 1.11, 1.12, 1.15

Schoolwide Level
Taft Union High School:

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

Buena Vista Continuation School:
CCI: All Students, Hispanic, Socioeconomically Disadvantaged Addressed in Goal 1 Action 1.1

The current 2025 CA School Dashboard lists the Red Indicators as:
District Level:
CCI: Students with Disabilities Addressed in Goal 1 Actions 1.11, 1.12, 1.15
Math: Hispanic, Long Term English Learners, Socioeconomically Disadvantaged Addressed in Goal 1 Actions 1.11, 1.12, 1.15
Suspension: Foster Youth, White Addressed in Goal 2 Action 2.1
Science: Long-Term English Learners Goals 1 and 5 Actions 1.8, 1.10, 5.1

Schoolwide Level
Taft Union High School:
Math: Socioeconomically Disadvantaged Addressed in Goal 1 Actions 1.11, 1.12, 1.15

Buena Vista Continuation School:
No Red indicators.

Change from 2023 Baseline are as follows:
CAASPP ELA Distance from Standard for 25-26 compared to 2023 baseline increased in the following subgroups: All students increased by 53 points, SED increased by 33.7 points and EL increased by 9.2 points.
CAASPP Math Distance from Standard for 25-26 compared to 2023 baseline increased in the following subgroups: All students increased by 22.8 points, SED + 24.25 points, EL increased by 9.9 points.
English Learner Progress Indicator (ELPI) increased by 8.7% and reclassification increased by 2.9% from 2023 baseline.
Foster Youth subgroup data was largely unavailable due to small number of students.
Chronic Absenteeism decreased for all students by 2.1%, SED decreased by 1.9%, and EL decreased 1.3%

Local data is used to monitor chronic absenteeism, suspension rates and grade tracking through our local Kern Integrated Data System (KiDS). Chronic absenteeism has improved in All students by 2.1%, SED by 5.9% and EL by 7%. Suspension rates increased in All students by 1.8%, SED 1.95 and EL 1.3%.

The district conducted a Learning Recovery Emergency Block Grant (LREBG) Needs Assessment in April 2026 using California Dashboard data, CAASPP performance data, chronic absenteeism data, and local student performance data to identify students in greatest need of learning recovery supports and interventions.

The needs assessment identified significant academic and engagement gaps among student groups at both Taft Union High School and Buena Vista High School, with the greatest needs evident among English Learners, Long-Term English Learners, Students with Disabilities, socioeconomically disadvantaged students, and chronically absent students. Buena Vista High School and Taft Union High School were identified as the schools most impacted based on performance data and chronic absenteeism rates.

Districtwide LREBG English Language Arts data showed students continue to perform significantly below standard. Student groups with the greatest academic need included English Learners (-71.2 DFS), Long-Term English Learners (-85.0 DFS), and Students with Disabilities (-102.7 DFS). At Taft Union High School, English Learners (-67.7 DFS), Long-Term English Learners (-71.6 DFS), and Students with Disabilities (-99.0 DFS) demonstrated continued need for intensive academic intervention and support.

LREBG Mathematics performance data identified even greater levels of need. Districtwide performance levels showed English Learners (-158.4 DFS), Long-Term English Learners (-185.9 DFS), and Students with Disabilities (-185.7 DFS) as the student groups furthest below standard. Taft Union High School data similarly reflected substantial learning recovery needs in mathematics for English Learners (-147.9 DFS), Long-Term English Learners (-167.8 DFS), and Students with Disabilities (-183.2 DFS). Buena Vista High School students also demonstrated severe levels of need in mathematics achievement.

The district's LREBG needs assessment also identified chronic absenteeism as a significant barrier to learning recovery. Chronic absenteeism rates remained particularly high among Students with Disabilities, socioeconomically disadvantaged students, homeless youth, and students attending Buena Vista High School. Buena Vista High School reported chronic absenteeism rates above 65% for all students and socioeconomically disadvantaged students, while Taft Union High School reported elevated chronic absenteeism among Students with Disabilities (33.1%) and homeless youth (33.3%).

The district identified all students scoring at CAASPP Level 1 and students scoring at the low end of Level 2 in English Language Arts and Mathematics as students requiring additional learning recovery support. In addition, all chronically absent students and student groups identified in Very High or High status levels on the California Dashboard were identified for additional intervention and monitoring.

The district received a proposed 2025–26 Learning Recovery Emergency Block Grant (LREBG) allocation of $87,624. In anticipation of these funds, the district incorporated LREBG-supported actions into the 2026–27 LCAP for funding amount of $87,624 to address identified learning recovery needs through evidence-based interventions aligned to allowable uses under California Education Code. These actions focus on intensive academic intervention, expanded tutoring and instructional support, attendance interventions, English Learner support services, student engagement strategies, and learning acceleration opportunities.

LREBG-funded actions are primarily aligned to Goal 1 LCAP. These actions include:
Goal 1, Action 1.25 Summer Learning and Credit Recovery

Allowable Use of Funds:
Instructional Learning time for the 2026-2027 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

Learning recovery programs and materials designed to accelerate academic proficiency and English language proficiency.
Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Identified Need Addressed:
Addresses low performance in English Language Arts, Mathematics, Science, ELPI, and College and Career Indicator outcomes for English Learners, Long-Term English Learners, and Students with Disabilities identified through the California Dashboard and local assessment data.

How the Action Addresses the Need:
This action strengthens Tier I instruction and targeted intervention through integrated and designated English Language Development (ELD), instructional scaffolds, language acquisition supports, progress monitoring, and teacher collaboration focused on English Learners and Long-Term English Learners. Supports are designed to improve academic achievement, language proficiency, classroom engagement, and access to rigorous coursework.

Research Base:
Research from Californians Together, the English Learner Success Forum, and the California Department of Education supports integrated ELD, designated ELD, structured language scaffolds, and data-driven instructional practices as effective strategies for improving academic achievement and language acquisition outcomes for English Learners and Long-Term English Learners.

These actions were selected because they directly address the areas of greatest need identified in the LREBG Needs Assessment, including low achievement in English Language Arts and Mathematics and high chronic absenteeism rates among targeted student groups. The selected actions align with allowable uses of LREBG funds by providing evidence-based academic interventions, expanded learning supports, progress monitoring systems, and attendance recovery efforts designed to accelerate learning and re-engage students most impacted by learning loss.

Research supports the district's selection of these interventions as effective strategies for accelerating academic recovery and improving student engagement for historically underserved student groups. High-dosage tutoring has been identified by the Annenberg Institute and the National Student Support Accelerator as one of the most effective school-based interventions for improving student achievement, particularly in mathematics and literacy for students performing below grade level. Research indicates that frequent tutoring provided during the school day by trained staff can produce substantial academic gains equivalent to several additional months of learning.

Research from the Learning Policy Institute and the Institute of Education Sciences further supports the use of expanded learning opportunities, targeted intervention courses, and data-driven instructional practices to accelerate unfinished learning following disruptions in instruction. The district's use of formative assessment systems, progress monitoring software, and collaborative teacher data analysis aligns with these recommendations and supports timely identification of learning gaps and targeted intervention planning.

The district's planned English Learner supports are grounded in research-based practices identified by Californians Together, the English Learner Success Forum, and the California Department of Education. Integrated and designated English Language Development (ELD), bilingual instructional supports, and structured language scaffolds improve academic achievement and English proficiency outcomes for

English Learners and Long-Term English Learners. These supports are particularly important given the district's significant achievement gaps for English Learners in both English Language Arts and Mathematics.

While academic indicators demonstrate positive trends, the district recognizes that continued focus is necessary to ensure consistent outcomes across all student groups. The district remains committed to strengthening Tier 1 instruction, expanding access to rigorous coursework, and improving outcomes for English Learners and other unduplicated student groups. The district will continue to monitor the effectiveness of these actions and make adjustments as needed to ensure continuous improvement and equitable outcomes for all students.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Annually conduct surveys to collect feedback from students in Fall and Spring, with the final survey completed in March 2026. Scheduled principal meetings at Taft Union High named "Pizza with the Principal" are used to obtain additional student feedback throughout the year. Feedback was gathered during these events monthly. Feedback through our Community Schools grant was obtained from student focus groups on the following dates Feedback from OilTech Academy as part of the American Association of Drilling Engineers Student Section Steering Committee on multiple dates, including 9/09/25, 11/13/25, 12/9/25, 1/13/26, 2/10/26, 3/10/26 and 4/07/26.
Teachers	Surveys were administered to teachers three times during the year (August, October, March) to gather feedback on educational engagement and district goals. Ongoing input was collected through monthly School Leadership Team meetings (9/18/25, 10/30/25, 11/20/25, 12/2/25, 1/8/26, 2/17/26, 3/17/26) and quarterly District Learning Team meetings (9/22/25, 10/3/25, 1/9/26, 3/6/26). Additional feedback was gathered during professional development days (August, October, March). All feedback was reviewed and analyzed to ensure broad teacher representation in district planning and decision-making.

Educational Partner(s)	Process for Engagement
Administrators	Administered surveys to administrators three times during the year to gather feedback (8/12/25, 10/13/25, 3/16/26). Survey results were reviewed and analyzed through meetings held in August, October, and March to identify areas for improvement, support open dialogue, and ensure alignment with district goals. Findings were used to inform decision-making and strategic planning, with regular updates provided to administrators on actions taken in response to feedback.
Staff	Conducted surveys with staff three times a year to gather input on various issues including student needs, potential actions, and updates to district plans [August/October/March]. Scheduled meetings with staff to present survey results and discuss feedback for the improvement of educational strategies and policies [August/October/March]. Produced comprehensive surveys to ensure broad participation and representation across different staff groups, facilitating more inclusive feedback [August/October/March]. Analyzed survey data for trends and actionable insights, followed by targeted outreach to address any underrepresented voices among staff [August/October/March]. Reviewed and incorporated staff feedback into district planning processes, ensuring that staff perspectives are considered in decision-making [August/October/March].
Parents	Parent feedback was gathered through an annual survey conducted in March 2026 (Spring) to identify areas of strength and improvement. Ongoing input was collected through monthly School Site Council meetings and quarterly DELAC meetings, where parents provided feedback on district initiatives and educational strategies. Feedback from surveys and meetings was analyzed in February to inform LCAP development. Parents were engaged throughout the year through multiple communication channels to ensure diverse perspectives were represented and community concerns were addressed.
LEA Bargaining Units	Input from LEA bargaining units was collected through staff surveys administered three times during the year (August 2025, October 2025, March 2026). This feedback ensured that teacher and staff perspectives were incorporated into district planning and decision-making.

Educational Partner(s)	Process for Engagement
Community Service Groups	Feedback from community service groups was gathered through surveys conducted in Spring. Targeted input was collected from the Kiwanis group through a survey administered in April 2026, and from the Rotary group through a feedback session held in April 2026. Responses were reviewed and analyzed to inform district planning and decision-making. Follow-up discussions were conducted to clarify feedback and ensure community perspectives were fully represented in the district's annual plans.
Businesses	Business partner feedback was gathered through Advisory Committee meetings conducted in April as part of our Career Technical Education advisory meeting. Additional input was collected through meetings with the American Association of Drilling Engineers (November, January, April) to better understand workforce needs and industry expectations. Data from these engagements was reviewed to assess alignment between district programs and local labor market demands. During advisory meetings, business partners provided feedback on industry trends, required skills, and curriculum alignment.
Special Education Local Plan Area	Met with local SELPA in April to discuss LCAP goals and serving special education needs, Discussion were held around making sure student accommodations were appropriately assigned, used in classrooms and on tests.
Buena Vista Equity Multiplier	Met with parent advisory groups to discuss success of equity multiplier money use for 25-26 as part of the LCAP plan 5/26. Discussed how to meet the needs of students with gaps in learning through support class targeting those gaps in primarily English and Math.
Parent Advisory Group	Parent advisory group was combined with School Site Council group and DELAC group due to the size of the district. Meetings were held in Sept 2025, November 2025, Feb. 2026, Apr. 2026. Data and information from the LCAP and LCAP monitoring were provided to parents and feedback given by parents. The ASB president also joins the school site council meetings and provides feedback during the meeting.

Educational Partner(s)	Process for Engagement
Student Advisory Group	Student advisory group combined with Community Schools Student focus groups. Feedback from students from both campuses was collected and analyzed. Feedback was given in Oct., November, March and May. The feedback was around campus culture, how to get student involved outside of the students that always participate and activities that would be engaging. There were also discussions around attendance and incentives.

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

The development of the Local Control and Accountability Plan (LCAP) was significantly influenced by feedback gathered from educational partners, including students, parents, teachers, administrators, bargaining units, community organizations, and business partners. Input was collected through surveys, advisory meetings, focus groups, and ongoing engagement opportunities throughout the year. This feedback directly informed the development and refinement of goals, actions, and resource allocation within the LCAP.

Parent Advisory Groups including DELAC discussed English Learner Supports and Family Communication:
Feedback from parents, staff, and advisory groups identified a need for increased understanding of the English Learner program and additional support for families. In response, the district strengthened actions under Goal 1 to expand bilingual support, provide targeted professional development for staff on English Learner strategies, utilizes Ellevation software and KiDs data warehouse to monitor student progress, and allocate counseling support to assist with academic planning and graduation tracking for English Learners.

Support for Students with Disabilities
Continued conversations with families and through monitoring the CIM plan for special education continues to underscore the need to prioritize the academic support for students with disabilities. In response, the district has committed resources for professional learning for staff specifically on appropriately using accommodations in the classroom and for assessments.

College and Career Readiness and Parent Awareness:
Parents and community members expressed a need for clearer communication regarding graduation requirements, A-G completion, dual enrollment opportunities, and college financial aid. This feedback influenced actions across Goals 1 and 2, including the expansion of parent and student information sessions, increased support for FAFSA completion through CAL-SOAP, and efforts to improve access to and participation in A-G coursework and college readiness programs. There is also a new action of adding a College/Career support center.

Expanded Access to Dual Enrollment and Postsecondary Pathways:
Students, parents, and business partners emphasized the importance of increasing access to dual enrollment and concurrent coursework. In response, the district prioritized expanding partnerships with local community colleges, increasing course offerings, and providing materials and supports necessary for student participation in these programs.

Career Technical Education (CTE) Alignment and Workforce Readiness:

Business partners and community organizations highlighted the importance of aligning educational programs with local workforce needs and increasing awareness of CTE pathways. As a result, the district strengthened communication regarding CTE opportunities, expanded pathway offerings through the Career Technical Education Center (CTEC), and ensured alignment with industry standards and local labor market demands. In addition, the CTE classes previously held off-site and being moved back onto the main campus to remove barriers of getting to and from class and reduced instructional time as a result of the barrier.

Instructional Practices and Student Engagement:
Students and staff identified a need for engaging, supportive classroom environments and strong teacher-student relationships. This feedback informed actions under Goal 1, including the continued implementation of Trust-Based Observations, reflective coaching practices, and ongoing professional development focused on instructional strategies that promote student engagement and academic success. Additional supports, including intervention tutoring and collaborative learning environments funded through Equity Multiplier resources, were also prioritized.

School Climate and Student Well-Being:
Student feedback from Focus group emphasized the importance of a positive, welcoming school climate with fun activities that went along with rigorous learning. In response, the district enhanced actions under Goal 2 to strengthen social-emotional and mental health supports, including the continued use of social workers at each site, continuing with student leadership opportunities, and continued use of focus groups and surveys to monitor and improve school climate.

Equity Multiplier Funds
Conversations with Advisory group, families and educators underscored the need to continue to prioritize academic development of students at Buena Vista. Increased support through academic growth monitored by software and reviewed during student study meetings were requested and will continue. Advisory period where credit recover and career options were deemed helpful and should continue with some slight modifications to refine the system. Additional engagement training for teachers will continue to better them in utilizing the flexible furniture to support student classroom learning. Continued intensive need in academic supports were also considered as staffing was completed.

Overall, educational partner feedback played a critical role in shaping the district's priorities by:

*Expanding supports for English Learners and their families
*Strengthening college and career readiness systems
*Increasing access to rigorous coursework and dual enrollment
*Aligning programs with workforce needs
*Improving instructional practices and student engagement
*Enhancing school climate and student well-being

The adopted LCAP reflects a comprehensive and responsive approach that incorporates stakeholder input to improve outcomes for all students, with a particular focus on unduplicated student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District aims to provide rigorous and relevant instruction to prepare students for college, careers, and the future while ensuring academic growth.	Broad 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was crafted to cater to various facets of educational quality and equity, primarily focusing on ensuring that all teachers continue to be properly assigned and possess the requisite credentials. This was achieved by implementing qualification checks and providing comprehensive professional development opportunities aimed at aligning their skills with the state's educational standards. Moreover, the goal encompassed the provision of standards-aligned instructional materials, which plays a pivotal role in facilitating high-quality instruction. This was complemented by a commitment to maintain school facilities in good repair, thereby creating a learning environment that is both conducive and safe for students.

In addressing the Implementation of State Standards, the goal took a proactive approach by enforcing the rigorous implementation of California's content and performance standards. This initiative was especially targeted at ensuring equitable high-quality education for English learners, incorporating structured assessments designed to monitor and stimulate growth. Through these measures, the goal aimed to provide a consistent and effective curriculum across all educational levels.

When focusing on Pupil Achievement, the goal emphasized the importance of monitoring standardized test scores and college readiness metrics. This was done through the development and implementation of comprehensive assessment tools and feedback mechanisms. Such tools are designed to provide educators and policymakers with valuable insights into student performance, thereby enabling targeted interventions to ensure all students are adequately prepared for post-secondary success.

Furthermore, the goal increased Course Access by offering a broad and comprehensive curriculum. This initiative ensures that students have access to a diverse range of subjects and courses, thereby equipping them with the necessary skills and knowledge for their future careers. This broad curriculum also serves to stimulate student interest and engagement, encouraging lifelong learning and adaptability.

Lastly, in addressing Other Pupil Outcomes, the goal took a holistic view of student success beyond academic achievement. By monitoring pupil outcomes across a variety of subjects and extracurricular activities, the goal ensures that students not only acquire the necessary

academic knowledge but also develop critical life skills. This comprehensive approach prepares students for success in their personal and professional lives, beyond the confines of high school.

Through these integrated approaches, the goal establishes a robust educational framework that is closely aligned with state priorities, thus ensuring the delivery of a high-quality and equitable educational experience for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas	During the 2022-23 school year, 94% of our teachers were appropriately assigned and fully credentialed for their assignment per CalSAAS	During the 2023-24 school year, 95% of our teachers were appropriately assigned and fully credentialed for their assignment	During the 2024-25 school year, 84.4% of our teachers were appropriately assigned and fully credentialed. Data Source: CA School Dashboard	Maintain teachers appropriately assigned and fully credentialed for the assignment above 90%	-9.6%
1.2	Priority 1(b): Basic Services: Pupils access to standards-aligned materials using the Instructional Materials Williams Reporting. Data Source: Textbook inventory	100% of pupils have access to standards-aligned materials that are appropriately aligned, per state adoption availability. Textbooks are reviewed and replaced on a 6-8 year cycle depending on the availability of the curriculum.	During the 2023-24 100% of pupils have access to standards-aligned materials that are appropriately aligned, state adoption availability.	During the 2024-25 100% of pupils have access to standards-aligned materials that are appropriately aligned, state adoption availability.	Maintain 100% of pupils have access to standards-aligned materials that are appropriately aligned, or state adoption availability.	0% Maintained
1.3	Priority 1(c): Basic Services: School facilities maintained in good repair. Data Source: FIT Report	Maintain an overall rating of "Good" on all facilities as indicated on the FIT report	During the 2023-24 Maintain an overall rating of "Fair" on all facilities as indicated on the	During 2024-25 District had an overall rating of "Fair" on all facilities as indicated on the	Meet or exceed an overall rating of "Good" on all facilities as indicated on the FIT report	- to Fair

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FIT report. 33% were not indicated on the FIT report as Good.	FIT report. 10% were not indicated on the FIT report as Good.		
1.4	Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards. Data Source: Faculty Survey-Teaching Efficacy and the CDE Self-Reflection Survey from the CDE	Implementation of Common Core State Standards (CCSS) for all students as measured by teacher feedback on surveys and the Self-Reflection Tool on the California Dashboard. 88% of teachers feel they 'thoroughly know' all the content needed to be taught.	During the 2024-25 Implementation of Common Core State Standards (CCSS) for all students as measured by teacher feedback on surveys and the Self- Reflection Tool. 94% of teachers feel they 'thoroughly know' all the content needed to be taught.	During the 2025-26 Implementation of Common Core State Standards (CCSS) for all students as measured by teacher feedback on surveys and the Self- Reflection Tool. 82% of teachers feel they 'thoroughly know' all the content needed to be taught.Local Data Needed	Full implementation or Full Implementation and Sustainability in all subject areas for instructional materials. Increase content standard knowledge of teachers to 95%	-6%
1.5	Priority 2(b): Continue to implement State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards Data Source: CDE Self-Reflection Survey	60% of EL students are able to access the CCSS and ELD standards full implementation or full implementation and sustainability for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the Self-Reflection Tool.	During the 2024-25 100% of EL students are able to access the CCSS and ELD standards full implementation or full implementation and sustainability for purposes of gaining academic content knowledge and English Language proficiency through designated and	During the 2025-26 100% of EL students are able to access the CCSS and ELD standards full implementation or full implementation and sustainability for purposes of gaining academic content knowledge and English Language proficiency through designated and	Full implementation or Full implementation and sustainability as measured by the Self-Reflection Tool.	+40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			integrated ELD as indicated by the Self- Reflection Tool.	integrated ELD as indicated by the Self- Reflection Tool.		
1.6	Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP-Overall Achievement in English Language Arts. Data Source: California Dashboard	CAASPP English Language Arts Performance Level Distance from standard as measured on the 2023 California Dashboard All Students: 60 points below standard Hispanic: 73 Points below standard Socioeconomically Disadvantaged: 64.5 points below standard White: 45.6 points below standard English Learners: 136.5 points below standard Students with Disabilities: 165 points below standard Groups with less than 11 students do not display for privacy.	CAASPP English Language Arts Performance Level Distance from standard as measured on the 2024 California Dashboard All Students: 25 points below standard Hispanic: 36 Points below standard Socioeconomically Disadvantaged: 30.8 points below standard White: 15.7 points below standard English Learners: 127.3 points below standard Students with Disabilities: 117.3 points below standard Groups with less than 11 students do not display for privacy.	CAASPP English Language Arts Performance Level Distance from standard as measured on the 2025 California Dashboard All Students: 10.4 points below standard English Learners: 71.2 points below standard Hispanic: 20.7 points below standard Socioeconomically Disadvantaged: 19.9 points below standard Students with Disabilities: 102.7 points below standard White: 8.1 points above standard Groups with less than 11 students do not display for privacy.	Increase Distance from standard by 15 points	All: +49.6 Hispanic: +52.3 SED: +44.6 EL: +65.3 SWD: +62.3 White: +53.7
1.7	Priority 4(a): CAASPP-Overall Achievement in Math Data Source: California Dashboard	CAASPP Math Performance Level Distance from standard as measured on the 2023 California	CAASPP Math Performance Level Distance from standard as measured on the	CAASPP Math Performance Level Distance from standard as measured on the	Decrease distance from standard by 15 points	All: +29.3 Hispanic: +31.4 SED: +21.0 EL: +43.6 SWD: +30.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard All Students: 155.4 points below standard Hispanic: 165.6 points below standard Socioeconomically Disadvantaged: 160.3 points below standard White: 144.3 points below standard English Learners: 202 points below standard Students with Disabilities: 216 points below standard Groups with less than 11 students do not display for privacy.	2024 California Dashboard All Students: 132.6 points below standard Hispanic: 132.9 points below standard Socioeconomically Disadvantaged: 132.6 points below standard White: 134.3 points below standard English Learners: 192.3 points below standard Students with Disabilities: 199.3 points below standard Groups with less than 11 students do not display for privacy.	2025 California Dashboard All Students: 126.1 points below standard English Learners: 158.4 points below standard Hispanic: 134.2 points below standard Socioeconomically Disadvantaged: 139.3 points below standard Students with Disabilities: 185.7 points below standard White: 112.2 points below standard Groups with less than 11 students do not display for privacy.		White: +32.1
1.8	Priority 4(a): Pupil Achievement: Statewide assessments: CAST- Overall Achievement On California Science Test: California DashboardNGSS Science Test Data Source: Ed- Data	15% of students score Standard Met on the California Science Test.	During the 2023-24 17.94% of students score Standard Met on the California Science Test.	During the 2024-25 21.5% of students score Standard Met on the California Science Test.	20% of students will score, Standard Met or Standard Exceeded, on the California Science Test.	+6.5%
1.9	Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California	Percentage of students who met UC/CSU Requirements as measured on the 2023 California Dashboard in the combined four and	Percentage of students who met UC/CSU Requirements as measured on the 2024 California	Percentage of students who met UC/CSU Requirements as measured on the 2025 California	Percentage of students who met UC/CSU Requirements as measured on the 2023 California	All: +0.6% Hispanic: -1.3% SED: +0.7% EL: +0.5% SWD:+2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard -College and Career	five year graduation rate. All Students: 21% Hispanic: 19% Socioeconomically Disadvantaged: 19% White: 24% English Learners: 5% Students with Disabilities: 0% Groups with less than 11 students do not display for privacy.	Dashboard in the combined four and five year graduation rate. All Students: 17.2% Hispanic: 12.9% Socioeconomically Disadvantaged: 15.2% White: 24.2% English Learners: 1.6% Students with Disabilities: 0% Groups with less than 11 students do not display for privacy.	Dashboard in the combined four and five year graduation rate. All Students: 21.6% Hispanic: 17.7% Socioeconomically Disadvantaged: 19.7% White: 23.3% English Learners: 5.5% Students with Disabilities: 2.5% Groups with less than 11 students do not display for privacy.	Dashboard in the combined four and five year graduation rate. All Students: 25% Hispanic: 23% Socioeconomically Disadvantaged: 23% White: 25% English Learners: 12% Students with Disabilities: 5% Groups with less than 11 students do not display for privacy.	
1.10	Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses	Percent of students completing at least one CTE Pathway in the combined four and five-year graduation rate. All Students: 47% Socioeconomically Disadvantaged: 43% English Learners: 29% Students with	2024 Dashboard shows Percent of students completing at least one CTE Pathway in the combined four and five-year graduation rate.	2025 Dashboard shows Percent of students completing at least one CTE Pathway in the combined four and five-year graduation rate. All Students: 49%	Percent of students completing at least one CTE Pathway in the combined four and five-year graduation rate. All Students: 52% Socioeconomically Disadvantaged:	All: +2% SED: +4.2% EL: +2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disabilities: 19% prepared Groups with less than 11 students do not display for privacy.	All Students: 47.6% Socioeconomically Disadvantaged: 44% English Learners: 26.2%	Socioeconomically Disadvantaged: 47.2% English Learners: 31.5%	48% English Learners: 35% Students with Disabilities: 24% Groups with less than 11 students do not display for privacy.	
1.11	Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses	Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. All Students: 15% Hispanic: 13% Socioeconomically Disadvantaged: 13% White: 17% prepared English Learners: 3% Students with Disabilities: 0% prepared Groups with less than 11 students do not display for privacy.	California Dashboard 2024 Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. All Students: 11.4% Hispanic:7.6% Socioeconomically Disadvantaged: 9.5% White: 17.9%	California Dashboard 2025 Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. All Students: 17.8% Hispanic: 16% Socioeconomically Disadvantaged: 16% White: 20.2%	Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. All Students: 15% Students with Disabilities: 5% prepared Groups with less than 11 students do not display for privacy.	All: +2.8% Hispanic: +3% SED: +3% EL: +1.1% SWD:+2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners: 0% Students with Disabilities: 0% * Groups with less than 11 students do not display for privacy	English Learners: 4.1% Students with Disabilities: 2.5% * Groups with less than 11 students do not display for privacy.		
1.12	Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)	28% of students were making progress towards English Language Proficiency as measured by the 2023 California Dashboard.	2024 California Dashboard: 36.7% of students were making progress towards English Language Proficiency.	2025 California Dashboard: 41.7% of students were making progress towards English Language Proficiency.	33% of students will make progress towards English Language Proficiency as measured by the California Dashboard.	+13.7%
1.13	Priority 4(f): Pupil Achievement English Learner Reclassification Rate. Data Source: KCSOS, KIDS	11% of students were reclassified in 2022-23 as measured by the Kern Integrated Data System . CDE Data Quest Reclassification Rate not available for 2021-2022 or 2022-2023.	13.9% of students were reclassified in 2023-24 as measured by the Kern Integrated Data System.	12.7% of students were reclassified in 2024-25 as measured by the Kern Integrated Data System.	15% of students were reclassified in 2022-23 as measured by the Kern Integrated Data System.	+1.7%
1.14	Priority 4(g): Pupil Achievement: Percentage of students who pass AP exams with a score of 3 or higher.	Percent of exams with scores of 3 or higher as measured by CollegeBoard for 2023 was 73%	Percent of exams with scores of 3 or higher as measured by College Board for 2024 was 83%	This metric was discontinued in 2025.	Percent of exams with scores of 3 or higher as measured by CollegeBoard for 2023 at 75%	N/A
1.15	Priority 4(h) Pupil Achievement	31% of students were prepared as measured	25.5% of students were prepared as	40.5% of students were prepared as	36% of students were prepared as	All: +9.5% Hispanic: +8.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard	by the College/Career Indicator on the California Dashboard for 2023. 28% Hispanic 38% White 7% English Learners 29% Low Income 0% Students with Disabilities 8% Homeless	measured by the College/Career Indicator on the California Dashboard for 2024. 18.3% Hispanic 35.8% White 3.3% English Learners 23.2% Low Income 9.8% Students with Disabilities. 27.3% Homeless	measured by the College/Career Indicator on the California Dashboard for 2025. 36.8% Hispanic 48.5% White 17.8% English Learners 38.8% Low Income 7.7% Students with Disabilities 13.0% Homeless	measured by the College/Career Indicator on the California Dashboard for 2023. 33% Hispanic 43% White 12% English Learners 34% Low Income 5% Students with Disabilities 13% Homeless	EL: +10.8% SED +9.8% SWD: +7.7%
1.16	Priority 7 (a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Data Source: Principal Approved List	All students will have access to a broad course of studies per school site Master Schedules. Dual Enrollment Courses: 14 courses offered Concurrent Courses: 23 courses offered 12 CTE Pathways	2024-25 All students will have access to a broad course of studies per school site Master Schedules. Dual Enrollment Courses: 14 courses offered Concurrent Courses: 23 courses offered 12 CTE Pathways	2025-26 All students have access to a broad course of studies per school site Master Schedules. Dual Enrollment Courses: 12 courses offered Concurrent Courses: 24 courses offered 12 CTE Pathways	Maintain the current number of Dual Enrollment and Concurrent courses offered. Maintain the current number of CTE Pathways.	Maintained - No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.	100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students.	2024-25 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students.	2025-26 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students.	Maintain access to and enrollment in programs/services for all unduplicated students.	Maintained- No Change
1.18	Priority 7 (c): Course Access: Exceptional Needs Access	All students with exceptional needs have access to a broad course of studies per students' IEP and 504 plans.	2023-24 All students with exceptional needs have access to a broad course of studies per students' IEP and 504 plans.	2025-26 All students with exceptional needs have access to a broad course of studies per students' IEP and 504 plans.	Maintain access to a broad course of studies per students' IEP and 504 plans.	Maintained - No Change
1.19	Priority 8: College and Career Indicator Course: CA School Dashboard	2023 CA Dashboard All: 31.4% Prepared SED: 28.8% EL: 7.3% FY: N/A	2024 CA Dashboard All: 25.5% Prepared SED: 23.2% EL: 3.3% FY: N/A	2025 CA Dashboard All: 40.5% Prepared SED: 38.8% EL: 17.8% FY: N/A	2026 Dashboard: All Students - 45% Prepared SED - 40% Prepared EL - 15% Prepared FY: N/A	+9.1%
1.20						

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.

Implementation of Goal 1 resulted in measurable progress in student achievement, instructional practice, and college and career readiness. Most planned actions were implemented across all sites, including efforts to strengthen Tier 1 instruction, expand collaboration time, provide professional development, and increase supports for English Learners and unduplicated student groups.

Actions 1.1 through 1.5 were implemented as planned. Strategies such as data analysis cycles, School and District Learning Teams, and Trust-Based Observations supported improved instructional consistency, teacher clarity, and student engagement.

Actions 1.6 through 1.17 were also implemented as planned and demonstrated positive outcomes. Expanded intervention supports, instructional software, bilingual aide support, and the use of Ellevation contributed to a 13.7% increase in the English Learner Progress Indicator (ELPI). Under Action 1.14, AP courses were replaced with expanded Dual Enrollment opportunities, increasing student access to college coursework and transferable college credits.

CAASPP English Language Arts scores improved, while mathematics achievement showed minimal growth and remains an area of focus, particularly for English Learners, Hispanic students, and socioeconomically disadvantaged students.

Expanded access to Dual Enrollment, Career Technical Education (CTE), and college readiness supports contributed to an approximate 9.5 percentage point increase in the College and Career Indicator (CCI).

Action 1.16 was completed as planned, and Actions 1.17 through 1.19 were substantially implemented. Actions 1.20 through 1.23 experienced delays due to construction timelines and DSA approval requirements, resulting in inconsistent implementation. Action 1.24 was implemented as planned.

Overall, the district experienced success in improving English Learner outcomes, expanding college and career opportunities, and strengthening instructional supports. Challenges included staffing recruitment, scheduling constraints, and delays in facility-related projects.

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.

Differences between budgeted and actual expenditures were primarily influenced by staffing challenges, timing of expenditures, and adjustments in program implementation. The district defined material differences as over 10% change between estimated and actual percentages. The following actions resulted in material differences.

Action 1.2 was 12% less, teacher assignment salary was less than budgeted.
Action 1.3 was 11% more than planned due to costs incurred by the County Office for Induction.
Action 1.5 was 13% more than planned, additional teachers attended professional development and conferences.
Action 1.6 was a new expenditure for student data analysis that was not estimated.
Action 1.9 did not have an expenditure, there was not a need for additional trust based training this year for administrators.
Action 1.15 shows a 32% increase in spending. The original LCAP included one year's worth of Tutor.com. in 2025-26, TUHSD expended on this but on a three-year contract for this instead, payable up front, accounting for the entirety of the difference.
Action 1.18 Additional sections of Dual Enrollment occurred in 2025-26 beyond what was originally projected and included in the original LCAP. This occurred in the English Department/realm, accounting for 23% difference.
Action 1.19 The original LCAP budget was estimated prior to contract changes with the employee(s) falling into this category, increasing actual costs vs originally planned for salaries, wages, and benefits. The addition of Hazel Health ($32,600) was added after the original LCAP was formulated/approved, accounting for the variance.

Action 1.21 Originally, the Cafeteria project was simply for a new roof. The project expanded well beyond that scope, necessitating additional pre-construction work (i.e. the funds expended; architectural, DSA fees, etc.). The actual construction is still currently scheduled for summer 2027 and is currently showing a 37% increase.
Action 1.22 Originally, the Gym project was simply set to replace the floor. That project expanded significantly and we spent approximately $5.96 million on the gym project in 2025-26, including the cost of the floor estimated in the LCAP. This is why it shows expended and complete, despite the project construction not yet being complete.
Action 1.23 Originally, the Woodshop project was simply for a new roof. The project expanded well beyond that scope, necessitating additional pre-construction work (i.e. the funds expended; architectural, DSA fees, etc.). The actual construction is still currently scheduled for summer 2027.
Construction hasn't begun but 38% has been expended on preceding administrative work (architectural, etc) has been started.

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

EFFECTIVE ACTIONS
Actions: 1.1 Class Size Reduction in Core Classes; 1.5 Teacher Professional Development/Conference Costs for Achievement Teams; 1.6 Student Performance Data Analysis and Instructional Impact Review; 1.8 Professional Development – English Learners; 1.9 Trust-Based Observations; 1.10 English Learner Supports; 1.11 Support Software to Identify and Address Learning Needs; 1.15 Student Supports; 1.19 Special Projects Coordinator

The above actions were effective in improving academic achievement and English learner outcomes.
Metric 1.6 – CAASPP English Language Arts
All Students improved by +49.6 points.
English Learners improved by +65.3 points.
Socioeconomically Disadvantaged students improved by +44.6 points.
Students with Disabilities improved by +62.3 points.
Metric 1.7 – CAASPP Mathematics
All Students improved by +29.3 points.
English Learners improved by +43.6 points.
Socioeconomically Disadvantaged students improved by +21.0 points.
Students with Disabilities improved by +30.3 points.
Metric 1.12 – English Learner Progress Indicator
Increased from 28% to 41.7% (+13.7%).

Actions: 1.7 Collaboration Time on Instructional Needs; 1.17 Electronic Access; 1.18 Dual Enrollment

The above actions were effective in improving student outcomes based on the following metrics:
Metric 1.19 – College and Career Indicator
All Students improved by +9.1%.
English Learners improved by +10.5%.
Socioeconomically Disadvantaged students improved by +10.0%.

Metric 1.15 – College and Career Preparedness
All Students improved by +9.5%.
English Learners improved by +10.8%.
Socioeconomically Disadvantaged students improved by +9.8%.
Students with Disabilities improved by +7.7%.
Metric 1.17 – Course Access
Maintained 100% access to programs and services for unduplicated pupils.

Actions: 1.12 Implement Standards-Aligned Instructional Materials, 1.21 Culinary Classroom; 1.23 Woodshop
Effective Data
CTE Completion increased from 47% to 49% for All Students (+2.0%).
English Learners increased from 29% to 31.5% (+2.5%).
Socioeconomically Disadvantaged students increased from 43% to 47.2% (+4.2%).
Maintained 100% access to standards-aligned instructional materials.
Areas of Concern
Facilities remained rated "Fair" rather than improving to "Good."
Construction and DSA delays impacted implementation.

Action: 1.14 Special Education Supports
Effective Data
Students with Disabilities improved by +62.3 points in ELA.
Students with Disabilities improved by +30.3 points in Mathematics.
CAST Science increased from 15% to 21.5% (+6.5%).

PARTIALLY /NOT EFFECTIVE ACTIONS
Actions: 1.2 Additional Social Studies Teacher; 1.3 KCSOS Induction Program Costs; 1.4 HR Advertising and Recruitment Costs; 1.24a Teacher Retention

Areas of Concern
Metric 2.5 – Graduation Rate
Students with Disabilities increased from baseline by +2.7%.
English Learner graduation rates remained relatively stable, declining by -4.7%, while remaining above 80%.
Socioeconomically Disadvantaged students declined by -2.6%.
All Students declined by -3.7%.

Metric 1.1 – Fully Credentialed Teachers
Percentage of appropriately assigned and fully credentialed teachers declined from 94% to 84.4% (-9.6%), falling below the district target of maintaining at least 90%.

Action 1.22 - Not Implemented - No effectiveness to report

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.

Metric 1.14 was Discontinued. AP classes have not been offered due to declining enrollment in the classes.. Dual and Concurrent enrollment with the neighboring junior college are replacing this.

Action Revisions:
1.4 has a 55% reduction there would be a need to attend as many hire and recruitment fairs.
1.5 increased by 23%, more teachers attended the trainings than planned.
1.6 was not funded last year - data analysis was done through other funding and during the regular day.
1.8 Additional training costs incurred by bringing the training to Taft multiple times throughout the year.
1.12 Textbooks did not need to be upgraded or replaced as anticipated.
1.19 2025-26 was understated when the LCAP was adopted. The payment for Hazel health of $32,000 was added in after the approved LCAP for 25-26
1.21 This was originally planned to be a roof-only job with a cost of about $450k and has expanded into a full renovation including all the ADA accessibility, shade additions for the students of the Culinary Classroom.
1.22 All funding removed since this was reflected in the past LCAP and is encumbered to be spent, project is ongoing.
1.23 Original cost estimates were lower as this project was first envisioned in 24-25. The project has expanded to include additional restrooms and related renovations to this CTE area
1.24 Actions a and b were combined.
1.25 New action to support the use of LREBG funds for summer learning and credit recovery. Total funding for this action is $380,324.75, including $87,624 in 2026-27 LREBG funds and previously allocated carryover funds supporting summer learning and credit recovery

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class size reduction in core classes.	Maintain class size reduction in core classes. Increased classroom support for students will be provided. Increased time and support for teachers on effective instructional strategies will be ensured. Increased support for teachers in best practices around learning environments and classroom pedagogy will be implemented.	$1,447,100.29	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	Adding an additional Social Studies teacher to reduce class sizes and implement the required Ethnic Studies course.	$106,108.96	Yes
1.3	KCSOS Induction Program Costs-Staffing, Appropriate Credentials	Recruitment efforts will be undertaken to hire well-qualified teachers for the District.	$43,943.77	Yes
1.4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	Increase recruitment efforts by allocating funds for HR advertising and recruitment costs to attend recruitment fairs and attract highly qualified teachers.	$500.00	Yes
1.5	Teacher Professional Development/Conference costs for Achievement Teams	Preparing Students for College, Career, and Future Success Receive Common Core State Standards professional development for data analysis systems in all departments. Conduct monthly professional development led by members of the faculty. Participate in peer observations by members of the faculty throughout the school year.	$149,254.58	Yes
1.6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher	Preparing Students for College, Career, and Future Success. Perform data analysis to inform decisions on student placement and learning through department meetings, School Learning Team meetings, and District Learning Team meetings. Conduct full-day data analysis sessions for each core department to monitor and disaggregate data on the California Assessment of Student Performance and Progress in English Language Arts and Math, California Science Test, English Language Proficiency for California, annual physical fitness tests, classroom tests, and student work. Monitor student progress on learning targets using the department's established cycle of assessment.	$5,000.00	Yes
1.7	Collaboration time on instructional needs	Incorporate additional collaboration time each semester for departments to focus on instructional needs and adjustments to pacing	$511,935.75	Yes

Action #	Title	Description	Total Funds	Contributing
		guides. Collaboration time twice a week for departments to work together and for student remediation.		
1.8	Professional Development	Investments in teacher professional development on and off-site will be made to build knowledge and skills on standards and standards-aligned material. Professional development will include leadership planning time and staff professional development. Including TOSA for 1 period a day for ELA, Math and Science departments.	$69,723.86	Yes
1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	Conducting classroom walkthroughs and facilitating discussions on instructional strategies will assist all teachers by improving the tools available to teach and engage students. Engaging all students, including students with disabilities and unduplicated students, will increase learning and outcomes on state assessments.	$5,000.00	Yes
1.10	English Learners Supports	Provide bilingual support to English learners and their parents. Increase the number of bilingual aides to support English learners in ELD 1 courses due to the growing population of English learners in the district. Allocate salary and benefits for new TUHS ELD positions. Provide partial counselor time at TUHS to support English learner students' needs and track graduation status to improve graduation rates. Purchase and use Ellevation software to monitor academic progress. Conduct professional development on implementing Common Core State Standards and their alignment with ELD standards. Direct funds primarily towards academic support for English learners.	$815,205.98	Yes
1.11	Support Software to identify and address learning needs	Continue use of software such as Apex, No Red Ink, IXL, IXL Spanish, Accelerated Reader, Read 180, System 44, and Albert AP to enable formative assessments and assign work based on identified learning needs. Support credit recovery, remediation, and acceleration of student learning by addressing learning needs.	$639,226.87	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Implement standards-aligned instructional materials	Providing supplemental textbooks and instructional materials for targeted students. Improving and increasing services through additional novels in English classes, high-quality lab supplies in Science classes, and added athletic equipment in Physical Education classes. Increasing access and availability of textbooks to targeted students for early college and career preparation.	$65,000.00	Yes
1.13	Homeless/Foster Youth supports	Ensuring prompt enrollment and appropriate class credits, including partial credit for completed work, to homeless and foster youth. Reviewing graduation options to ensure qualifications under AB 167/216 are offered when applicable. Monitoring academic needs through follow-ups by the Intervention Specialist and district liaisons. Training for staff.	$1,995.00	Yes
1.14	Special Education supports	Continue to ensure students with disabilities are assigned to fully credentialed teachers with appropriate instructional materials that are standards-aligned. Train case managers to verify student placement and monitor goals with teachers. Discuss college and career readiness, academic outcomes, and appropriate interventions during Individual Education Plan (IEP) meetings. Monitor student performance in classes, appropriate accommodations given and assess IEP goals quarterly. Review IEPs for progress annually and conduct academic reviews for triennial IEPs. Utilize System 44 to support student reading interventions and Goalbook to measure progress triennially. Direct funds principally for special education students to provide additional instructional aide support and collaborate with case managers to close the achievement gap.	$8,911.00	No
1.15	Student supports	Increasing counselor time at BV to support English Learner and low-income students in scheduling and tracking graduation status. Provide targeted intervention tutoring primarily directed toward English Learners, socioeconomically disadvantaged students, and students performing below standard on CAASPP assessments. Increased tutoring access beyond the instructional day improves academic support services in both frequency and intensity for unduplicated pupils. Providing intervention tutors to assist students outside of normal class hours by providing 24/7 online tutoring with translation services via Tutor.com.	$213,249.41	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Classroom Cooling System	Ensure the provision of a comfortable physical environment for students by installing new classroom cooling towers and repairing existing units. Allocate funds to personnel for immediate repairs to prevent student displacement and interruption of learning. Carry over from 22-23 LCAP. This action has been completed. Keep for historical record.	$0.00	No
1.17	Electronic Access	Provide access to Canvas, G Suite, and Aeries Student Information System to assist students in organization, structure, and adherence to class due dates. Allow parents to follow student grades and missing assignments through Canvas and MyCats. Wi-Fi access will be provided to students without home access who live within the range of the District cell tower.	$15,547.00	Yes
1.18	Dual Enrollment	Increase opportunities for a broad course of study by partnering with local community colleges to enhance concurrent and dual enrollment opportunities for students on track for graduation. Provide necessary materials and rentals to support students in dual enrollment programs.	$77,005.83	Yes
1.19	Special Projects Coordinator	Assign a Special Projects Coordinator to assist with English Learner programs primarily directed towards English Learners.	$134,474.32	Yes
1.20	Instructional Learning Environment Project Management Allocation	Allocate 50% of the salary and benefits for the MOT manager to school facilities. Allocate 100% of the salary and benefits for Facilities Maintenance. Manage planned projects through MOT to enhance Instructional Learning Environments.	$952,286.75	No
1.21	Culinary Classroom	Creating a new culinary classroom to facilitate growth in the District and relocating the foods class to the cafeteria. Offering opportunities to take the course as a dual enrollment course with certifications needed for jobs,	$5,406,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		such as the ServSafe certificate. Providing experience in working in a kitchen that includes more authentic training for students enrolled in the pathway. Cafeteria Roof Replacement Carryover from 22-23 LCAP		
1.22	PE Gym Floor	Replacing the gym floor to enhance PE facilities, classroom activities, and athletic events. Carryover from 22-23 LCAP. 25-26 LCAP funding: $400,000. Project is ongoing.	$0.00	
1.23	Woodshop	Preparing Students for College, Career, and Future Success Replace the roof for the woodshop classroom where classes are conducted. Provide certifications and training to students despite the limitations due to the small size of the town.	$1,250,000.00	Yes
1.24	Teacher Retention	Preparing Students for College, Career, and Future Success Provide funding for a portion of salary increases to retain teachers, ensuring consistent quality instruction for English learners and socioeconomically disadvantaged pupils to improve the academic achievement of the unduplicated pupil population.	$821,903.14	Yes
1.25	Summer Learning and Credit Recovery	Using LREBG Funds, the LEA will provide a summer learning program for English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), credit-deficient students, and other students identified through assessment and course performance data as needing additional academic support. Certificated teachers and support staff will provide accelerated instruction in English language arts and mathematics, targeted intervention, and credit recovery opportunities to help students meet grade promotion and graduation requirements, increase college eligibility, and strengthen readiness for the upcoming school year. Research from Californians Together, the English Learner Success Forum, and the California Department of Education supports integrated ELD,	$380,324.75	No

Action #	Title	Description	Total Funds	Contributing
		designated ELD, structured language scaffolds, and data-driven instructional practices as effective strategies for improving academic achievement, accelerating learning, and increasing language acquisition outcomes for English Learners and Long-Term English Learners. These practices support both credit recovery and grade-level acceleration opportunities by providing students access to rigorous instruction while addressing identified learning needs. Effectiveness will be monitored by Metric 2.5 High school graduation rate based on California Dashboard. Total funding for this action is $380,324.75, including $87,624 in 2026-27 LREBG funds and previously allocated carryover funds supporting summer learning and credit recovery		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district developed this goal to support the social-emotional well-being of students and staff and to foster a positive, safe, and collaborative learning environment. Analysis of California School Dashboard data and local measures indicates that while academic performance has improved, challenges remain in areas related to student engagement and school climate, including an increase in suspension rates for White students and Foster Youth. Ongoing concerns related to student connectedness and sense of belonging also remain an area to be monitored.

Stakeholder feedback from students, parents, and staff consistently emphasized the importance of supportive relationships, student engagement, and a welcoming school environment. Students identified the need for classrooms with caring teachers and opportunities to feel connected to their school community. Parents and staff highlighted the importance of social-emotional supports, mental health resources, and clear communication to strengthen relationships and engagement.

Research in K–12 education demonstrates that positive school climate and strong relationships between students and staff are closely linked to improved academic outcomes, attendance, and student behavior. In response, the district has prioritized the development of personal awareness skills, including self-management, relationship-building, and responsible decision-making, as a foundation for both academic success and overall student well-being.

This goal builds on prior efforts to improve school climate by expanding systems of support such as social-emotional learning, counseling services, and student engagement programs. It also aligns with the district’s implementation of Trust-Based Observations and professional development focused on creating inclusive, engaging classroom environments.

Additionally, this goal prioritizes the development of personal awareness skills for students and staff, including self-management, relationship-building, and responsible decision-making. Research supports that strong social-emotional skills and positive school climate are directly linked to improved attendance, behavior, and academic outcomes. The district has implemented systems of support, including social-emotional learning programs, mental health services, student leadership opportunities, and Trust-Based Observations, to create a collaborative and engaging learning environment.

By focusing on personal awareness and collaboration, the district aims to reduce behavioral incidents, improve student engagement, and create a positive school culture that supports learning for all students, particularly English Learners, students with disabilities, and other unduplicated student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment)	Attendance rate in 2023-24 school year was 92% SED: 93% ELs: 94% FY: 91% Homeless: 86%	Attendance rate in 2024-25 school year to date using the KiDS database: ALL: 92% SED: 92% ELs: 92% FY:91% Homeless: 87%	Attendance rate in 2025-26 school year to date using the KiDS database: ALL: 93% SED: 93% ELs: 92% FY:93% Homeless: 91%	Maintain or exceed 95%	All: +1% SED: 0% EL: -2% Foster Youth: +2% Homeless: +5%
2.2	Priority 5(b): Chronic Absenteeism Data Source: Ed-data	Chronic Absenteeism rate for 2022-23 was All Students: 26.4 % English Learners 27.8 % Homeless 53.3% Low-Income 31.4%	2023-24 School year ALL:23.4% EL: 20.8% Homeless: 48.5% Low-Income: 25.1%	2024-25 School year : ALL: 24.4% EL: 22.9% Homeless: 37.2% Low-Income: 26.7%	Reduce chronic absenteeism rate to 20% or less	All: -2% EL: -4.9% Homeless: -16.1% SED: -4.7%
2.3	Priority 5(c):Middle School Dropout	N/A	N/A	N/A	N/A	N/A
2.4	Priority 5 (d): High School Dropout	Cohort Dropout rate for 2022-23 was 5.3% EL 10.9% SED 5.7% SWD 11.1%	Cohort Dropout Rate for 2023-24 8.9% English Learners	Cohort Dropout Rate for 2024-25 All: 10.3% EL: 17.8% SED: 9.7% SWD: 15.4%	Reduce cohort dropout rate to below 5%	All: +5% EL: +6.9% SED:-+4% SWD: +4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			20% Low-Income, 8.7% SWDs, 19.5%			
2.5	Priority 5 (e): High School Graduation California School Dashboard	Cohort Graduation rate for 2022-23 All: 92% EL: 85.5% SED: 91.4% SWD: 74.2% LTEL: N/A	Cohort Graduation rate for 2023-24 All: 89% EL: 78.3% SED: 88.8% SWD: 68.3% LTEL: 88.6%	Cohort Graduation rate for 2024-25 All: 88.3% EL: 80.8% SED: 88.8% SWD: 76.9% LTEL: 89.6%	Maintain or exceed 90%	All: -3.7% EL: -4.7% SED: -2.6% SWD: +2.7% LTEL: +1%
2.6	Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard	The suspension rate in 2022-23 All: 4.7% EL: 4.7% SED: 5.2% White: 6.6% FY: Redacted	The suspension rate in 2023-24 All: 2.9% EL: 3.4% SED: 3.3% White: 2.9% FY: 7.7%	The suspension rate in 2024-25 was 3.7% for all students English Learners, 1.9% Low-income, 4% All: 3.7% EL: 1.9% SED: 4% White: 6.1% FY: Redacted	Maintain suspension rate of under 5%	All: -1% EL: -2.8% SED: -1.2%
2.7	Priority 6 (b): Student Expulsions	Expulsion rate in 2022-23 was 0.32%	Expulsion rate in 2023-24 was 0.17%	Expulsion rate in 2024-25 was 0%	Maintain suspension rate of under 2%	All: -.32%
2.8	Priority 6 (c): Other Local measures: Climate Survey Results	Student Survey Spring 2024 Student: School Climate 46% Student: School Engagement: 24%	Student Survey Spring 2025 Student: School Climate 45% Student: School Engagement: 25%	Student Survey Spring 2026 Student: School Climate 47% Student: School Engagement: 24%	Student School Climate 50% Student School Engagement: 28% Student School Safety: 57% Staff	Student School Climate +1% Student School Engagement: 0% Student School Safety: -1% Staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student: School Safety: 53% Staff School Climate 54% Staff Engagement: 24% Staff Safety: 53%	Student: School Safety: 45% Staff School Climate 45.5% Staff Engagement: 24% Staff Safety: 53%	Student: School Safety: 52% Staff School Climate 51% Staff Engagement: 25% Staff Safety 55%	School Climate 58% Staff Engagement: 28% Staff Safety: 57%	School Climate - 3% Staff Engagement: 1% Staff Safety: 2%

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.

Implementation of Goal 2 focused on improving student engagement, attendance, and school climate through social-emotional supports, intervention systems, and increased student involvement opportunities. Most planned actions were implemented across all sites, including Alternative to Suspension programs, Intervention Specialist support, attendance monitoring systems, and expanded social-emotional and mental health services.

Actions 2.1 through 2.3 were implemented as planned. Alternative placement supports, Intervention Specialists, ASB, Human Element, and Human Connection classes increased student engagement and provided additional behavioral and social-emotional supports. Trust-Based Observations and School Leadership Team (SLT) structures supported collaboration and more responsive school environments.

Actions 2.4 through 2.7 were also implemented as planned and demonstrated mixed outcomes. Attendance monitoring through the KiDS system, home visits, parent communication, and case management supports contributed to improved attendance rates for foster youth and homeless students. Suspension rates improved from 4.7% to 3.7% overall, including improvements for English Learners and socioeconomically disadvantaged students. Expulsion rates also decreased to 0%.

However, chronic absenteeism increased slightly overall from 25.5% to 26%, and English Learner attendance declined from 94% to 92%, indicating the need for stronger attendance interventions and more consistent implementation of supports across student groups. Overall dropout rates also increased, while graduation rates declined slightly overall, although students with disabilities demonstrated improvement in graduation outcomes.

Action 2.5 expanded social-emotional and mental health supports through programs, software systems, and site-based social workers. These supports were implemented as planned and provided targeted assistance for English Learners, low-income students, foster youth, homeless youth, and students with disabilities.

Action 2.6 was implemented as planned; however, climate survey results declined in the areas of student safety, school climate, and staff climate, indicating inconsistency in the effectiveness of school climate initiatives across sites.

Overall, the district experienced success in reducing suspensions, improving supports for targeted student groups, and expanding student wellness systems. Challenges included increasing chronic absenteeism, declining climate survey results, and inconsistent implementation of attendance and engagement supports across all student groups.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

EFFECTIVE ACTIONS

Actions 2.1 Alternative Student Placement, 2.5a & 2.5b Social-Emotional Skills, and 2.7 Assistant Principal and Dean

These actions were effective in improving student behavior, attendance, and engagement outcomes for unduplicated student groups.

Metric 2.6 – Student Suspensions
All Students decreased from 4.7% to 3.7% (-1.0%).
English Learners decreased from 4.7% to 1.9% (-2.8%).
Socioeconomically Disadvantaged students decreased from 5.2% to 4.0% (-1.2%).

Metric 2.1 – Attendance Rates
All Students increased from 92% to 93% (+1%).
Foster Youth increased from 91% to 93% (+2%).
Homeless students increased from 86% to 91% (+5%).
English Learner attendance declined from 94% to 92% (-2%).

Metric 2.2 – Chronic Absenteeism
Homeless students improved from 48.2% to 38% (-10.2%).

Actions 2.2 Intervention Specialist and 2.3 Student Leadership

These actions were effective in reducing chronic absenteeism and supporting school connectedness for unduplicated student groups.

Metric 2.2 – Chronic Absenteeism
English Learners improved from 25.5% to 25.0% (-0.5%).
Socioeconomically Disadvantaged students improved from 53% to 27% (-26%).
Homeless students improved from 48.2% to 38% (-10.2%).

Metric 2.8 – Climate Survey Results
Student School Climate improved from 46% to 47% (+1%).
Staff Engagement improved from 24% to 25% (+1%).
Staff Safety improved from 53% to 55% (+2%).

Action 2.4 Attendance Supports

This action was partially effective in improving attendance and reducing dropout rates for some student groups.
Metric 2.1 – Attendance Rates
All Students increased from 92% to 93% (+1%).
Foster Youth increased from 91% to 93% (+2%).
Homeless students increased from 86% to 91% (+5%).
English Learner attendance declined from 94% to 92% (-2%)

Metric 2.4 – Cohort Dropout Rate
English Learners improved from 20% to 17.8% (-2.2%).
Socioeconomically Disadvantaged students improved from 20% to 9.7% (-10.3%)

Action 2.6 School Climate – Partially Effective

This action was partially effective in improving selected climate indicators.
Metric 2.8 – Climate Survey Results
Student School Climate improved from 46% to 47% (+1%).
Staff Engagement improved from 24% to 25% (+1%).
Staff Safety improved from 53% to 55% (+2%).
Areas Not Demonstrating Growth
Student Engagement remained at 24%.
Student Safety declined from 53% to 52% (-1%).
Staff Climate declined from 54% to 51% (-3%).

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 the analysis of outcomes and educational partner feedback, the district will refine and strengthen actions under Goal 2 for the coming year.

Metric 2.5 a and b were combined and updated to include baseline and Year 1 student group data to provide clearer monitoring of subgroup outcomes.

The district will increase its focus on reducing chronic absenteeism through earlier identification of at-risk students and expanded intervention strategies. Dropout prevention systems will be strengthened, particularly for English Learners, students with disabilities, and socioeconomically disadvantaged students. The district will also continue with social-emotional and mental health supports by increasing access to counseling services, social workers, and targeted interventions for students requiring additional support.

In response to declining climate survey results, the district will enhance school climate efforts by increasing student voice, expanding engagement opportunities, and improving consistency in the implementation of climate initiatives across sites. Additional attention will be given to strengthening consistency in attendance monitoring and intervention systems districtwide.

The district will continue to monitor progress through California School Dashboard indicators, local data systems, and stakeholder feedback to ensure continuous improvement and stronger outcomes for all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alternative Student Placement	Implement the Alternative to Suspension Program and the Personalized Academic Center. Direct funds to decrease suspension rates for socioeconomically disadvantaged, White students, Foster Youth and English learner students on campus with access to alternative placements. Teach social-emotional learning lessons and embed strategies that support conflict resolution and employment skills. Identify at-risk subgroups from California School Dashboard results and provide intentional support lessons or refer students to alternative to suspension and other supports. Monitor student discipline through the TUHS Assistant Principal.	$304,659.40	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Intervention Specialist	Intervention Specialists will assist students who are on the verge of being chronically absent. Organizational skills will be taught to students. Appointments with teachers will be set. A point of contact will be provided for students, parents, and school resources for the most at-risk students, including students with disabilities, socioeconomically disadvantaged students, EL students, and foster and homeless youth.	$199,039.93	Yes
2.3	Student Leadership	Promote student leadership through groups such as ASB, Human Element, and SAVE Promise clubs to enhance student involvement and support a positive school culture.	$91,255.45	Yes
2.4	Attendance Supports	Monitor student attendance using the KiDS dashboard to identify absence trends and intervene before chronic absenteeism occurs. Continue home visits conducted by SRO and school staff. Continue communication with parents to determine the causes of student absences.	$237,165.82	Yes
2.5	Social-Emotional Skills	Establish systems of support for social-emotional and mental health using existing programs, software, and initiatives, including PAC, Raptor, Share 911, SSARS, and New Vision Recovery. Scan students on and off campus to aid in discipline, incentives, and safety, with all students receiving an ID scanned at campus entrances. Continue interventions for substance abuse and mental health services. Incorporate a social worker at each site through a community support grant partnership.	$565,425.94	Yes
2.6	School Climate	Developing a communication tree to ensure continuous enhancement of communication and school climate throughout the year. Planning of District training and collaborative support by the District Learning Team (DLT) whenever issues arise to identify optimal solutions. Conducting regular meetings of the School Leadership Team (SLT) with the principal to provide feedback and disseminate information to departments.	$53,444.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Assistant Principal and Dean	Implement direct hires to support the initiative. Employ staff specifically trained in personal awareness skills. Ensure alignment of new hires with the goals of fostering a positive learning environment. Enhance school resources through strategic recruitment focused on personal development competencies.	$211,383.26	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The district developed this goal to strengthen student engagement, school climate, and family partnerships in order to support both the academic and social-emotional success of all students. Analysis of California School Dashboard data and local measures indicates that, while improvements have been made in areas such as suspension rates and attendance, ongoing challenges remain in chronic absenteeism, graduation rates, and student perceptions of school climate and safety. These trends highlight the need for a more comprehensive approach to student engagement and connectedness.

Educational partner feedback from students, parents, staff, and community members emphasized the importance of a positive, inclusive, and supportive school environment. Students expressed a need for strong relationships with caring adults and opportunities to feel connected and engaged in their learning. Parents highlighted the importance of clear communication, access to information, and meaningful opportunities to participate in their child's education. Staff identified the need for continued focus on social-emotional learning, student engagement strategies, and collaboration to support all learners.

This goal builds on prior efforts to enhance parental involvement and engagement by expanding communication systems and strengthening partnerships with families. The district continues to utilize multiple platforms, including ParentSquare, social media, and the district website, to ensure consistent, accessible, and translated communication for all families. Parent groups such as the School Site Council and District English Learner Advisory Committee (DELAC) play a critical role in providing input and supporting decision-making. Meetings are structured to be accessible and inclusive, ensuring that all families have opportunities to engage regardless of language, background, or circumstance.

A key focus of this goal is equity. The district recognizes that meaningful family engagement and strong school connections are essential for improving outcomes, particularly for English Learners, low-income students, foster youth, and students with disabilities. By ensuring that all families have access to information, resources, and opportunities for involvement, the district is working to eliminate barriers and promote equitable participation in the educational process.

By strengthening relationships among students, staff, families, and the broader community, the district aims to improve student engagement, reduce absenteeism and dropout rates, and create a positive school culture that supports success for all students. This goal reflects a shared

commitment to building a connected, inclusive, and equitable educational environment where all students are supported academically and socially.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making. Data Source: District Survey	During the 22-23 school year we continued to maintain 10+ participants at school site council.	During the 23-24 school year we continued to maintain 10+ participants at school site council.	During the 24-25 school year we continued to maintain 10+ participants at school site council.	Maintain the School Site Council attendance rate of at least 10 parents	Maintained - No change
3.2	Priority 3(b): Parental Involvement: Participation of Parents of Unduplicated Pupils Data Source: Attendance Records	During the 22-23 school year we have had 4 meetings so far and each have had over 30 parents in attendance.	During the 23-24 school year we had 4 meetings and had over 30 parents in attendance	During the 24-25 school year we had 4 meetings and had over 30 parents in attendance.	Maintain 4 meetings a year and increase DELAC parent attendance to at least 50 parents	Maintained - No change but below Year 3 outcome target.
3.3	Priority 3(c): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs by increasing the number of parents of pupils with exceptional needs participating in the IEP process. Data Source: Attendance Records	Parent participation in the IEP process for the 2022-23 school year continued to be 100%	Parent participation in the IEP process for the 2023-24 school year continued to be 100%	Parent participation in the IEP process for the 2024-25 school year continued to be 100%	Maintain 100% parent participation in the IEP development process.	Maintained - No change
3.4	Dropout Rate Source: Ed-data	2022-23 School Year: Cohort dropout 5.3%	2023-24 School Year: Cohort dropout 8.9%	2024-25 School Year: Cohort dropout 10.3%	Cohort dropout rate of below 5%	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Priority 3(a) Social Media Use: Website, Facebook, Instagram Data Source: Social Media and Website Reports. Parent Square Notification System Source: Platforms Electronic dashboards	District Website had 60,871 page views during 2022-23. 2023-24 Facebook posts reached 21,200 people with 2.3 K followers and our Instagram had 5,200 profile visits with 1.44 K followers. Parent Square 73% receiving emails, 28% receiving texts, 15% of parents have the app	District Website had 45,079 page views during 2024-25 School year Facebook posts reached 2.5K followers and our Instagram had 1.6K followers. Parent Square 72% receiving emails, 29% receiving texts, 17% of parents have the app	District website views not available, website was redone and reset. During the 25-26 school year Facebook posts reached 2.5K followers and Instagram had 1.7K followers. Parent Square 74% receiving emails, 27% receiving texts, 28% of parents have the app	Maintain website views of over 50,000. Increase the Facebook and Instagram followers to 2000.	+200 followers on Facebook +260 followers on Instagram +13% ParentSquare App Usage
3.6	During the 2023-24 school year we continued to partner with Fresno State to offer many online courses to parents. These courses continue to be utilized by parents and we have had 19 parents receive certificates for completing so far this year Partner with Fresno State's Parent University program to teach digital	During the 2023-24 school year we continued to partner with Fresno State to offer many online courses to parents. These courses continue to be utilized by parents and we have had 19 parents receive certificates for completing so far this year Partner with Fresno State's Parent University program to	Continued to Partner with Fresno State's Parent University program to teach digital literacy, English language comprehension, parenting skills, social and emotional wellness and financial literacy. Classes were offered each	Continued to Partner with Fresno State's Parent University program to teach digital literacy, English language comprehension, parenting skills, social and emotional wellness and financial literacy. Classes were offered each	Maintain 20 or more parents completing the 4 week cohort.	-2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	literacy, English language comprehension, parenting skills, social and emotional wellness and financial literacy. 3 parents completed in 2023-24	teach digital literacy, English language comprehension, parenting skills, social and emotional wellness and financial literacy. 3 parents completed in 2023-24	month for a 4 week period. 1 parent completed in 2024-25	month for a 4 week period. 1 parent completed.		

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.

Implementation of Goal 3 focused on increasing parent and community involvement through expanded communication systems, structured engagement opportunities, and parent education programs. Most planned actions were implemented across all sites, including the continued use of ParentSquare, social media platforms, and the district website to provide timely and accessible communication to families.

Actions 3.1 through 3.3 were implemented as planned. School Site Council (SSC) and District English Learner Advisory Committee (DELAC) meetings were held consistently, with translation services and accessible meeting times provided to support participation from diverse families. Parent participation in the IEP process remained at 100%, demonstrating continued engagement for families of students with exceptional needs. Parent-focused events, including Back to School Night, student recognition activities, and informational meetings related to graduation requirements, A-G coursework, FAFSA, and career pathways, were also implemented throughout the year.

Actions 3.4 through 3.6 were implemented with mixed results. Partnerships with Fresno State Parent University and the West Kern Adult Education Network continued to provide parent education and skill development opportunities. Communication outreach improved through increased ParentSquare app usage and growth in social media engagement. However, participation levels in some engagement activities and parent education programs varied significantly. Parent education program participation declined from previous years, and participation targets for DELAC and other engagement opportunities were not fully met, indicating inconsistency in how families accessed and engaged with available resources.

Overall, the district experienced success in maintaining communication systems, expanding access to information, and sustaining parent participation in advisory structures and IEP processes. Challenges included limited growth in meaningful parent engagement, inconsistent participation in parent education programs, and the need for stronger connections between family engagement efforts and student outcomes.

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

Differences between budgeted and actual expenditures were influenced by variations in program participation and implementation.

Lower participation in parent education programs resulted in reduced utilization of allocated resources.
Adjustments were made to prioritize communication tools and engagement events based on participation trends and site needs.
Staffing and coordination efforts for parent engagement activities were implemented as planned, though the impact varied depending on participation levels.

Action 3.2 had an increase by 25% due to additional available Federal Special Education Funding (RES 3310) which was added to the budget after increase in funding allocation was confirmed and after the previous year actuals/carryover was calculated.

These differences did not prevent implementation of actions but highlighted the need to better align resources with strategies that effectively engage families.

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

EFFECTIVE ACTIONS

Actions 3.1 Parent Involvement, 3.2 Pupils with Exceptional Needs, Metric 3.3 Participation of Parents of Pupils with Exceptional Needs in the IEP Process and Action 3.5 Parent Notifications

The above actions were effective in improving parent involvement.

Effective Data
Metric 3.1 Parent Input for Decision Making
School Site Council participation was maintained at 10 or more parent participants.
The district maintained four DELAC meetings annually.

Metric 3.2 Participation of Parents of Unduplicated Pupils
DELAC meetings continued to have more than 30 parents in attendance.
This action was partially effective because parent involvement opportunities and participation levels were maintained from baseline; however, participation did not increase toward the district's identified targets.

Metric 3.5 Social Media, Website, and ParentSquare Engagement
Effective Data
Facebook followers increased by 200 followers from baseline.
Instagram followers increased by 260 followers from baseline.
ParentSquare app usage increased by 13 percentage points, from 15% to 28%.
ParentSquare email participation remained stable at 73%.

Areas Not Demonstrating Growth
Website view data was unavailable due to the district website redesign and reset.

PARTIALLY/NOT EFFECTIVE
Actions 3.3 Parent-Student Meetings Regarding Graduation Expectations and 3.4 Coordination with West Kern Adult Educational Network
Participation in adult education opportunities remained limited.
Coordination with Adult Education was reported as minimally implemented with inconsistent participation.

Areas of Concern:
Metric 3.4 Cohort Dropout Rate
Cohort dropout rates increased from 5.3% to 10.3%, an increase of 5 percentage points from baseline.

NOT EFFECTIVE

Action 3.6 Parent Education Program

Metric 3.6 Parent Education Program Participation

Parent education opportunities continued to be offered through Fresno State Parent University.
Areas Not Demonstrating Growth
Metric 3.6 Parent University participation declined from 3 participants at baseline to 1 participant in Year 2.
The district did not meet its target of 20 participants completing the four-week cohort.
This action was not effective because participation declined from baseline and remained significantly below the district's identified target despite continued availability of the program.

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

Action 3.1 Based on data analysis and educational partner feedback, the district will refine Goal 3 actions to strengthen meaningful family engagement and improve alignment to student outcomes. The district will shift from primarily communication-focused strategies to engagement-focused strategies that emphasize two-way communication and active parent participation in school programs, activities, and decision-making processes.

Action 3.2 Action includes increase in costs related to School Psychologists.

Action 3.3 Was completed using A-G grant funds and this grant has ended. Meetings with parents and students will continue without A-G funding.

Action 3.4 No changes to goal, metrics or outcomes

Action 3.5 Communication systems will continue to be improved through enhanced new website platform to improve usability and more consistent messaging across ParentSquare, social media, and other district communication platforms. In addition, the district will strengthen the connection between family engagement efforts and student outcomes by increasing focus on attendance, dropout prevention, graduation rates, and college and career readiness.

Action 3.6 We will strengthen Action 3.6 for the 2026-27 year to increase participation through revised outreach, parent-interest survey alignment, alternative formats, and/or site-based recruitment through SSC/DELAC and increased advertising of classes.

The district will continue to monitor progress through participation data, communication metrics, student outcome measures, and stakeholder feedback to ensure that family engagement efforts contribute to improved student success and stronger school-community partnerships.

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	Parent Involvement Support	Provide necessary staff and supplies for DELAC and SSC meetings. Ensure beverages and snacks for parent attendees. Offer translation services during meetings. Implement the Panorama survey tool to allow parent surveys in preferred languages with data comparison to national norms. Facilitate Back to School Night, Wildcat to Watch, and student recognition events to encourage parental involvement on campus.	$25,413.30	Yes
3.2	Pupils with Exceptional Needs	Maintain parent participation in student Individualized Education Plans (IEPs). Request input from parents on students' strengths and weaknesses. Consider parental input as part of the goal-setting process. School Psychologist costs for increased participation in IEPs	$467,325.45	No
3.3	Parent Student Meeting regarding graduation expectations	Provide information sessions to engage parents of students enrolled in Advanced Placement (AP) and A-G level courses. Deliver an explanation of the College Bound Contract and information shared by faculty regarding the courses for the upcoming school year. Explain career pathway options for students choosing non-college bound routes. Assist senior students with FAFSA applications through collaboration with CAL-Soap personnel.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Utilize A-G grant projects and personnel to elevate participation in A-G courses.		
3.4	Coordination with West Kern Adult Educational Network	Provide continuing education opportunities in conjunction with the West Kern Adult Education Network, including a liaison for GED completion, ESL, Citizenship, Literacy, and career technical education courses. These opportunities will principally serve foster and homeless youth, English Learners, and socio-economically disadvantaged students.	$4,216.93	No
3.5	Parent Notifications	Maintain the current web and social media presence, as well as ParentSquare, to enhance parent and community engagement in school activities.	$11,672.00	No
3.6	Parent Education Program	Providing parents the opportunity to participate in a Parent Education program will be prioritized, with topics shaped by parent feedback. Regular meetings, events, and communications will be maintained with parents, with added emphasis on Career Technical Education (CTE) pathways and A-G requirements. Engagement will be facilitated through the School Site Council (SSC), District English Learner Advisory Committee (DELAC), District Learning Team (DLT), Back to School Night, and the use of social media and Parent Square. Parents will be provided with information on accessing Parent Square, Aeries, and Canvas at the beginning of the year to monitor student progress. Parent University will continue to address topics of interest and needs identified through parent feedback.	$8,237.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2026-27, Buena Vista High School will focus on enhancing mathematics proficiency for our students in an effort to improve College and Career outcomes for socioeconomically disadvantaged and all students. This will be accomplished through targeted intervention programs, including tutoring, personalized academic plans, and the integration of advanced technologies.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The goal, designed to enhance students' performance on standardized tests, serves as a direct response to Priority 4: Pupil Achievement. To comprehensively address this priority, the development of the goal involved an in-depth analysis of standardized test scores to identify existing performance gaps among students. Recognizing the need for targeted intervention, the District has taken a proactive approach by integrating short-cycle assessments into the educational framework. These assessments are specifically tailored to monitor and evaluate student progress at regular intervals, ensuring that instructional methods can be adjusted in real-time to meet the evolving needs of students.

In addition to these assessments, the adoption of tutoring software plays a critical role in this multifaceted approach. This technology enables personalized learning opportunities, allowing students to engage with material at their own pace and according to their specific learning needs. The goal also emphasizes the importance of collaboration, incorporating feedback from educational partners to refine and enhance instructional strategies. This collaborative effort ensures that the goal not only addresses the gaps in student performance but does so through methods that are grounded in effective instructional practices and the principle of equity. Through these concerted efforts, the goal aims to provide educators with timely and actionable data, thereby fostering an environment in which pupil achievement can flourish across a variety of metrics.

There have been retirements and promotions which have led to a change in 40% of the teaching staff at the site. 2 of the 5 teachers are new to the site. 100% of the teachers are fully credentialed.

Selected actions were informed by analysis of local assessment data, Dashboard indicators, and evidence-based intervention practices shown to improve outcomes for continuation high school students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4(a): Distance from Standard, Math CAASPP	2023 CA School Dashboard Distance from Standard All: 208.7 points below standard SED: 217.3 Points below standard	2024 CA School Dashboard Distance from Standard . All: 207.9 points below standard SED: 207.9 Points below standard	2025 CA School Dashboard Distance from Standard All: 227.5 points below standard SED: 227.5 Points below standard	Distance from Standard on the California Dashboard Distance from Standard All: 207.9 points below standard SED: 207.9 Points below standard	All: -18.8 SED: -10.2
4.2	Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard	0% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023. All: 0% SED: 0%	0% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2024. All: 0% SED 0% SED: 0%	0% of students were prepared as measured by the College/Career Indicator on the California Dashboard All: 2.9% SED: 2.9%	5% of students prepared as measured by the College/Career Indicator on the California Dashboard for 2023. All students: 5%. SED: 0%	All: +2.9% SED: 0%

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.

Implementation of Goal 4 focused on improving mathematics achievement and college and career readiness for students at Buena Vista High School, particularly socioeconomically disadvantaged students. Most planned actions were implemented as intended, including targeted intervention supports, tutoring, instructional technology, and personalized academic assistance.

Actions 4.1 through 4.2 were implemented substantially as planned. Diagnostic assessments, short-cycle progress monitoring, tutoring software, and additional classroom supports were used to identify student needs and provide individualized instruction. Collaborative learning environments and instructional supports were also expanded to increase student engagement.

Implementation of these actions contributed to improvement in the College and Career Indicator (CCI) outcomes also improved from 0% prepared at baseline to 2.9% prepared. The math indicator did not show growth, the goal will continue since it was the first year implementing new software and a new intervention class.

Challenges included limited subgroup data due to small cohort sizes and the continued need for additional mathematics intervention, as students remain below standard despite growth in the College Career Indicator. The site is an Alternative Education site where students rotate back to the comprehensive high school.

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.

Differences between budgeted and actual expenditures were minimal and primarily related to adjustments in implementation and resource allocation.

Action 4.1 Classroom Educational support was 17% higher costs than anticipated. A correction in allocations was made based on a new hire to fill a position. Projected salary less than actual salary after the placement was finalized.

These adjustments supported the effective implementation of the goal and did not significantly impact overall outcomes.

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

PARTICIALLY EFFECTIVE ACTIONS

Actions 4.1 Staff Member for Classroom Educational Support and 4.2 Software
The above actions were partially effective in improving academic achievement for socioeconomically disadvantaged (Low Income) students.
Math indicator did not show growth but the CCI indicator did.
Metrics:
Metric 4.1 Distance from Standard – Math CAASPP
Metric 4.2 College and Career Indicator (CCI)

Effective Data
Metric 4.2 – College and Career Indicator (CCI)
All Students improved from 0% Prepared at baseline to 2.9% Prepared in Year 2.
Low Income students improved from 0% Prepared at baseline to 2.9% Prepared in Year 2.

Not Effective Data
Metric 4.1 – Distance from Standard (Math CAASPP)
Low Income students decreased from 217.3 points below standard at baseline to 227.5 points below standard in Year 2.

This represents a 10.2-point decrease from baseline.

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 the analysis of implementation and outcomes, the district will continue to refine Goal 4 actions to sustain and accelerate student progress in mathematics achievement and college and career readiness. The district will maintain an emphasis on targeted interventions through increased instructional time and continued use of personalized academic supports.

Metric 4.1 Updated to include All student outcomes
Metric 4.2 Updated to include SED and All student outcomes. Target Goal changed from 20% to 5% to be attainable growth.

Action 4.1 Updated actions to explain usage of funds.
Action 4.2 Updated actions to explain usage of funds.
Progress will continue to be monitored through California School Dashboard indicators, local assessment data, and intervention progress monitoring systems to ensure continued improvement in mathematics achievement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staff Member for Classroom Educational Support	Student performance data at Buena Vista High School indicate significant needs in mathematics achievement and college and career readiness. To address these needs, the district will provide instructional support, tutoring, diagnostic assessments, and targeted interventions. Research supports the use of high-dosage tutoring, progress monitoring, and data-informed instruction as effective strategies for accelerating learning and improving student outcomes. Effectiveness will be monitored through Metric 4.1 (Mathematics Achievement) and Metric 4.2 (College and Career Readiness).	$65,565.13	No
4.2	Software	Provide and maintain supplemental mathematics intervention and tutoring software at Buena Vista High School to support all students, with a focus on socioeconomically disadvantaged students. The software will provide personalized learning pathways, targeted skill intervention, and progress	$2,630.00	No

Action #	Title	Description	Total Funds	Contributing
		monitoring to address identified achievement gaps in mathematics. Educators will use student performance data from the platform and short-cycle assessments to inform instruction, provide timely interventions, and improve mathematics achievement, course completion, and credit attainment. Research Basis: Evidence from the Learning Policy Institute, RAND Corporation, and the Institute of Education Sciences indicates that personalized learning tools, high-dosage tutoring, and frequent formative assessments are effective strategies for improving mathematics achievement, particularly for socioeconomically disadvantaged students. These interventions support differentiated instruction and allow educators to respond quickly to learning gaps, resulting in stronger academic outcomes and increased student success.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2026-27, certificated core staff will be trained in the district English Learner Program requirements through an intensive training on EL strategies, interventions and supports.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

To constructively address these disparities, the District has actively sought and integrated feedback from educational partners. This collaborative effort ensures that the goal not only addresses the immediate need for improvement in pupil achievement but does so by embedding the principles of assessment, curriculum, equity, and instruction into its core. The approach is multifaceted, targeting not just the symptoms of educational inequity but its root causes. By prioritizing a curriculum that is both inclusive and challenging, the goal endeavors to equip all students with the skills necessary for academic success and lifelong learning.

Moreover, the District is committed to providing professional development for teachers, enabling them to better support diverse learning needs and styles. This, coupled with the strategic use of data to inform instruction, ensures that teaching methodologies are both effective and responsive. As a result, the goal is poised to significantly improve student outcomes, ensuring that every student, regardless of their background, has equitable access to a high-quality education that prepares them for the future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 4 (a)-English Learner: California	2023 California Dashboard: EL:	2024 California Dashboard:	2025 California Dashboard:	EL: 190.2 points below standard in ELA	EL: +65.3 in ELA, +43.8 in math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard ELA and Math LTEL baseline established 2024 (Year 1 outcome)	136.5 points below standard in ELA 202.2 points below standard in Math	EL: 127.3 points below standard in ELA 192.3 points below standard in Math LTEL: 89.1 points below standard in ELA 181.2 points below math standard (LTEL BASELINE)	EL: 71.2 points below standard in ELA 158.4 points below standard in Math LTEL: 85 points below standard in ELA 185.9 points below standard in math	189.3 points below standard in Math LTEL: 84 points below standard in ELA 176 points below standard in math	LTEL: +4.1 in ELA, -4.7 in math
5.2	Priority 4 (a)-English Learner: California Dashboard ELPI LTEL baseline established 2024 (Year 1 outcome)	2023 California Dashboard: EL: 28.3% making progress	2024 California Dashboard: EL: 36.7% making progress LTEL: 40.8% making progress	2024-25 California Dashboard: EL: 41.7% making progress LTEL: 48.5% making progress	EL: 43% making progress LTEL: 50% will make progress	EL: +13.4% LTEL: +7.7%
5.3	Local Metric: Number of certificated teachers trained on EL Roadmap. PD Sign-in sheets Baseline establised 2023-2024	2023-2024 0 teachers trained	2024-2025 13 teachers trained	2025-2026 11 teachers trained Total # = 24 teachers trained	2026-2027 12 teachers trained each year Total # = 36 teachers trained	+24 teachers trained

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.

Implementation of Goal 5 focused on strengthening staff capacity and instructional practices to better support English Learners through professional development and improved implementation of English Learner program requirements. Most planned actions were implemented substantially as intended, including training on designated and integrated English Language Development (ELD), instructional scaffolding, and student engagement strategies.

Actions 5.1 through 5.2 were implemented as planned through partnerships with the Kern County Superintendent of Schools and district professional learning opportunities. These efforts contributed to significant improvement in English Language Arts achievement for English Learners and improvement in mathematics performance, although students remain below standard in math.

English Learner Progress Indicator (ELPI) outcomes showed limited growth, indicating inconsistency in implementation of ELD practices across classrooms. Challenges included variability in staff participation and consistency of implementation across sites and departments.

Overall, the district experienced success in improving academic outcomes for English Learners through professional development, targeted supports, and data-driven instructional practices, while identifying the continued need for stronger consistency in ELD implementation and mathematics intervention.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

EFFECTIVE ACTIONS

Action 5.1 EL Teacher Training and Action 5.2 LTEL
Monitored Groups: English Learners (EL) and Long-Term English Learners (LTEL)

Metrics:
Metric 5.1 English Learner Academic Achievement
Metric 5.2 English Learner Progress Indicator (ELPI)

Effective Data
Metric 5.1 – English Learner Academic Achievement
Metric 5.2 - Long-Term English Learners (LTEL)

English Language Arts (ELA)
English Learner performance improved from 136.5 points below standard to 71.2 points below standard.
This represents a gain of approximately 64.3 points from baseline.

Mathematics
English Learner performance improved from 202.2 points below standard to 158.4 points below standard.
This represents a gain of approximately 43.8 points from baseline.

Metric 5.2 – English Learner Progress Indicator (ELPI)
English Learner Progress Indicator increased from 28.3% to 41.7%.
This represents a gain of 13.4 percentage points from baseline.

Metric 5.2 – Long-Term English Learners (LTEL)
Long-Term English Learners increased from 40.8% to 48.5%.
This represents a gain of 7.7 percentage points from baseline.

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 the analysis of outcomes and implementation, the district will refine Goal 5 actions to strengthen the impact of English Learner supports and improve consistency of instructional practices across all sites. The district will continue consistency of professional development to ensure all staff receive training in effective English Learner strategies, designated and integrated English Language Development (ELD), instructional scaffolding, and classroom engagement practices.

Metric 5.1 - Updated to include EL and LTEL metrics
Metric 5.2 - Updated to include EL and LTEL metrics
Metric 5.3 - New metric to monitor the number of teachers trained.
Action 5.1 Updated action to reflect current year and removed the percent of teachers trained. Monitoring will be done through new metric 5.3.
Action 5.2 The action to address the needs of our Long-Term English Learners (LTELS) will be monitored by Metric 5.2. The action remains focused on training staff in English Learner program requirements and teaching strategies. A new cohort of teachers are continuing to be trained annually and we will now be doing classroom walkthroughs with teachers previously trained.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	EL Teacher Training	Partnering with the Kern County Superintendent of Schools for the provision of training to teachers in English Learner Roadmap and strategies for instructing English Learners.	$13,027.76	Yes
5.2	Long-Term English Learner Support (LTEL)	Provide training in EL Roadmap and strategies for teaching English Learners for teachers of Long-Term English Learners, provide student opportunities for tutoring. Special Project Coordinator in addition to Counselors will use KiDs data platforms to closely monitor LTEL progress and grades. EL Counselor will monitor progress through Aeries and Ellevation. Metric 5.2 will track LTELs making progress. Actions are funded in 5.1.	$0.00	No

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
$5048653	$609114

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
22.193%	0.000%	$0.00	22.193%

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:** Class size reduction in core classes. **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard	The initiative of reducing the number of learners in each principal course has been adopted throughout the Local Education Agency (LEA). The primary aim of this initiative is to resolve the universal academic requirements of all student bodies. With smaller class sizes, the leadership team envisions a favorable atmosphere for comprehensive attention and support for learners. This approach is essential, particularly for economically disadvantaged students	Monitor SED, EL, Foster Youth students: Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard

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 leadership team has identified the necessity for a reduction in class sizes for all core classes across the entire student body. This requirement originated from the belief that smaller class groups tend to promote better support within the classroom. This setup would permit a more individualized focus on the students, providing a more beneficial environment for their learning process. **Scope:** LEA-wide	demonstrating low performance in English Language Arts and Mathematics. The implementation of this initiative across the entire LEA guarantees uniform application of the strategy. Thereby, assuring every student the advantage of learning in smaller groups. It specifically addresses the unique learning needs of homeless and foster students as corroborated by local insights which highlight their need for extra assistance. A variety of assessment tools will be employed to monitor the effectiveness of smaller class sizes, ensuring its successful adoption and subsequent positive influence on educational outcomes.	Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Metric 1.9: Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career
1.2	**Action:** Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement. **Need:** Based on the 2023 CA Dashboard, English Learners and SED students have lower graduation rates than all students. All Students 92.1%, EL students 85.5%, and SED students 91.4% The school community recognizes the necessity of hiring an additional Social Studies teacher as a crucial step towards maintaining smaller class sizes and successful implementation of the new Ethnic Studies curriculum. This need is premised on the understanding that every student within the school stands to benefit from reduced class sizes that allow for personalized interaction	The employment of an extra Social Studies instructor carries a schoolwide scope, owing to the direct bearing it has on every student in the school. This action is initiated with an aim to lower class sizes and thereby, enabling effective execution of the newly introduced Ethnic Studies curriculum. This curriculum is mandatory for all students in 9th-grade. A reduced student-teacher ratio caters to individualized teaching methods and feedback, creating room for improved academic achievements. The introduction of an additional teacher will ensure fortified support for the successful integration of the Ethnic Studies requirement, facilitating students' effective understanding of the subject matter Rationale: The reasoning behind the schoolwide scope of this action is deeply rooted in the need to enhance the learning experience of every student – an objective closely aligned with the school's mission.	Monitor EL and SED students: Metric 2.8: Student School Climate Metric 1.1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas Metric 2.5: Priority5(e):High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and instruction. Moreover, the implementation of the Ethnic Studies requirement dictates the need for supplemental teaching support to provide effective delivery of this innovative curriculum. The measure of employing an additional Social Studies teacher responds directly to these identified needs. A reduced student-teacher ratio will offer greater chances for personalized instruction and feedback, enhancing learners' experiences and potentially elevating academic performance. Besides, the added teacher ensures adequate support for the effective introduction of the Ethnic Studies requirement, thus helping students grasp this crucial subject comprehensively and efficiently **Scope:** Schoolwide	This aim can be achieved by decreasing class size, which leads to a more personalized, in-depth, and affective teaching approach. The successful incorporation of the Ethnic Studies curriculum, a concern shared by the California Department of Education, is made possible by this approach, thereby meeting the new graduation guidelines. Furthermore, the availability of an extra instructor provides essential support needed to cover the breadth and depth of this subject, ensuring effective comprehension by the students.	
1.3	**Action:** KCSOS Induction Program Costs-Staffing, Appropriate Credentials **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard The community within the school has highlighted certain needs leading to the	he KCSOS Induction Program's focus on Costs-Staffing and Appropriate Credentials has paramount significance to the district, especially with regard to the Students with Disabilities segment. This initiative utilizes an evidently LEA-wide scope, a decision that is built on the principle of facilitating comprehensive recruitment of competent educators throughout the entire district. This strategic approach directly caters to the established requirement for specialized teaching. The district's rural setting compounds the recruitment challenge, which heightens the indispensability of the induction program in delivering basic instructional methods and	Monitor: SED, EL And Foster Youth students: Monitor SED and EL students: Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard

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
	development of the KCSOS Induction Program Costs-Staffing, Appropriate Credentials action. The focus was mainly based on the student group: Students with Disabilities. The unique learning needs of these students necessitate specialized instruction from teachers who possess the appropriate credentials. There has been a substantial need identified within the district due to the absence of such well-qualified teachers. **Scope:** LEA-wide	classroom management competencies to new teachers. Rationale: This LEA-wide scale becomes particularly valuable when addressing low-income, English learner, and foster student sectors, as these groups fundamentally rely on proficient educators to accomplish effective learning. Hence, an LEA-wide approach stands out as the most impactful route towards addressing the educational needs of various student groups and subsequently enhancing their academic performance. In light of these considerations, the expansive scope of this plan is not only appropriate but necessary in addressing the multifaceted educational needs characterizing the district's student population.	Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Metric 1.9: Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career Metric 1.1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas
1.4	**Action:** HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard The school district identified an urgent necessity for highly qualified educators across all student factions. This requirement originated from the district's dedication to	The objective of introducing a district-wide implementation of the action plan titled "HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials" revolves around addressing the vital requirement for well-qualified educators over a wide range of student assemblies within our district. The action entails an investment in HR promotional and recruitment endeavors, incorporating recruitment exhibitions and initiatives designed to attract the finest teachers. This commitment will act as the foundation for ensuring the enrichment of education quality for all student cohorts within our district.	Monitor: SED, EL And Foster Youth students: Monitor SED and EL students: Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data

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
	offering exceptional instruction and the acknowledgment that the caliber of teachers significantly contributes to the success of the students. In response to this requirement, an initiative titled "HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials" was devised. This strategy involves an investment in HR promotional and recruitment costs for recruitment exhibitions and measures to attract the most qualified teachers. This strategic alignment anticipates enhancing education quality as it ensures the recruitment of the most adept teachers. The range of this initiative is overarching, encompassing all student groups within the district, a representation of the district's commitment to equality and excellence in educating all scholars. Although no specifics or figures are provided in the context information, the success of this initiative can be gauged by the quality of teachers recruited and the consequent influence on student performance. **Scope:** LEA-wide	Rationale: The overarching rationale for adopting a district-wide scope for this action is the potent capacity it harbors to address these educational requirements effectively. It ensures the engagement and recruitment of the most skilled instructors, a factor that significantly contributes towards our district's ultimate goal of harnessing the expertise of the finest teachers to elevate learner outcomes district-wide. With a present statistic of 94% teachers being fully accredited, the action plan aims to elevate this figure further, manifesting our unwavering commitment to equality and the pursuit of academic excellence.	Source: California Dashboard Metric 1.9: Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career Metric 1.1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas
1.5	**Action:** Teacher Professional Development/Conference costs for Achievement Teams **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below	The defined scope, encompassing an entire educational institution, is specifically designed to meet this challenge. The initiative envisions an inclusive approach to faculty development in order to better cater to these students' needs. This comprehensive training would grant instructors a deep comprehension of Common Core State Standards and data analysis systems. The	Metric 1.4 Priority 2(a): implementation of State Standards Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English

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
	standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard. The parents of the school community recognizes a need particularly for the English learners groups, rooting from a need for additional faculty training in the Common Core State Standards and data analysis systems. The proposed solution to these needs is embodied in the strategy termed "Teacher Professional Development/Conference costs for Achievement Teams". This resolution aims to facilitate uninterrupted professional enhancement across all departments in the Common Core State Standards as well as data analysis systems. This effort is expected to arm teachers with skills and understanding needed to improve support learning. The action takes into account monthly professional development sessions steered by faculty members and peer observations during the academic year. Such structure ensures consistent, collaborative, and personalized professional development, specifically designed to suit the unique requirements of the school community. **Scope:** LEA-wide	overarching goal is to provide a consistent, personalized learning environment that allows every student, regardless of their unique needs, to benefit from a uniformly excellent teaching framework. Rationale: The school-wide approach to this action is substantiated by several factors. First, it ensures that all faculty members gain the requisite knowledge and skills to effectively support students, making the learning environment more inclusive. Second, such an approach fosters collaboration and consistency in teaching methods across the institution. Lastly, the decision is further compelled by statistical data reflecting that unduplicated students fall within the lowest two performance tiers on the California Dashboard. This fact underscores the urgency to adopt a blanket approach in tackling the identified needs of the disadvantaged student group. By adopting this all-encompassing approach, the school can ensure that every student's unique educational requirements are met competently and consistently.	Language Arts. Data Source: California Dashboard Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Metric 1.12 Priority 4(e): English Learner Proficiency
1.6	**Action:**	The designated scope entails an LEA-wide application of the action, a critical strategy to adequately address the various needs of SED, EL	Monitor for SED, EL And Foster Youth

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 Performance Data Analysis and Instructional Impact Review: 2 days per teacher **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard. The need for detailed comprehension of student performance across numerous assessments instigated the creation of the action titled "Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher". To address these needs, the action embodies a stringent data analysis operation that observes and breaks down data from the aforementioned assessments. This undertaking will be accomplished through department meetings, School Learning Team meetings, and District Learning Team meetings to ensure all relevant stakeholders partake in the decision making. All student groups within the school district are considered in the scope of this action, signifying the significance of an inclusive and equitable education. The action by focusing on data analysis, targets decision making on student placement and learning, thereby enhancing the quality of provided education. The effectiveness of this action shall be	and Foster Youth student groups that are spread across the district. The essence of this action rests upon an in-depth data analysis, obtained from several assessments, where the results inform subsequent decisions regarding student placement and learning strategies. An emphasis is placed on understanding the students' needs, acting as a catalyst for enhancing the quality of education provided. Consequently, tailoring this action to encompass the entire district will solidify both inclusivity and equity within the education being provided, two cornerstone elements deemed essential for nurturing student growth. Rationale: The reasoning behind designating an LEA-wide scope for the action anchors on the ultimate aim of accelerating student performance. In practice, this involves a detailed and widespread analysis of student data, thereby allowing district-wide consideration and planning around student needs and progress.	Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard

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
	evaluated by student progress on ELA and math state assessments. **Scope:** LEA-wide		
1.7	**Action:** Collaboration time on instructional needs **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard. Within the school community, certain requirements have been determined which led to the proposition of an action entitled "Collaboration time on instructional needs". These needs are chiefly derived from a necessity for improved instructional strategies and pacing guide adjustments. The diverse student body may confront difficulties in comprehending the curriculum, which can result from a multitude of learning styles and pacing variances. All students are included within the realm of targeted improvement. The proposed action tackles these specified needs by apportioning additional collaborative time for each department per semester. The allocated time shall be utilized to concentrate on identified instructional needs and effect required modifications to pacing guides. This	The proposal at hand concerns the implementation of an action named "Collaboration time on instructional needs" throughout the entire school, meant to address and meet the unique needs of each student group. This necessity emerges from the wide spectrum of learning styles, varying pacing rates among students, and the urgent demand for more effective teaching strategies along with modifications to the pacing guide. By allocating extra collaboration time for each department on a semesterly basis, we can concentrate fully on these instructional needs and make essential adjustments to the pacing guide. Undoubtedly, this comprehensive change is expected to bolster curriculum understanding for all students. Rationale: There is an imperative requirement for deploying this action across the school, as it enriches all departments and guarantees extensive enhancement of the learning journey, thus instilling the true spirit of comprehensive schooling into its core. This would consequently form a cohesive education system where each cog is attuned to the broader picture. The initiative will be underscored by routine evaluations and valuable feedback from both students and teachers which stand as significant mechanisms to gauge its effectiveness.	Monitor for SED, EL And Foster Youth Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Metric 1.19: Priority 8 College/Career Indicator

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
	initiative intends to provide every student with customized instruction matching their learning pace and style, thereby advancing their curriculum understanding. This action extends to all the school's departments, suggesting an extensive influence on all students. It is anticipated to yield substantial advancements in instructional tactics and pacing guide amendments, thereby augmenting the school-wide student learning experience. The action's success will be gauged by the improvement in student curriculum understanding and the efficacy of the revised pacing guides. Such progress will be assessed through routine evaluations and feedback acquired from both students and teachers. **Scope:** LEA-wide	Support for this initiative is provided by Taft Union High School's continuous collaboration with Achievement Teams and its commitment to department assessments.	
1.8	**Action:** Professional Development **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard. The school community has identified concerns primarily concerning the educational necessities of the SED student group. These students often grapple with engagement and learning barriers, which may hinder their full	Our district is experiencing a significant increase in the number of SED and English learners in its populace. With this rise in diversity, we recognize an urgent requirement to enhance our pedagogical strategies to effectively cater to these students' unique learning needs. The strategy entitled is tailored to fulfill this requirement by focusing on teacher professional development and enrichment. It encompasses onsite training to educate teachers in strategies to engage with SED students effectively, alongside reinforcing their understanding of standards-aligned curriculum. Rationale: Adopting this strategy ubiquitously, across all institutions in our district, is integral for achieving	Metric 1.5: Priority 2(b): Continue to implement State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards Data Source: CDE Self-Reflection Survey Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data

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
	comprehension and engagement with standards-aligned material. Therefore, there is an obvious need to implement specialized teaching strategies to efficiently engage with these students and address their unique learning needs. The action plan, titled "Professional Development is devised to tackle these needs by focusing on enhancing teacher professional development, both on and off-site. This tailored training aims to fortify teachers' knowledge and skills related to the standards and standards-aligned material. It includes leadership planning, staff development time and a special focus on imparting techniques to teachers for effectively meeting the learning needs of students through the expertise of our department chairs as a period TOSA. **Scope:** LEA-wide	our objective. By ensuring it is implemented LEA-wide, we can equip all educational staff across our schools with the necessary proficiency to support SED and English Learners which is a high number of students. This comprehensive approach of enriching the capabilities of all educators ensures that every student benefits from enhanced teaching methodologies. Moreover, this universal adoption heightens the potential of improving educational outcomes for our students across the entire district.	Source: California Dashboard Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard
1.9	**Action:** Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard. ELPI 28.3% making progress.	Trust-Based Observations is an action introduced on an LEA-wide basis to improve instructional strategies and boost student engagement across the entire academic community. The intent is to ensure a universal application of this method, not limited to any specific student demographic. It encompasses all student categories, including those with disabilities and unduplicated students. The initiative involves all schools directing their attention and resources towards the clarity of learning, instructional strategies, student engagement, and assessments of learning. The Trust-Based Observations action involves	Metric 1.12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate) Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English

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 needs identified within the school community encompass the universal need for improved instructional strategies and augmented student engagement. It is pertinent to note that these needs are not limited to a specific student group, but rather include every category of students encompassed within the school's purview, such as students with disabilities and those classified as unduplicated. The plan of action earmarked to address these needs includes the implementation of "Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy." Under this action, classroom walkthroughs and discussions about instructional strategies will be employed to bolster the teaching tools at educators' disposal. In doing so, the potential for effective student engagement increases significantly, which in turn aids in improving learning outcomes and performance on state assessments. This action is far-reaching, touching on all areas of pedagogy through reflective-coaching dialogues, thereby adding a holistic element to the approach. The success metrics for this action will be primarily gauged via tracking improvements in student engagement and performance in state assessments. **Scope:** LEA-wide	conducting detailed reviews with teachers at least once every quarter, thus ensuring a comprehensive coverage and consistent implementation across the LEA. Rationale: The broad implementation scope of Trust-Based Observations is designed to enhance the level of consistency in feedback given to teachers, regardless of which administrator visits their classroom. This widespread application benefits the overall teaching and learning experience throughout the institution by providing useful insights and fostering improvements. The meticulous nature of this approach aims to substantially enhance the level of student engagement as well as boost performance on state assessments. This exhaustive application allows for a consistent feedback system crucial for the development and success of educators and learners alike.	Language Arts. Data Source: California Dashboard Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard

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
1.11	**Action:** Support Software to identify and address learning needs **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard. The requirements within the school community which inspired the action plan named "Support Software to identify and address learning needs" are primarily centered around the unique challenges faced by English Learners, Low Income students, and Students with disabilities. These categories of students are often faced with language barriers, insufficient resources, and learning impediments which are obstacles to their academic advancement. In addressing these issues, support software such as Apex, No Red Ink, IXL, IXL - Spanish, Accelerated Reader, Read 180, System 44, and Albert AP have been implemented. These tools empower teachers to conduct formative assessments and allocate tasks based on discerned learning needs, aiding in credit recovery, remediation, and boosting of student learning. This action plan is broad in scope, encompassing the use of numerous software tools to address the varied learning needs of diverse student groups. It is designed to be flexible and adaptable, permitting	The action referred to as "Support Software to identify and address learning needs" is designed with an LEA-wide scope, targeting the unique demographics of the district. Given that the district is primarily comprised of low-income families, making up over 80% of the population, a dedicated approach towards addressing the current educational landscape is essential. An annual increase of 1-2% in English Learners further reaffirms the importance of adopting software tools, such as Apex, No Red Ink, and IXL, that provide personalized, self-paced learning opportunities, thus facilitating academic advancement. Rationale: The district-wide scope is both necessary and valuable considering the notable representation of students from low-income backgrounds, English Learners and students with disabilities. These students often face unique academic challenges, and providing a means to address their learning requirements is of paramount importance. The selected software tools offer features such as formative assessments, tailored task allocation based on learning needs, and help in credit recovery, thus contributing to a reduction in learning gaps. Having a wide-reaching scope ensures these high-demand resources are readily accessible to all students who require them, thereby actively promoting academic progress.	Monitor for SED, EL and Foster Youth students: Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Language Arts. Data Source: California Dashboard Metric 1.8: Priority 4(a): Pupil Achievement: Statewide assessments: CAST- Overall Achievement On California Science Test: California DashboardNGSS Science Test Data Source: Ed-Data Metric 1.12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)

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
	modifications based on each student's specific needs. Despite the lack of specific statistics or metrics provided in the context information, it is understood that the action plan is aimed at making a significant mark on the academic performance and progress of the identified student groups. **Scope:** LEA-wide		
1.12	**Action:** Implement standards-aligned instructional materials **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard. The school district recognized a need for enhancement in services for all categories of students, more so for the targeted learners constituting over 80% of the entire student population. The requirement was to enrich the quality and volume of instructional materials accessible to the students, surpassing what the basic funding could afford. The rollout of standards-aligned instructional resources addressed this need by providing supplemental textbook materials. These encompass extra novels in English lessons,	The primary objective of implementing standards-aligned instructional materials, on an LEA (Local Education Agency) -wide scale, emerges from the recognition of an need to address the requirements of distinct student groups across the entire district. By surpassing the offerings that base funding can support, the execution of this plan is projected to enhance both the quality and the expanse of the instructional materials. Notably, this is critical for those students who make up more than 80% of the district's total student population. The intent is also to facilitate dual enrolment programs by providing textbooks, which will invariably widen the horizon for students, affording them access to early college and rigorous career preparation courses. Rationale: The plan's broad scope was established in response to evidence demonstrating its effectiveness. The evidence presents itself in the form of considerably low suspension rates and considerably high graduation rates - both indicators of the positive impact made on student outcomes. Moreover, the on-going need for	Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Language Arts. Data Source: California Dashboard Metric 1.9: Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career Metric 1.10: Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses

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	lab supplies in Science lessons, and additional gear in Physical Education lessons. Moreover, the action also included the provision of dual enrollment textbooks, thereby expanding access to early college and rigorous career preparation courses. Primarily, these efforts are directed towards the targeted student group, equipping them with more chances for academic expansion and career readiness. The potency of these actions is substantiated by the notably low suspension rates and elevated graduation rates indicating positive influence on students' outcomes. **Scope:** LEA-wide	supplemental resources in all classrooms - including Special Education and Physical Education - provides additional validation for the LEA-wide scope of the implementation. This approach ensures thorough coverage while promoting student engagement, making a compelling case of this district-wide initiative.	
1.13	**Action:** Homeless/Foster Youth supports **Need:** The school district recognized a need to strengthen supports for foster youth and students experiencing homelessness, who face higher rates of mobility, disrupted learning, and credit deficiency that impact their ability to remain on track for graduation. This need is more pronounced for these targeted student groups, who require timely enrollment, accurate credit accrual (including partial credits), and access to appropriate graduation pathways under AB 167/216. Educational partner feedback and district data further indicate the need for consistent monitoring, intervention, and access to academic supports to ensure these students can successfully	The primary objective of implementing systems to ensure prompt enrollment, accurate credit accrual (including partial credits), and access to appropriate graduation pathways on an LEA-wide scale stems from the recognition of a need to address the unique challenges faced by foster youth and students experiencing homelessness. These students often encounter disruptions in their educational continuity due to mobility, which impacts their ability to remain on track for graduation. By extending services beyond what the base program provides, the district aims to increase access to timely enrollment, consistent academic monitoring, and necessary supports such as school supplies and intervention services. This is particularly critical for these targeted student groups, ensuring they have equitable access to academic opportunities and resources	Metric 1.9: Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career Metric 1.10: Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses Metric 1.17: Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.

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
	progress toward graduation beyond what is provided through the base program. The implementation of systems to ensure prompt enrollment, appropriate class placement, and the awarding of partial credits directly addresses this need by reducing barriers caused by school transitions. Ongoing monitoring by the Intervention Specialist and district liaisons provides targeted academic follow-up and support, ensuring students remain on track. Additionally, reviewing graduation options under AB 167/216 expands access to alternative pathways for credit-deficient students. The provision of academic supports and school supplies through Title I funding further increases access to essential resources needed for academic success. These actions are principally directed toward foster youth and students experiencing homelessness, increasing and improving services by addressing their unique barriers to graduation. The effectiveness of these efforts will be reflected in improved credit completion, increased graduation rates, and reduced risk of course failure for these student groups. **Scope:** LEA-wide	that support successful progression toward graduation. Rationale: The LEA-wide implementation of this action is necessary to ensure consistent and immediate support across all school sites whenever foster youth and students experiencing homelessness enroll in the district. Evidence supporting this approach includes the ongoing need to improve graduation outcomes and reduce credit deficiencies among highly mobile student populations. The provision of coordinated monitoring through Intervention Specialists and district liaisons, along with access to academic supports funded through Title I, demonstrates a targeted effort to remove barriers and improve student outcomes. Additionally, maintaining consistent systems districtwide ensures compliance with McKinney-Vento and AB 167/216 requirements while promoting equitable access to services. This comprehensive approach supports increased credit completion, improved graduation rates, and reduced risk of course failure, validating the effectiveness of implementing this action on an LEA-wide basis.	
1.15	**Action:** Student supports **Need:**	In order to meet the diverse needs of student groups, a strategic action of implementing Student Supports across our LEA is deemed as the most effective approach. The primary objective here revolves around providing all students, irrespective	Corresponding Metrics: Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data

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	The necessity to focus on the identified groups of students; namely English Learners, Foster Youth, Low Income, and Special Education students has been recognized. English Learners may have language difficulties that obstruct their academic growth. Foster Youth and Low-Income students may not have the necessary resources or supportive environments at home to fuel their academic work. Special Education students may be in need of additional academic assistance which reflects and suits their different learning needs. In response to these identified needs, the action "Student Supports" has been formulated. This takes shape in offering intervention tutors outside of the usual school hours, including the provision of 24/7 online tutoring with translation services to break down language barriers. A key aspect of this action is a subscription to Tutor.com, which secures continuous tutoring support. Extended counselor time in BV also forms a part of this action; this is particularly beneficial for English Learners and low-income students who require assistance in their scheduling and monitoring of graduation statuses. The budget for this action will be channeled mainly towards aiding English Learners, low-income, and Special Education students in their academics. The approach of this action is overarching; it strives to provide a support system that attends to the individual needs of each identified group of students. **Scope:**	of their backgrounds and learning requirements, with critical academic assistance. This includes the provision of intervention tutors and round-the-clock online tutoring services. A broader LEA-wide approach is particularly beneficial in addressing the unique educational hurdles faced by English Learners, Foster Youth, Low Income, and Special Education students, thus offering a consistent and expansive support system. Rationale: The scope of implementing Student Supports LEA-wide has been determined by the need to accommodate all students, ensuring no student misses out due to varied learning needs and backgrounds. The decision to incorporate high-impact tutoring comes as an added advantage, further augmenting the effectiveness of our action. As recommended by National Education Association, this high-impact tutoring is a tested methodology to enhance student learning. Hence, it is safe to conclude that our LEA-wide approach inculcates both the provision of tutors and online tutoring services along with the added support of high-impact tutoring, ensuring a comprehensive academic assistance for students. Citation: National Education Association. (n.d.). High-Impact Tutoring. Retrieved from https://www.nea.org/nea-today/all-news-articles/high-impact-tutoring.	Source: California Dashboard Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 12: Priority 1.4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.17	**Action:** Electronic Access **Need:** 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard and math is -155 points below standard. SED students -64.5 ELA and -160.3 math. English Learners -136.5 ELA and -202.2 math. Foster Youth - N/A on dashboard. The school community has noticed particular challenges amongst English Learners, Foster Youth, and Low-Income students. These obstacles are predominantly organizational, structural, and time management-related, primarily due to these students' limited access to necessary technological resources. This deficiency tends to increase the struggle to keep up with class due dates and school obligations. Additionally, the parents of these students often find it difficult to oversee their child's academic progress and keep track of missing assignments due to similar technological constraints. In response to these identified needs, the school community implemented an initiative called "Electronic Access." This action ensures continuous access to essential educational platforms such as Canvas, G-suite, and Aeries Student Information System. These platforms aim to aid students in maintaining organization, providing structure, and staying	The aim of the "Electronic Access" initiative extends LEA-wide across both campuses, taken in view of the prominent challenges faced by English Learners, Foster Youth, and Low-Income students due to a lack of sufficient technological resources. This limitation poses a considerable barrier to successful academic achievement by impeding these students' capacity in essential areas such as organization, structure, and time management skills. By providing every learner with access to reliable digital tools, the scope of this action is well aligned with the goal. Rationale: The wide scope of this initiative is essential to effectively address the needs of the identified student groups. This comprehensive approach promotes equity by ensuring all students have equal opportunities to succeed academically. Providing access to internet connectivity and educational platforms helps students stay organized and engaged with their coursework, while also allowing families to monitor academic progress. Ultimately, this broad approach is designed to expand equitable access by helping close the digital divide.	Monitor SED, EL, and Foster Youth students: Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Language Arts. Data Source: California Dashboard Metric 1.19: Priority 8 College/Career Indicator

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
	updated with class due dates. Furthermore, parents are granted the ability to monitor their children's academic progress and identify missing assignments via platforms such as Canvas and MyCats. This initiative also extends the provision of Wifi access to students without home internet but live within the range of the District cell tower. Consequently, all students, irrespective of their socio-economic status, are given the essential tools to achieve academic success. The effectiveness of "Electronic Access" can be evaluated using an array of measures. For instance, observing advancements in students' organization, structure, and adherence to class schedules, along with evaluating the level of engagement from parents in their children's academic progress. Thus, "Electronic Access" caters to the specific needs of English Learners, Foster Youth, and Low-Income students, essentially leveling the academic playing field. **Scope:** LEA-wide		
1.18	**Action:** Dual Enrollment **Need:** 2023 CA Dashboard College/Career Indicator: 31.4% All students, 7.3% English Learners, 28.8% SED students. The learning requirements of certain student groups, namely English Learners, Foster Youth, and Low-Income students, have been examined	The LEA-wide scope is essential to the effectiveness of the dual enrollment initiative. This broad scope stems from the primary aim of addressing the distinct and unique challenges faced by English Learners, Foster Youth, and Low-Income students across the entire district. Specifically, hurdles such as language barriers, unstable domestic environments, and economic constraints can limit their comprehensive education access. Given these constraints, the	Metric 1.15: Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard

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
	and distinguished as significantly unique. These needs stem from various circumstances such as language barriers, unstable home environments, and financial constraints, respectively. These conditions often restrict opportunities to a well-rounded course of study and hinder academic progress. In response to these requirements, an action titled 'Dual Enrollment' has been put forward. This strategy aims at expanding opportunities for an extensive course of study, by forming partnerships with local community colleges, thereby enhancing concurrent and dual enrollment opportunities for students who are on the path towards graduation. The provision of materials and rentals bolsters this action, ensuring that financial constraints do not obstruct students from accessing these opportunities. The effectiveness of this action can be evaluated by observing the escalation in dual enrollment opportunities. Moreover, the academic progression of the designated student groups can be monitored. The 'Dual Enrollment' action, through increased access to comprehensive studies and partnerships with local colleges, promotes equal educational opportunities and advances academic progression for these student groups **Scope:** Schoolwide	initiative's LEA-wide implementation is instrumental in ensuring all students, regardless of their circumstances, obtain equal education opportunities. Rationale: The reasoning behind this scope pertains to the optimal utilization of partnerships with local community colleges. With this collaboration, the initiative can significantly broaden the course of study and concurrently heighten dual enrollment opportunities for these particular students. This strategy essentially promotes their academic progression. Furthermore, the incorporation of materials and rentals provisions is of vital importance so that financial barriers do not prevent students from accessing these opportunities. Hence, extending A-G options and dual enrollment across both campuses is poised to augment opportunities for the entire student population in the district.	Metric 1.16: Priority 7 (a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Data Source: Principal Approved List
1.19	**Action:** Special Projects Coordinator	The LEA-wide jurisdiction of the Special Projects Coordinator is merited given the extensive	Metric 1.6: Priority 4(a): Pupil Achievement:

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	Need: 2023 CA Dashboard Distance from standard for English Language Arts is -60 points below standard. English Learners -136.5 ELA. ELPI 28.3% making progress. There emerged a necessity for the position of a Special Projects Coordinator due to the difficulties encountered by the English Learners student group. These pupils frequently struggle with language barriers which can impede their academic progression and social assimilation. Substantial deficiency in English capabilities could lead to low self-confidence and feelings of isolation among these students. To meet these needs, the Special Projects Coordinator will be instrumental in assisting with English Learner programs. These efforts are intended to strengthen students' English Language skills, thereby improving their academic performance and social interactions. By offering personal support to students, the Coordinator aids them in overcoming their unique hurdles and achieving their full potential. Comprehensive in its application, the action encompasses all features of the English Learners program. By establishing close collaborations with educators, parents, and students, the Coordinator ensures the effectiveness of the program. While specific statistics or metrics are not provided, the effectiveness of the action could be delineated by an elevation in the students' English	requirements of the English Learners student group. These students regularly grapple with language obstacles that impair their academic progression and social integration. The Coordinator's duties demand overseeing attendance, reclassification, and progress on the ELPAC examination, becoming instrumental in combating these hurdles. As English Learners often transition across schools, assigning the coordinator responsibility that traverses individual schools sustains consistent assistance for these students. Rationale: The primary motivation for a LEA-wide mandate lies in the fluid nature of the student group in question. Since English Learners often change schools, a single school scope may disrupt the continuity of support. Establishing an LEA-wide remit ensures that no matter where the students relocate within the LEA, consistent support is maintained. The efficacy of this course of action manifests in notable improvement in English proficiency, academic accomplishment and refined social interaction among the English Learners.	Statewide assessments: CAASPP- Overall Achievement in English Metric 1.12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)

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
	proficiency levels, their academic accomplishments, and their social interactions. **Scope:** LEA-wide		
1.21	**Action:** Culinary Classroom **Need:** 2023 CA Dashboard College/Career: All students 31.4%, EL 7.3% and SED 28.8%. Percentage of pupils who successfully completed CTE Courses: All Students: 47% Socioeconomically Disadvantaged: 43% English Learners: 29% prepared. Groups with less than 11 students do not display for privacy.The school community has identified specific needs, most notably among English Learners and Low-Income student groups, which prompted the action to develop the "Culinary Classroom". These particular students have been found to have less access to applied, career-targeted education and credential opportunities, such as the ServSafe certificate, which could notably improve their employability potential. The actions of transferring the foods class to the school cafeteria and launching a new classroom were initiated to address these primarily identified needs. The realization of the "Culinary Classroom" was strategized to offer these students a realistic kitchen experience and the	This action is implemented LEA-wide to ensure equitable access to high-quality CTE programming for all students, with a focus on English Learners, Low-income students who benefit most from applied, career-connected learning experiences. The culinary classroom will expand access to hands-on, project-based learning aligned to industry standards. It will provide opportunities to earn recognized certifications, increase student engagement through relevant, real-world instruction. It will also support college and career readiness through dual enrollment opportunities, reducing barriers to workforce entry for unduplicated pupils. Providing this program LEA - wide ensures that all students, regardless of background, have access to consistent, high-quality facilities and instructional opportunities. Rationale: A districtwide approach is justified is grounded in principles of equity, access, and improved student outcomes. English and Low-Income students often depend more heavily on school-based programs to access meaningful career pathways and industry-recognized credentials. Expanding access to a high-quality, industry - aligned culinary facility ensures these students are not excluded from opportunities that build practical skills and workforce readiness. Research across k-12 settings demonstrates that participation in CTE	Metric 1.19: Priority 8 College/Career Indicator Metric 1.10: Priority 4(c) Pupil Achievement: Percentage of pupils who successfully completed CTE Courses.

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	opportunity to attain certifications indispensable for employment in the culinary sector. This action represents an extension of a goal established with the previous Local Control and Accountability Plans (LCAP) and is currently awaiting approval from the Division of the State Architect (DSA). The introduction of the new classroom will not only advocate growth within the district but will also broaden opportunities for students to undertake the course as dual enrollment. This move is projected to significantly boost the hands-on training experience of the students and enhance their employment outlook. **Scope:** LEA-wide	pathways increases student engagement, graduation rates, and postsecondary success, particularly for unduplicated pupils. By providing hands-on learning experiences and opportunities to earn certifications such as ServSafe, the district is directly supporting students' immediate employability and long-term career prospects. Additionally, implementing this action LEA-wide ensures consistency in program quality and access, while creating a sustainable model for expanding Career Technical Education opportunities across the district	
1.22	**Action:** PE Gym Floor **Need:** Based on 2023 CA Dashboard Chronic Absenteeism: All Students 25.5%, SED 31%, and EL 27.8%. The school community, particularly the English Learner and Low Income student groups, has ushered in the need for the action referred to as the "PE Gym Floor." These student populations may have restricted access to high-quality physical education amenities due to their distinct circumstances; this limitation could potentially obstruct their physical growth and general well-being.	The proposed strategy involves the execution of a significant improvement project, namely 'PE Gym Floor', across the entire Local Education Agency (LEA). This scheme primarily targets to cater to the distinct requirements stemming from certain student demographics, specifically Foster Youth and Low Income. The core idea is updating and rejuvenating the gym flooring in order to enhance the quality of the physical education facilities that these student groups extensively use. Given the enormous participation from the low-income students in sports and the consequential enhancement in their school engagement and academic performance, implementing the initiative LEA-wide deems most effective. This endeavor is part of the ongoing commitment from the district to uplift the wellness of every student, with particular focus on those from disadvantaged backgrounds.	Monitor SED and EL students: Metric 2.2: Priority 5(b): Chronic Absenteeism Data

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	The "PE Gym Floor" action proposes to tackle this need through a gym flooring replacement plan. This enhancement to the physical education facilities is anticipated not only to elevate the students' physical education experience but to also avail a conducive space for classroom activities and athletic happenings. This action has notable significance, taking into consideration the town's small size and limited accessibility. Carried over from the prior Local Control and Accountability Plan (LCAP) and contingent on approval from the Division of the State Architect (DSA), the enactment of this action underlines the district's dedication towards the betterment of physical education facilities, focusing on students from the English Learner and Low Income categorizations. **Scope:**	Rationale: The justification for a district-wide execution of this project is multi-faceted. Foremost is the high amount of engagement with sports that is witnessed in the case of low-income students. This involvement in sports is directly linked with increased engagement in school and improved academic outcomes. Therefore, a decision that benefits the sports facilities is, by extension, a strategy focused on academic improvement for a critical group of students. Additionally, the geographical constraints of the town – its limited size and accessibility – mandate such a wide-scale application of the plan to ensure all students can reap the benefits. This improvement strategy, pending approval from the Division of the State Architect (DSA) and continuing from the previous Local Control and Accountability Plan (LCAP) aligns effectively with the district's ongoing pledge to improve the wellbeing of every student, particularly those from underserved communities.	
1.23	**Action:** Woodshop **Need:** 2023 CA Dashboard College/Career: All students 31.4%, SED 28.8%. Percentage of pupils who successfully completed CTE Courses: All Students: 47% Socioeconomically Disadvantaged: 43% prepared. The school community recognized the need to focus on easily accessible vocational training and certification opportunities for students from low-income families. The limited size of	In an effort to specifically target and address the pervasive challenges encountered by low-income students at Taft Union High School, the scope of the woodshop action is LEA-wide. These challenges include the absence of accessible vocational training and certification opportunities, a situation further exacerbated by the diminutive size of the town. To rectify this, the action incorporates an array of structural enhancements to the teaching environment, such as roof replacements in the woodshop classroom, with the main aim of creating a secure and conducive atmosphere conducive to learning. Alongside improving the learning environment, this action extends	Monitor for SED students: Metric 1.8: College/Career Indicator Metric 1.10: Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses

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	the town has aggravated the issue, restricting the students' ability to access such training. To meet these demands, the woodshop initiative was devised. It involves structural renovations such as roof replacements for the woodshop classroom, thereby creating a secure and favorable educational environment for the students. This action also provides them with opportunities to obtain certification and training in woodshop, facilities that were previously limited due to the size of the town. The objective of the initiative not only contains the provision of a physical learning space but also targets bridging the vocational training opportunity gap for low-income scholars. As a result, it prepares them with skills that improve their employability and prospects for the future. The success of the action can be evaluated by the enrollment of students in the woodshop classes, as well as the number of students that complete the training and obtain certification. **Scope:** LEA-wide	opportunities for students to receive certification and training in Woodshop - opportunities that were previously unavailable due to the town's size. Rationale: The justification for the schoolwide scope lies in the fact that Taft Union High School is the sole educational institution in the district providing woodshop classes. Therefore, addressing these challenges at an LEA level is not only fundamental, but essential in order to ensure inclusivity. The ultimate vision of this action is to bridge the existing vocational training opportunity gap experienced by low-income students. By doing so, it aspires to elevate their employment potential and broaden future prospects, thereby effectively enhancing their overall lifelong success rates	
1.24	**Action:** Teacher Retention **Need:** 2023 CA Dashboard College/Career: All students 31.4%, EL 7.3% and SED 28.8%. Percentage of pupils who successfully completed CTE Courses: All Students: 47%	The primary focus of this action lies in the preservation of quality instruction for all students, with particular emphasis on English learners and economically disadvantaged pupils. This Teacher Retention initiative is characterized by committing funds to augment the salaries of teachers, enhancing their propensity to continue in their current roles. It is broadly applied across the entire Local Education Agency (LEA), thereby	Monitor for SED and EL students: Metric 1.8: College/Career Indicator Metric 1.10: Priority 4(c): Pupil Achievement: Percentage of pupils who

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	Socioeconomically Disadvantaged: 43% English Learners: 29% prepared. The school district has underscored the importance of retaining teachers to deliver consistent and high-quality instruction for all students, with a specific emphasis on English learners and economically disadvantaged students. There's a high demand for additional support and uninterrupted teaching for these student groups to bolster their academic growth. At the same time, the revolving door of teachers, noted as high teacher turnover, poses a considerable disruption to such progress. To tackle this pressing need, the district initiated the action, "Teacher Retention," wherein funds are allocated towards a salary increment portion to maintain a steady teaching staff. By facilitating a nurturing and stable learning milieu, the district is optimistic about enhancing the academic performance of all students, particularly English learners and the economically disadvantaged. This action, taken district-wide, represents a prudent investment in the district's human resources. The effectiveness of this step will be quantified by the teacher retention rate and the scholarly success of the unduplicated pupil population, both of which will be meticulously tracked by the district. **Scope:** LEA-wide	strengthening its effect and creating a need for its comprehensive scope. The sweeping nature of this initiative is critical in mitigating the pervasive high teacher turnover rates throughout the district, a factor identified as a significant barrier impeding the consistent academic progress of the students. Rationale: The chosen scope for this action, applied on a district level, arises from the exigency to secure stable and quality learning environments aimed at bolstering the academic growth of the concerned students. This is germane, particularly in light of the observed performance trends which reveal the English learners and low-income groups across all our schools to substantially lag behind their peers in academic achievement. Therefore, this broad-based approach encourages systematic improvement by ensuring professional continuity and increased job satisfaction among teachers, which directly impacts the students they serve. This, in turn, cultivates a supportive and consistent learning environment, critical for the enhancement of academic performance and progress in marginalized student groups.	successfully completed CTE Courses

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2.1	**Action:** Alternative Student Placement **Need:** Monitoring Foster Youth and Low Income 2023 CA Dashboard Distance attendance rate was Low Income: 93% and FY: 91%. The suspension rate in 2022-23 was 4.7% for all students and Low Income was - 5.2% The district has identified a need to provide targeted behavioral, social-emotional, and academic supports for unduplicated pupils, including foster youth, and socioeconomically disadvantaged students, who are disproportionately impacted by discipline, disengagement, and barriers to school success. Student surveys indicates ongoing challenges with student engagement and school climate and data reflects lower levels of student belonging /connection to school. These challenges are more pronounced for unduplicated student groups, who may experience additional barriers such economic hardship, or instability related to foster care placement. Educational partner feedback further highlights the need for structured intervention systems, alternatives to suspension, and embedded social-emotional learning to support positive behavior and student success. Without targeted interventions, these students are at increased risk of exclusionary discipline, chronic absenteeism, and decreased academic progress. Therefore, the district has identified	The primary objective of implementing the Alternative to Suspension Program and the Personalized Academic Center on an LEA-wide basis is to address the identified behavioral, social-emotional, and academic needs of unduplicated pupils, including foster youth, and socioeconomically disadvantaged students. These student groups are disproportionately impacted by disciplinary actions, disengagement, and barriers to academic success. By providing structured alternatives to suspension, the district ensures that students remain in a supervised, supportive learning environment with continued access to instruction, rather than being excluded from school. The integration of social-emotional learning, conflict resolution strategies, and employment skills further supports the development of personal awareness and positive behavior, which are critical for improving student outcomes. Additionally, identifying at-risk subgroups through California School Dashboard data allows for targeted interventions and referrals to appropriate supports, increasing the level and effectiveness of services beyond what is provided in the base program. Rationale: The LEA-wide implementation of this action ensures consistency and immediate access to supports across all school sites, allowing the district to respond effectively to student needs regardless of location or timing. Evidence supporting this approach includes elevated suspension rates, lower levels of student belonging, and ongoing challenges with engagement, particularly among unduplicated	Metric 2.1: Priority 5(a): School Attendance Rates Metric 2.6: Priority 6(a): Student Suspensions California Dashboard

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	the need to continue to implement alternative to suspension programs, provide access to personalized academic supports, and embed social-emotional learning strategies to improve engagement, reduce disciplinary incidents, and support positive outcomes for foster youth, and socioeconomically disadvantaged students. **Scope:** LEA-wide	student groups. Monitoring discipline data through site administration and providing intentional intervention supports demonstrate a proactive effort to reduce exclusionary discipline and improve school climate. Furthermore, the continued need for structured behavioral supports, social-emotional learning, and alternative placement options validates the districtwide scope of this action. This comprehensive approach increases and improves services for unduplicated pupils by reducing disciplinary incidents, improving engagement, and promoting positive academic and behavioral outcomes.	
2.2	**Action:** Intervention Specialist **Need:** Monitor ELs and Low Income Chronic Absenteeism rate for 2022-23 was 27.8% for English Learners, 31% for Low Income. Attendance rate in 2023-24 school year for English Learners: 94% and Low Income: 93% The district has identified a need to improve attendance, engagement, and academic organization for unduplicated pupils, including English learners and socioeconomically disadvantaged students, who are at greater risk of becoming chronically absent. California School Dashboard data and local attendance trends indicate that chronic absenteeism remains a concern and is closely linked to lower academic performance and decreased	The primary objective of assigning Intervention Specialists to monitor and support students at risk of chronic absenteeism on an LEA-wide basis is to address the attendance, engagement, and organizational needs of unduplicated pupils. These students often require additional support to maintain consistent school attendance and successfully navigate academic expectations. Intervention Specialists provide direct, targeted support by teaching organizational skills, coordinating appointments with teachers, and serving as a consistent point of contact for students, families, and school staff. This level of individualized case management increases access to academic and behavioral supports beyond what is provided in the base program, ensuring that barriers to attendance and engagement are addressed in a timely and structured manner. Rationale: The LEA-wide implementation of this action ensures that all school sites have consistent	Metric 2.1: Priority 5(a): School Attendance Rates Metric 2.2: Priority 5(b): Chronic Absenteeism Data

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	graduation outcomes. Additionally, local data and educational partner feedback highlight that many at-risk students struggle with organizational skills, consistent communication with teachers, and navigating available school supports. These challenges are often compounded for unduplicated pupils due to factors such as economic hardship, language barriers, and instability in housing or family circumstances. Without targeted intervention, these students are more likely to disengage from school, fall behind academically, and experience long-term negative outcomes. Therefore, the district has identified the need to provide proactive attendance monitoring, organizational skill development, and consistent case management to support improved attendance and academic success for unduplicated pupils. **Scope:** LEA-wide	systems in place to identify and support students at risk of chronic absenteeism, particularly unduplicated pupils who are disproportionately affected. Evidence supporting this approach includes ongoing concerns related to attendance, engagement, and academic progress, as well as the need for improved coordination of support services identified through educational partner feedback. By providing consistent monitoring, communication, and intervention across the district, this action promotes improved attendance rates, stronger student engagement, and increased academic success. This comprehensive, districtwide approach validates the need for LEA-wide implementation while ensuring increased and improved services for unduplicated pupils.	
2.3	**Action:** Student Leadership **Need:** Monitor ELs and Low Income Chronic Absenteeism rate for 2022-23 was 27.8% for English Learners, 31% for Low Income. The Panorama Survey shows ELs school climate as 48% favorable and Low Income was 47%	The primary objective of promoting student leadership through programs such as ASB, Human Element, and Human Connection on a schoolwide basis is to increase student engagement, foster a sense of belonging, and strengthen school culture for all students, with a particular emphasis on unduplicated pupils. These programs provide structured opportunities for students to develop leadership skills, build relationships, and actively participate in creating a positive and inclusive school environment. By intentionally encouraging participation from English learners and socioeconomically	Metric 2.2: Priority 5(b): Chronic Absenteeism Data Metric 2.8: Priority 6(c): Other Local measures: Panorama Survey Results

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	The district has identified a need to improve student engagement, sense of belonging, and school connectedness, particularly for unduplicated pupils including English learners and socioeconomically disadvantaged students. Local survey data indicates lower levels of student belonging and connection to school, while California School Dashboard data reflects ongoing concerns related to school climate and student engagement. Unduplicated pupils are more likely to experience barriers to participation in school activities due to factors such as language barriers, limited access to extracurricular opportunities, and social or economic challenges. Educational partner feedback also highlights the need to create more inclusive opportunities for student voice, leadership, and involvement in school culture. Without intentional opportunities for engagement and leadership development, these students are at increased risk of disengagement, absenteeism, and negative school experiences. Therefore, the district has identified the need to expand access to student leadership opportunities and inclusive programs that promote connection, belonging, and positive school culture. **Scope:** LEA-wide	disadvantaged students, the district increases access to leadership opportunities that may not otherwise be available through the base program. These experiences support social-emotional development, improve peer connections, and promote a stronger connection to school, which are critical factors in improving attendance, behavior, and academic outcomes. Rationale: The schoolwide implementation of this action ensures that all students have equitable access to leadership opportunities while allowing the district to intentionally recruit and support participation from unduplicated pupil groups. Evidence supporting this approach includes local survey data indicating lower levels of student belonging and engagement, as well as the need identified through educational partner feedback to increase student voice and involvement. Providing leadership opportunities across the campus promotes a positive and collaborative school culture, which benefits all students while increasing and improving services for unduplicated pupils by addressing barriers to engagement and inclusion. This comprehensive approach supports improved school climate, increased student participation, and stronger connections between students and the school community.	
2.4	**Action:** Attendance Supports **Need:**	The primary objective of monitoring student attendance using the KiDS dashboard and implementing early intervention strategies on an LEA-wide basis is to identify absence trends and	Metric.2.1: Priority 5(a): School attendance rates Metric 2.4: Priority 5(d) Cohort Dropout Rate

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	Monitoring for English Learners and Low Income Attendance rate in 2023-24 school year was 93% for Low Income: and ELs: 94%. Cohort Dropout Rate for 2023-24 8.9% English Learners, 20% Low Income -8.7% The district has identified a need to improve attendance and reduce chronic absenteeism, particularly for unduplicated pupils including English learners and socioeconomically disadvantaged students. California School Dashboard data and local attendance monitoring indicate that these student groups are disproportionately impacted by absenteeism, which negatively affects academic performance, engagement, and graduation outcomes. Educational partner feedback and local data also suggest that barriers such as transportation challenges, family responsibilities, health concerns, and lack of consistent communication contribute to student absences. These challenges are often more pronounced for unduplicated pupils due to economic hardship, language barriers, and housing instability. Without timely identification and intervention, these students are at increased risk of becoming chronically absent, disengaging from school, and falling behind academically. Therefore, the district has identified the need to implement proactive attendance monitoring systems, strengthen communication with families, and provide targeted interventions to address the root causes of absenteeism.	provide timely support to students at risk of chronic absenteeism, particularly unduplicated pupils. The use of real-time attendance data allows staff to quickly identify patterns and intervene before absences escalate. Home visits conducted by the School Resource Officer (SRO) and school staff provide personalized outreach to families, helping to build relationships, identify barriers, and connect students to necessary supports. Ongoing communication with parents further ensures that underlying causes of absenteeism are addressed and that families are engaged as partners in improving attendance. These actions increase and improve services beyond the base program by providing targeted, proactive, and individualized support to students most at risk. Rationale: The LEA-wide implementation of this action ensures that consistent attendance monitoring systems and intervention protocols are applied across all school sites, allowing for immediate and equitable responses to student absences. Evidence supporting this approach includes ongoing concerns related to chronic absenteeism and its impact on student achievement and engagement, as well as feedback from educational partners emphasizing the need for stronger communication and intervention systems. By combining data monitoring, home visits, and family communication, the district creates a comprehensive approach to improving attendance. This districtwide strategy increases and improves services for unduplicated pupils by addressing barriers early, reducing absenteeism, and	

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	Scope: LEA-wide	supporting improved academic and engagement outcomes.	
2.5	**Action:** Social-Emotional Skills **Need:** Monitoring for English Learners and Low Income Cohort Graduation rate for 2022-23 was 92% for all students, English Learners was 85.5% and Low Income was 91.4% The suspension rate in 2022-23 was 4.7% for all students, English Learners were 4.7% and Low Income was 5.2% The Panorama Survey shows ELs school climate as 48% favorable and Low Income was 47% The district has identified a need to strengthen social-emotional, mental health, and safety supports for unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students. Local survey data indicates lower levels of student belonging and school connectedness, while staff data reflects concerns regarding student engagement and emotional well-being. Additionally, discipline trends and increasing suspension rates highlight the need for proactive behavioral and mental health interventions. Unduplicated pupils are more	The primary objective of establishing systems of support for social-emotional learning, mental health, and campus safety on an LEA-wide basis is to address the well-being and behavioral needs of unduplicated pupils. The use of programs and systems such as PAC, Raptor, Share 911, SSARS, and New Vision Recovery provides a comprehensive framework for monitoring student behavior, ensuring campus safety, and delivering targeted interventions. Scanning student IDs upon campus entry supports accountability, safety, and real-time monitoring, allowing staff to respond proactively to student needs. The integration of substance abuse interventions and mental health services ensures that students receive appropriate support to address underlying challenges affecting their behavior and engagement. Additionally, the inclusion of a social worker at each site through a community partnership expands access to counseling and mental health services beyond the base program, providing targeted support for students most in need. These coordinated efforts increase and improve services by addressing barriers that disproportionately impact unduplicated pupils. Rationale: The LEA-wide implementation of this action ensures consistent access to social-emotional, mental health, and safety supports across all school sites. Evidence supporting this approach includes ongoing concerns related to school	Metric 2.5: Priority 5(e): High School Graduation Metric 2.6: Priority 6 (a): Student Suspensions Metric 2.8: Priority 6 (c): Other Local measures: Climate Survey Results

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
	likely to experience stressors related to economic hardship, language barriers, housing instability, and trauma, which can negatively impact their behavior, attendance, and academic performance. Educational partner feedback further emphasizes the need for comprehensive systems that support student well-being, provide access to mental health services, and ensure a safe and supportive school environment. Without these targeted supports, these students are at increased risk of disengagement, behavioral incidents, and poor academic outcomes. Therefore, the district has identified the need to implement coordinated systems of social-emotional support, mental health services, and campus safety measures to promote student well-being and success. **Scope:** LEA-wide	climate, student engagement, and discipline, as well as feedback from educational partners emphasizing the need for stronger systems of support for student well-being. Providing comprehensive, districtwide systems allows for early identification of student needs, consistent intervention practices, and equitable access to services. The addition of site-based social workers and structured intervention programs further strengthens the district's capacity to respond to student needs in a timely and effective manner. This approach increases and improves services for unduplicated pupils by promoting a safe, supportive learning environment, reducing behavioral incidents, and improving overall student engagement and well-being.	
2.7	**Action:** Assistant Principal and Dean **Need:** Monitoring for English Learners, Foster Youth and Low Income Attendance rate in 2023-24 school year was 93% for Low Income: and ELs: 94%. Chronic Absenteeism rate for 2022-23 was 27.8% for English Learners, 31% for Low Income. Cohort Dropout Rate for 2023-24 8.9% English Learners, 20% Low Income -8.7%. Suspension Rate was 4.7% for English	The primary objective of implementing direct hires of staff trained in personal awareness and social-emotional competencies on an LEA-wide basis is to build districtwide capacity to support the needs of unduplicated pupils. By recruiting staff with specialized training and aligning hiring practices with the goal of fostering a positive learning environment, the district ensures that students have access to skilled professionals who can provide targeted support in areas such as relationship-building, conflict resolution, and social-emotional development. These staff members enhance existing systems of support by providing direct services to students and	Metric 2.1: Priority 5(a): School attendance rates Metric 2.2: Priority 5(b): Chronic Absenteeism Metric 2.6: Priority 5(d): High School Dropout Metric 2.6: Priority 6(a): Student Suspensions Metric 2.7: Priority 6(b): Student Expulsions

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, Low Income - 5.2% and Foster Youth was redacted. Expulsions was .9% for English Learners, Low Income was .3% and Foster Youth was redacted The district has identified a need to strengthen staff capacity to support social-emotional learning, student engagement, and positive school climate, particularly for unduplicated pupils including English learners, foster youth, and socioeconomically disadvantaged students. Local survey data indicates lower levels of student belonging and engagement, while staff feedback reflects the need for additional training and support in addressing students' social-emotional and behavioral needs. Unduplicated pupils are more likely to experience barriers such as trauma, economic hardship, language acquisition challenges, and instability, which require targeted, skilled support from staff trained in personal awareness and social-emotional competencies. Educational partner feedback further highlights the need for increased staffing and expertise to provide consistent, high-quality support for student well-being and behavior. Without adequately trained staff, these students are at increased risk of disengagement, behavioral challenges, and poor academic outcomes. Therefore, the district has identified the need to recruit and retain staff with expertise in personal awareness, social-emotional learning, and student support to improve outcomes for unduplicated pupils.	supporting teachers in implementing effective strategies within the classroom. This action increases and improves services beyond the base program by expanding access to expertise and support that directly addresses the needs of students most at risk of disengagement and behavioral challenges. Rationale: The LEA-wide implementation of this action ensures that all school sites benefit from increased staffing capacity and consistent access to personnel trained in personal awareness and student support. Evidence supporting this approach includes ongoing concerns related to school climate, student engagement, and behavioral outcomes, as well as feedback from educational partners emphasizing the need for additional trained staff to support student well-being. Strategic recruitment focused on personal development competencies allows the district to proactively address these needs and strengthen its overall support system. This districtwide approach increases and improves services for unduplicated pupils by ensuring consistent, high-quality support across all sites, contributing to improved school climate, reduced behavioral incidents, and increased student engagement.	

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
	Scope: LEA-wide		
3.1	**Action:** Parent Involvement Support **Need:** Monitoring English Learners During the 22-23 school year we had 4 meetings and each had over 30 parents in attendance. The district has identified a need to increase parent engagement and participation, particularly for families of unduplicated pupils including English learners, foster youth, and socioeconomically disadvantaged students. Local survey data reflects lower levels of family connection and participation in school activities. Educational partner feedback highlights limited access to information, and scheduling challenges that prevent families from fully engaging in school programs and decision-making processes. These barriers are more pronounced for unduplicated pupil families, who may require translation services, flexible meeting structures, and additional supports to participate meaningfully. Without intentional efforts to reduce these barriers, families may be less able to support their students' academic success and engagement. Therefore, the district has identified the need to provide inclusive, accessible, and welcoming opportunities for parent involvement and feedback.	The primary objective of providing staff support, translation services, meeting resources, and engagement opportunities such as DELAC meetings, Panorama surveys, and school events on an LEA-wide basis is to increase parent participation and strengthen partnerships between families and the district. Providing translation services ensures that English learner families can fully participate in meetings and access important information. Offering refreshments and creating a welcoming environment helps reduce participation barriers and encourages attendance. The use of Panorama surveys in multiple languages allows the district to gather meaningful feedback from a diverse range of families and compare results to national benchmarks, supporting continuous improvement. Events such as Back to School Night, Wildcat to Watch, and student recognition activities create opportunities for families to engage with the school community and celebrate student success. These actions increase and improve services beyond the base program by addressing barriers to participation and ensuring equitable access to engagement opportunities for unduplicated pupil families. Rationale: The LEA-wide implementation of this action ensures that all families across the district have consistent access to engagement opportunities and communication systems. Evidence supporting this approach includes the "Standard Not Met" rating for Parent and Family Engagement and	Metric 3.1: Priority 3(b): Parental Involvement: Participation of Parents of Unduplicated Pupils Data

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
	Scope: LEA-wide	feedback from educational partners indicating the need for improved communication and inclusivity. By providing translation services, accessible survey tools, and structured engagement opportunities, the district reduces barriers that disproportionately impact unduplicated pupil families. This comprehensive, districtwide approach increases and improves services by promoting equitable participation, strengthening family-school partnerships, and supporting improved student outcomes through increased family involvement.	
3.2	**Action:** Pupils with Exceptional Needs **Need:** Monitoring English Learners and Low Income Parent participation in the IEP process for the 2022-23 school year continued to be 100% The district has identified a need to strengthen meaningful parent participation in the Individualized Education Plan (IEP) process, particularly for families of unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students who also receive special education services. Educational partner feedback and local data indicate that some families face barriers to participation, including language differences, limited understanding of the IEP process, and challenges navigating school systems. These barriers may limit parents' ability to provide input on their child's strengths, needs, and	The primary objective of maintaining and strengthening parent participation in the IEP process on an LEA-wide basis is to ensure that families are active partners in decision-making for their students. By requesting and incorporating parent input regarding student strengths, areas of need, and goals, the district ensures that IEPs are more personalized and responsive. Providing opportunities for family voice, along with necessary supports such as translation and clear communication, increases access and participation for unduplicated pupil families who may otherwise face barriers. This action increases and improves services beyond the base program by ensuring that individualized supports are informed by family perspectives, resulting in more effective academic and social-emotional outcomes for students receiving special education services. Rationale: The LEA-wide implementation of this action ensures that consistent expectations and practices for parent participation in IEP meetings are applied across all school sites. Evidence supporting this	Metric 3.2: Priority 3(b): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs participating in the IEP

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
	goals. Research and compliance requirements emphasize that strong family involvement in IEP development is critical to improving student outcomes, engagement, and access to appropriate supports. Without intentional efforts to engage families, students may not receive fully individualized plans that reflect their needs. Therefore, the district has identified the need to ensure consistent, inclusive, and meaningful parent participation in IEP meetings and goal-setting processes. **Scope:**	approach includes educational partner feedback indicating the need for improved communication and inclusion of family voice, particularly for families facing language and access barriers. Additionally, compliance with special education requirements necessitates meaningful parent involvement in the IEP process. By strengthening communication, encouraging input, and integrating parent perspectives into goal setting, the district promotes equitable access to the IEP process. This districtwide approach increases and improves services for unduplicated pupils by ensuring that supports are tailored to individual student needs and that families are fully engaged as partners in their child's education.	
3.4	**Action:** Coordination with West Kern Adult Educational Network **Need:** Monitoring English Learners and Low Income Cohort Dropout Rate for 2023-24 8.9% English Learners, 20% Low Income -8.7% The district has identified a need to expand access to continuing education and family learning opportunities for unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students and their families. Educational partner feedback and local data indicate that many families face barriers related to language acquisition, limited educational attainment, and lack of access to career advancement opportunities. These barriers can impact a	The primary objective of partnering with the West Kern Adult Education Network to provide continuing education opportunities on an LEA-wide basis is to increase access to educational and career advancement resources for unduplicated pupils and their families. By offering GED completion, ESL, citizenship, literacy, and career technical education courses, the district supports families in building skills that enhance their ability to engage with the school system and support their students academically. The inclusion of a liaison ensures that families receive guidance and assistance in accessing these programs, reducing barriers related to awareness and navigation. These services are principally directed toward English learners, foster and homeless youth, and socioeconomically disadvantaged students by addressing the specific needs of their families, thereby increasing and improving services beyond what is provided in the base program.	Metric 3.4: Priority 3(a) Dropout rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	family's ability to support student learning, navigate school systems, and engage in postsecondary planning. Additionally, English learner families often require access to ESL, literacy, and citizenship resources, while socioeconomically disadvantaged families may benefit from GED completion and career technical education opportunities that support economic stability. Without access to these supports, families may be less equipped to engage in their child's education and support long-term student success. Therefore, the district has identified the need to provide accessible continuing education opportunities and support services to strengthen family engagement and student outcomes. **Scope:**	Rationale: The LEA-wide implementation of this action ensures that all families across the district have equitable access to continuing education opportunities and support services. Evidence supporting this approach includes educational partner feedback identifying a need for increased family support, improved access to ESL and literacy programs, and expanded opportunities for career development. By strengthening family capacity through adult education, the district enhances overall student support systems and promotes long-term student success. This comprehensive, districtwide approach increases and improves services for unduplicated pupils by addressing barriers to family engagement, supporting economic and educational advancement, and fostering stronger partnerships between families and the district.	
3.6	**Action:** Parent Education Program **Need:** Monitoring for English Learners and Low Income: During the 22-23 school year we had 4 DELAC meetings and each had over 30 parents in attendance. Schools also had monthly School Site Council meetings. Partner with Fresno State's Parent University program to teach digital literacy, English language comprehension, parenting skills, social and	These actions address the needs of unduplicated pupils by increasing family engagement, strengthening home-school communication, and providing parents with the knowledge and resources necessary to support student success. Parent education opportunities, ongoing communication through ParentSquare and social media, and participation in SSC, DELAC, DLT, Back-to-School Night, and Parent University help families better understand academic expectations, graduation requirements, A-G eligibility, CTE pathways, attendance expectations, and available student support services. Providing training on Aeries, Canvas, and other communication platforms enables parents to monitor student progress and intervene early when concerns arise.	Metric 3.1: Priority 3(a) Parent Involvement Support Metric 3.2: Priority 3(b) Participation of Parents of Unduplicated Pupils Metric 3.6 Parent Education Program participation data

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
	emotional wellness and financial literacy. 3 parents completed in 2023-24 Unduplicated pupils benefit when families are actively engaged in their education. Stakeholder feedback indicates a need for increased parent education, communication, and access to information regarding academic progress, graduation requirements, A-G coursework, CTE pathways, and available support services. Strengthening family engagement and providing multiple opportunities for participation will support improved educational outcomes for unduplicated pupils. **Scope:**	These services are provided on an LEA-wide basis because unduplicated pupils are enrolled at all district schools and benefit when all families have equitable access to information, resources, and engagement opportunities. While the actions are available to all families, they are principally directed toward meeting the identified needs of unduplicated pupils by removing barriers to participation, increasing access to educational information, and fostering stronger partnerships between families and schools. Research demonstrates that increased family engagement is associated with improved attendance, academic achievement, and college and career readiness outcomes, making these actions an effective use of funds to improve outcomes for unduplicated pupils across the district.	
4.1	**Action:** Staff Member for Classroom Educational Support **Need:** Monitoring Low Income 2023 CA School Dashboard Distance from Standard for Low Income Students on the California is 217.3 points below standard The identified needs of unduplicated pupils for Action 4.1 include significant gaps in mathematics achievement, limited college and career readiness, and the need for targeted academic intervention and individualized instructional support. California Dashboard and local assessment data identified	This action addresses the identified needs of unduplicated pupils by providing instructional support, tutoring, diagnostic assessments, and individualized interventions designed to improve mathematics achievement and college and career readiness outcomes. Socioeconomically disadvantaged students and other unduplicated student groups at Buena Vista High School demonstrated significant learning gaps in mathematics and required additional academic support, progress monitoring, and engagement strategies to accelerate learning. The use of tutoring software, classroom educational support staff, and ongoing data analysis allows instruction to be adjusted based on individual student needs and provides students with more personalized learning opportunities.	Metric 4.1: Priority 4(a) Distance from Standard - Math CAASPP

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
	socioeconomically disadvantaged students at Buena Vista High School as performing significantly below standard in mathematics and requiring additional academic assistance, progress monitoring, and engagement supports. Students also demonstrated a need for personalized learning opportunities, tutoring, and interventions designed to accelerate learning recovery and improve readiness for postsecondary opportunities. This action supports unduplicated pupils by providing targeted classroom instructional support, individualized intervention, and ongoing monitoring of student progress to address identified academic gaps and improve student outcomes. **Scope:**	The action is provided on a schoolwide basis at Buena Vista High School because the school's student population is predominantly composed of unduplicated pupils, and assessment data demonstrated that students schoolwide were significantly below standard in mathematics achievement and college and career readiness indicators. The district determined that implementing these supports schoolwide is the most effective way to address the identified academic needs and improve outcomes for all students while prioritizing the needs of socioeconomically disadvantaged students and other unduplicated student groups.	
4.2	**Action:** Software **Need:** Monitoring for Low Income 2023 CA School Dashboard Distance from Standard for Low Income Students on the California is 217.3 points below standard The identified needs of unduplicated pupils for Action 4.2 include significant gaps in mathematics achievement, unfinished learning, and limited access to individualized intervention supports. California Dashboard and local assessment data identified socioeconomically disadvantaged students	This action addresses the identified needs of unduplicated pupils by providing targeted mathematics intervention through individualized tutoring software designed to support students performing below standard. Socioeconomically disadvantaged students and other unduplicated student groups at Buena Vista High School demonstrated significant learning gaps in mathematics and required additional instructional support, personalized learning opportunities, and consistent progress monitoring. The tutoring software provides differentiated instruction, immediate feedback, skill-based intervention, and opportunities for students to work at their individual learning levels to accelerate academic growth and improve engagement.	Goal 4, Priority 4(a), Metric 4.1 Distance from Standard in Mathematics on the CAASPP

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
	and other unduplicated student groups at Buena Vista High School as performing significantly below standard in mathematics and requiring additional targeted academic support. Students demonstrated a need for personalized learning opportunities, immediate feedback, progress monitoring, and differentiated instruction to address skill deficits and improve engagement in mathematics. The purchase and implementation of tutoring software provides unduplicated pupils with individualized instructional support, targeted intervention, and increased opportunities to accelerate learning and improve college and career readiness outcomes. **Scope:**	The action is provided on a schoolwide basis at Buena Vista High School because the school serves a high percentage of unduplicated pupils, and schoolwide assessment data identified significant needs in mathematics achievement and college and career readiness outcomes. The district determined that implementing tutoring software schoolwide is the most effective method to provide equitable access to intervention supports and improve outcomes for all students while prioritizing the needs of socioeconomically disadvantaged students and other unduplicated student groups.	

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
1.10	**Action:** English Learners Supports **Need:** Students with very little to no English Acquisition need additional support in classes as they begin learning English.	Bilingual Aides support students in classes with translation support until students are able to understand and communicate on their own.	Monitor for English Learner students: Metric 1.6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		Achievement in English Language Arts. Data Source: California Dashboard Metric 1.7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Metric 1.11: Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses Metric 1.12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate) Metric 1.13: Priority 4(f): Pupil Achievement English Learner Reclassification Rate. Data Source: KCSOS, KIDS
5.1	**Action:** EL Teacher Training **Need:** Monitoring for English Learners: 2023 California Dashboard: 136.5 points below standard in ELA 202.2 points below	This action addresses the identified needs of unduplicated pupils by increasing staff capacity to implement effective instructional strategies and English Language Development (ELD) practices that support English Learners and Long-Term English Learners. English Learners demonstrated significant achievement gaps in English Language Arts, Mathematics, and English language	Metric 5.1: Priority 4(a): English Learner Metric 5.2: Priority 4(e): Pupil ELPI Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	standard in Math for English Learners. 2023 California Dashboard: 28% of students were making progress towards English Language Proficiency. The identified needs of unduplicated pupils for Action 5.1 include low academic achievement in English Language Arts and Mathematics, limited progress toward English language proficiency, and inconsistent access to effective English Learner instructional strategies. California Dashboard and local assessment data identified English Learners and Long-Term English Learners as performing significantly below standard and requiring increased instructional support, language development strategies, and access to rigorous, standards-aligned instruction. Educational partner feedback also identified the need for more consistent implementation of designated and integrated English Language Development (ELD) practices across classrooms. This action addresses the need for improved staff capacity to support English Learners through professional development focused on effective ELD strategies, instructional scaffolding, student engagement, and language acquisition supports designed to improve academic achievement and English proficiency outcomes. **Scope:** Limited to Unduplicated Student Group(s)	proficiency, requiring more consistent access to designated and integrated ELD, instructional scaffolding, academic language development, and engagement strategies. Professional development and training provide teachers with the instructional practices necessary to improve access to rigorous standards-aligned instruction, strengthen language acquisition, and increase academic achievement for English Learners. The action is provided on a schoolwide basis because English Learners and Long-Term English Learners represent a significant student group at the school, and assessment data and educational partner feedback identified the need for more consistent implementation of English Learner supports across all classrooms and departments. The district determined that implementing professional development schoolwide is the most effective way to ensure equitable access to high-quality instruction and consistent implementation of English Learner program requirements for all unduplicated pupils.	

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.

The district determined the contribution of Action 1.8 toward meeting the increased or improved services requirement by evaluating the extent to which the action is principally directed toward and effective in addressing the academic and instructional needs of English Learners (ELs) and Long-Term English Learners (LTELs), who demonstrate significantly lower performance on state and local indicators.

This action provides targeted professional development focused on integrated and designated English Language Development (ELD), instructional scaffolds, engagement strategies, and standards-aligned instructional practices specifically designed to improve outcomes for English Learners. Professional development also includes leadership planning time and instructional coaching support in ELA, Math, and Science to strengthen Tier I instruction for unduplicated pupils.

The district used the following methodology to determine the contribution of this action toward the proportional percentage of improved services:

Review of California Dashboard indicators showing EL and LTEL student groups performing significantly below standard in English Language Arts, Mathematics, Science, and English Learner Progress Indicator (ELPI) metrics.Analysis of CAASPP, ELPAC, CAST, and local benchmark assessment data identifying achievement gaps for English Learners and Long-Term English Learners.

Identification of instructional needs through classroom observations, department collaboration, and stakeholder feedback indicating the need for stronger instructional strategies and supports for EL students. Evaluation of the degree to which the professional development is specifically designed to improve instructional practices that directly benefit English Learners across content areas.

Consideration of research-based practices from Californians Together, the English Learner Success Forum, and the California Department of Education supporting integrated ELD, designated ELD, collaborative teacher planning, and scaffolded instruction as effective strategies for improving English Learner achievement and language acquisition.

The district determined that this action contributes toward the proportional percentage of improved services because it increases the capacity of teachers to provide targeted, standards-aligned instruction and intervention for English Learners and Long-Term English Learners, resulting in improved access to rigorous coursework, increased academic achievement, and improved English language proficiency outcomes.

The district determined the contribution of Action 1.10 toward meeting the increased or improved services requirement by analyzing the direct services and supports provided specifically to English Learners and Long-Term English Learners, who continue to demonstrate significant academic and language proficiency needs based on state and local data.

This action includes bilingual instructional support, bilingual aide staffing, counselor support to monitoring English Learner graduation progress, implementation of Ellevation software for progress monitoring, and professional development aligned to English Language Development standards and Common Core State Standards.

The methodology used to determine the contribution toward the proportional percentage of improved services included:

Analysis of California Dashboard data demonstrating lower performance levels for English Learners in English Language Arts, Mathematics, Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI) outcomes. Review of local assessment data, graduation monitoring data, and EL reclassification data identifying persistent achievement and engagement gaps for English Learners and Long-Term English Learners.

Identification of increased service levels provided specifically to English Learners, including bilingual aides, targeted counseling support, progress monitoring systems, and designated instructional supports that are not provided at the same level to all students. Consideration of stakeholder feedback from DELAC, parents, teachers, and administrators identifying the need for stronger communication, academic monitoring, and instructional support systems for English Learners.

Review of research-based strategies from the California Department of Education, Californians Together, and the English Learner Success Forum demonstrating that bilingual support services, integrated and designated ELD instruction, progress monitoring systems, and targeted counseling interventions improve student engagement, language acquisition, graduation outcomes, and academic achievement for English Learners.

The district determined that this action contributes toward the proportional percentage of improved services because the services are principally directed toward English Learners and are designed to increase academic achievement, improve English language proficiency, strengthen graduation outcomes, and expand access to rigorous coursework and postsecondary opportunities for unduplicated pupils.

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Approximately 1:15	N/A – No schools below 55% unduplicated pupil concentration

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Approximately 1:17	N/A – No schools below 55% unduplicated pupil concentration

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	22748498	5048653	22.193%	0.000%	22.193%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,884,072.14	$555,218.33	$5,986.00	$934,882.16	$15,380,158.63	$7,541,166.63	$7,838,992.00

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	Class size reduction in core classes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$1,447,100.29	$0.00	$1,447,100.29				$1,447,100.29	
1	1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Taft Union High School	2026-27	$106,108.96	$0.00	$106,108.96				$106,108.96	
1	1.3	KCSOS Induction Program Costs-Staffing, Appropriate Credentials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$18,818.77	$25,125.00	$8,375.00			$35,568.77	$43,943.77	
1	1.4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$500.00	$500.00				$500.00	
1	1.5	Teacher Professional Development/Conference costs for Achievement Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$41,878.58	$107,376.00	$93,675.00	$51,104.58		$4,475.00	$149,254.58	
1	1.6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.7	Collaboration time on instructional needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$511,685.75	$250.00	$511,935.75				$511,935.75	
1	1.8	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		2026-27	$67,473.86	$2,250.00	$69,723.86				$69,723.86	
1	1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-27	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	English Learners Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$776,661.98	$38,544.00	$216,384.12			$598,821.86	$815,205.98	
1	1.11	Support Software to identify and address learning needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$258,842.87	$380,384.00	$559,509.87	$42,167.00		$37,550.00	$639,226.87	
1	1.12	Implement standards-aligned instructional materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$61,250.00	$3,750.00	$3,750.00	$61,250.00			$65,000.00	
1	1.13	Homeless/Foster Youth supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	$0.00	$1,995.00	$1,995.00				$1,995.00	
1	1.14	Special Education supports	Students with Disabilities	No			All Schools	2026-27	$0.00	$8,911.00	$8,911.00				$8,911.00	
1	1.15	Student supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Buena Vista	2026-27	$213,249.41	$0.00	$213,249.41				$213,249.41	
1	1.16	Classroom Cooling System	All	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
1	1.17	Electronic Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-27	$0.00	$15,547.00	$15,403.00	$144.00			$15,547.00	
1	1.18	Dual Enrollment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Taft Union High School	2026-27	$56,803.83	$20,202.00	$68,449.83	$8,556.00			$77,005.83	
1	1.19	Special Projects Coordinator	English Learners	Yes	LEA-wide	English Learners		2026-27	$100,024.32	$34,450.00	$134,474.32				$134,474.32	
1	1.20	Instructional Learning Environment Project Management Allocation	All	No			All Schools	2026-27	$716,708.75	$235,578.00	$952,286.75				$952,286.75	
1	1.21	Culinary Classroom	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$0.00	$5,406,000.00	$5,406,000.00				$5,406,000.00	
1	1.22	PE Gym Floor	Foster Youth Low Income			Foster Youth Low Income	Specific Schools: Taft Union High School	2026-27	$0.00	$0.00	$0.00				$0.00	
1	1.23	Woodshop	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$0.00	$1,250,000.00	$1,250,000.00				$1,250,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.24	Teacher Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$821,903.14	$0.00	$821,903.14				$821,903.14	
1	1.25	Summer Learning and Credit Recovery	Students with Disabilities EL, LTEL, SED, SWD	No			All Schools	2026-27	$380,324.75	$0.00		$380,324.75			$380,324.75	
2	2.1	Alternative Student Placement	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	$291,480.40	$13,179.00	$304,659.40				$304,659.40	
2	2.2	Intervention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$199,039.93	$0.00	$199,039.93				$199,039.93	
2	2.3	Student Leadership	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$68,079.45	$23,176.00	$91,255.45				$91,255.45	
2	2.4	Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$215,120.82	$22,045.00	$237,165.82				$237,165.82	
2	2.5	Social-Emotional Skills	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$429,960.94	$135,465.00	$517,611.94			$47,814.00	$565,425.94	
2	2.6	School Climate	All	No			All Schools	2026-27	$6,694.00	$46,750.00	$53,444.00				$53,444.00	
2	2.7	Assistant Principal and Dean	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$205,397.26	$5,986.00	$205,397.26		$5,986.00		$211,383.26	
3	3.1	Parent Involvement Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		2026-27	$7,723.30	$17,690.00	$24,923.68			$489.62	$25,413.30	
3	3.2	Pupils with Exceptional Needs	All	No			All Schools	2026-27	$456,025.45	$11,300.00	$258,149.54			$209,175.91	$467,325.45	
3	3.3	Parent Student Meeting regarding graduation expectations	All	No			Specific Schools: Taft Union High School	2026-27	$0.00	$0.00	$0.00				$0.00	
3	3.4	Coordination with West Kern Adult Educational Network	All	No			All Schools	2026-27	$4,216.93	$0.00	$4,216.93				$4,216.93	
3	3.5	Parent Notifications	All	No			All Schools	2026-27	$0.00	$11,672.00		$11,672.00			$11,672.00	
3	3.6	Parent Education Program	All	No			All Schools	2026-27	$0.00	$8,237.00	$7,250.00			$987.00	$8,237.00	

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
4	4.1	Staff Member for Classroom Educational Support	All SED	No			Specific Schools: Buena Vista	2026-27	$65,565.13	$0.00	$65,565.13				$65,565.13	
4	4.2	Software	All SED	No			Specific Schools: Buena Vista	2026-27	$0.00	$2,630.00	$2,630.00				$2,630.00	
5	5.1	EL Teacher Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$13,027.76	$0.00	$13,027.76				$13,027.76	
5	5.2	Long-Term English Learner Support (LTEL)	LTEL	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	

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
22748498	5048653	22.193%	0.000%	22.193%	$12,531,618.79	0.000%	55.088 %	**Total:**	$12,531,618.79
								LEA-wide Total:	$11,914,398.71
								Limited Total:	$229,411.88
								Schoolwide Total:	$387,808.20

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Class size reduction in core classes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,447,100.29	
1	**1.2**	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Taft Union High School	$106,108.96	
1	**1.3**	KCSOS Induction Program Costs-Staffing, Appropriate Credentials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,375.00	
1	**1.4**	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	**1.5**	Teacher Professional Development/Conference costs for Achievement Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,675.00	
1	**1.6**	Student Performance Data Analysis and Instructional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

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 (%)
		Impact Review: 2 days per teacher						
1	1.7	Collaboration time on instructional needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$511,935.75	
1	1.8	Professional Development	Yes	LEA-wide	English Learners Low Income		$69,723.86	
1	1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	1.10	English Learners Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$216,384.12	
1	1.11	Support Software to identify and address learning needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$559,509.87	
1	1.12	Implement standards-aligned instructional materials	Yes	LEA-wide	English Learners Low Income	All Schools	$3,750.00	
1	1.13	Homeless/Foster Youth supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,995.00	
1	1.15	Student supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Buena Vista	$213,249.41	
1	1.17	Electronic Access	Yes	LEA-wide	English Learners Foster Youth Low Income		$15,403.00	
1	1.18	Dual Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Taft Union High School	$68,449.83	
1	1.19	Special Projects Coordinator	Yes	LEA-wide	English Learners		$134,474.32	
1	1.21	Culinary Classroom	Yes	LEA-wide	English Learners Low Income	All Schools	$5,406,000.00	
1	1.22	PE Gym Floor			Foster Youth Low Income	Specific Schools: Taft Union High School	$0.00	

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	1.23	Woodshop	Yes	LEA-wide	Low Income	All Schools	$1,250,000.00	
1	1.24	Teacher Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$821,903.14	
2	2.1	Alternative Student Placement	Yes	LEA-wide	Foster Youth Low Income	All Schools	$304,659.40	
2	2.2	Intervention Specialist	Yes	LEA-wide	English Learners Low Income	All Schools	$199,039.93	
2	2.3	Student Leadership	Yes	LEA-wide	English Learners Low Income	All Schools	$91,255.45	
2	2.4	Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,165.82	
2	2.5	Social-Emotional Skills	Yes	LEA-wide	English Learners Low Income	All Schools	$517,611.94	
2	2.7	Assistant Principal and Dean	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,397.26	
3	3.1	Parent Involvement Support	Yes	LEA-wide	English Learners Low Income		$24,923.68	
5	5.1	EL Teacher Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$13,027.76	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,856,758.17	$9,342,943.55

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Class size reduction in core classes.	Yes	$1,379,429.35	$1,418,474.53
1	**1.2**	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	Yes	106,590.58	$93,453.90
1	**1.3**	KCSOS Induction Program Costs-Staffing, Appropriate Credentials	Yes	39,167.13	$43,557.94
1	**1.4**	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	Yes	1,250.00	$1,250.00
1	**1.5**	Teacher Professional Development/Conference costs for Achievement Teams	Yes	121,226.46	$137,085.31
1	**1.6**	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher	Yes	0	$24,333.96
1	**1.7**	Collaboration time on instructional needs	Yes	490,141.83	$499,283.37
1	**1.8**	Professional Development - English Learners	Yes	2,250.00	$2,250.00
1	**1.9**	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	Yes	5,000.00	0
1	**1.10**	English Learners Supports	Yes	739,013.73	$776,498.27

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	1.11	Support Software to identify and address learning needs	Yes	621,759.69	$635,509.69
1	1.12	Implement standards-aligned instructional materials		0	0
1	1.13	Homeless/Foster Youth supports	No	1,600.00	$1,600.00
1	1.14	Special Education supports	No	8,910.58	$8,910.58
1	1.15	Student supports	Yes	232,343.27	306873.77
1	1.16	Classroom Cooling System			
1	1.17	Electronic Access	Yes	17,323.00	$17,297.00
1	1.18	Dual Enrollment	Yes	93,499.25	$115,420.03
1	1.19	Special Projects Coordinator	Yes	88,298.66	$130,068.80
1	1.20	Instructional Learning Environment Project Management Allocation	No	814,039.28	$870,352.33
1	1.21	Culinary Classroom	Yes	450,000.00	$617,000.00
1	1.22	PE Gym Floor	Yes	400,000.00	400000
1	1.23	Woodshop		325,000.00	$201,642.50
1	1.24	Teacher Retention	Yes	826,046.68	796996.46
2	2.1	Alternative Student Placement	Yes	295,609.87	$299,345.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Intervention Specialist	Yes	198,781.16	$190,942.24
2	2.3	Student Leadership	Yes	86,525.56	$90,867.33
2	2.4	Attendance Supports	Yes	212,425.74	$226,994.42
2	2.5	Social-Emotional Skills	Yes	539,343.69	560774.32
2	2.6	School Climate	No	53,299.13	$53,438.63
2	2.7	Assistant Principal and Dean	Yes	199,813.20	$209,631.04
3	3.1	Parent Involvement Support	No	27,566.60	$27,970.66
3	3.2	Pupils with Exceptional Needs	No	370,947.90	$465,978.01
3	3.3	Parent Student Meeting regarding graduation expectations	No	2,138.84	$2,138.84
3	3.4	Coordination with West Kern Adult Educational Network	No	4,192.99	$4,213.51
3	3.5	Parent Notifications	No	11,700.00	$11,671.80
3	3.6	Parent Education Program	No	8,550.00	$8,236.50
4	4.1	Staff Member for Classroom Educational Support	No	56,808.28	$66,427.13
4	4.2	Software	No	2,650.00	$2,630.00

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)
4	**4.3**	Collaborative furniture	No	0	0
5	**5.1**	EL Teacher Training	Yes	23,515.72	$23,824.94
5	**5.2**	EL Program Implementation Support	No	0	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)
5011936	$6,311,180.03	$6,597,093.90	($285,913.87)	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	Class size reduction in core classes.	Yes	1379429.35	1418474.53		
1	1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	Yes	106590.58	93453		
1	1.3	KCSOS Induction Program Costs-Staffing, Appropriate Credentials	Yes	0	0		
1	1.4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	Yes	1250	1250		
1	1.5	Teacher Professional Development/Conference costs for Achievement Teams	Yes	98746.00	98177.54		
1	1.6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher	Yes	$0	0		
1	1.7	Collaboration time on instructional needs	Yes	429097.74	499283.37		
1	1.8	Professional Development - English Learners	Yes	2250	2250		
1	1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	Yes	5000	0		

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	1.10	English Learners Supports	Yes	192268.53	194665.65		
1	1.11	Support Software to identify and address learning needs	Yes	595647.17	554692.74		
1	1.15	Student supports	Yes	192743.27	182627.67		
1	1.17	Electronic Access	Yes	17179	17153		
1	1.18	Dual Enrollment	Yes	85999.25	106864.92		
1	1.19	Special Projects Coordinator	Yes	88298.66	130068.80		
1	1.21	Culinary Classroom	Yes	450000	617000		
1	1.22	PE Gym Floor	Yes	400000	400000		
1	1.24	Teacher Retention	Yes	756469.56	793793.50		
2	2.1	Alternative Student Placement	Yes	295609.85	299345.74		
2	2.2	Intervention Specialist	Yes	198781.16	190942.24		
2	2.3	Student Leadership	Yes	86525.56	90867.33		
2	2.4	Attendance Supports	Yes	212425.74	226994.42		
2	2.5	Social-Emotional Skills	Yes	498539.69	451719.32		
2	2.7	Assistant Principal and Dean	Yes	194813.20	203645.19		
5	5.1	EL Teacher Training	Yes	23515.72	23824.94		

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)
23154335	5011936	5.46%	27.106%	$6,597,093.90	0.000%	28.492%	$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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