LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Kern Workforce 2000 Academy
CDS code:	15 63529 1530435
LEA contact information:	Maikel Bassilious, Assistant Principal
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	**Amount**
Total LCFF funds	$ 5,114,060
LCFF supplemental & concentration grants	$ 978,185
All other state funds	$ 707,811
All local funds	$ 35,816
All federal funds	$ -
Total Projected Revenue	$ 5,857,687

Total Budgeted Expenditures for the 2019-20 LCAP Year	**Amount**
Total Budgeted General Fund Expenditures	$ 7,067,893
Total Budgeted Expenditures in LCAP	$ 978,185
Total Budgeted Expenditures for High Needs Students in LCAP	$ 978,185
Expenditures not in the LCAP	$ 6,089,708

Expenditures for High Needs Students in the 2018-19 LCAP Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 812,853
Estimated Actual Expenditures for High Needs Students in LCAP	$ 815,260

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kern Workforce 2000 Academy

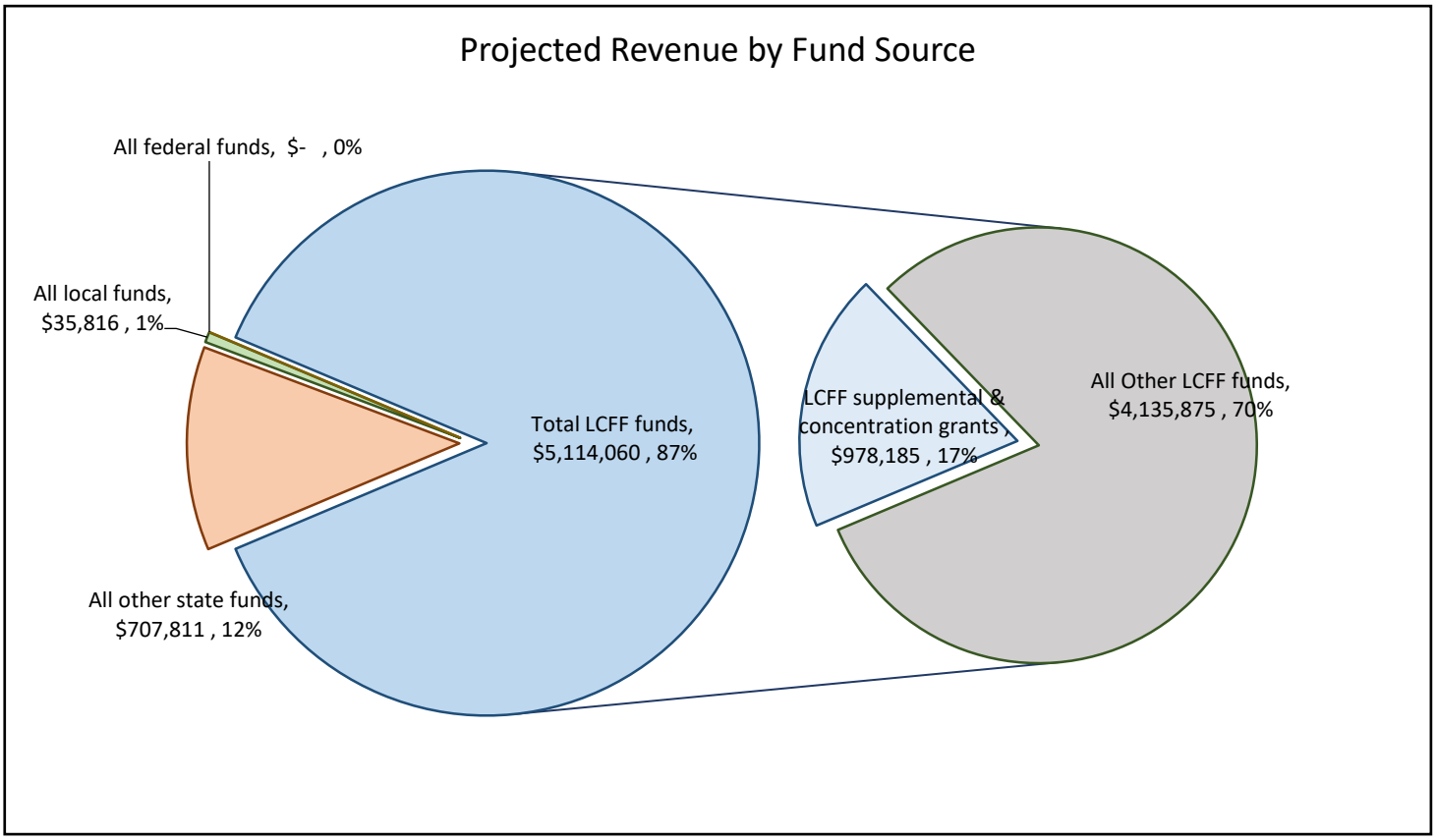
CDS Code: 15 63529 1530435

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Maikel Bassilious, Assistant Principal

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 2019-20 LCAP Year

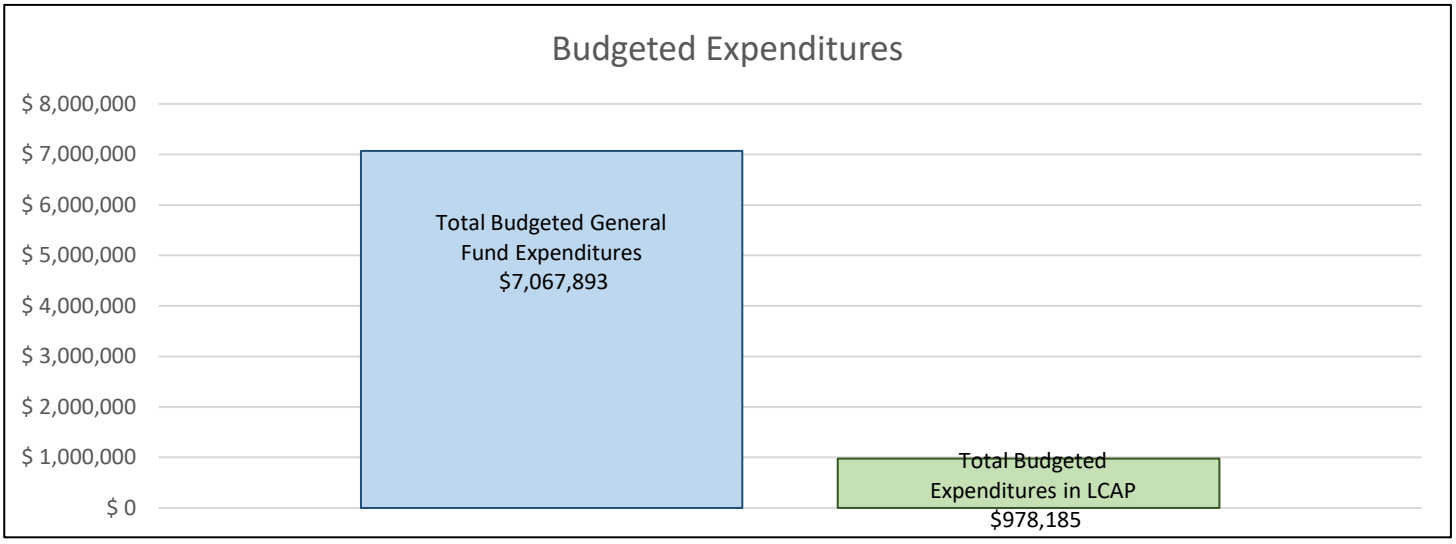


This chart shows the total general purpose revenue Kern Workforce 2000 Academy expects to receive in the coming year from all sources.

The total revenue projected for Kern Workforce 2000 Academy is $5,857,687.00, of which $5,114,060.00 is Local Control Funding Formula (LCFF), $707,811.00 is other state funds, $35,816.00 is local funds, and $0.00 is federal funds. Of the $5,114,060.00 in LCFF Funds, $978,185.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Kern Workforce 2000 Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Kern Workforce 2000 Academy plans to spend $7,067,893.00 for the 2019-20 school year. Of that amount, $978,185.00 is tied to actions/services in the LCAP and $6,089,708.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

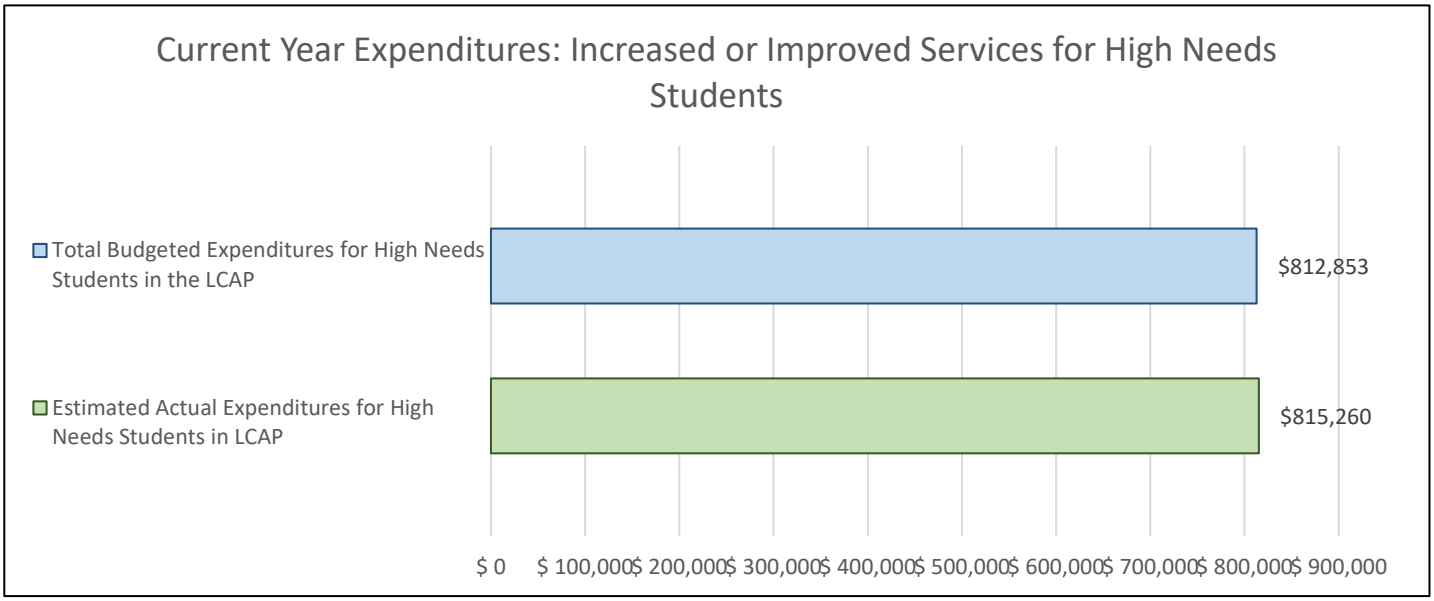
None

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Kern Workforce 2000 Academy is projecting it will receive $978,185.00 based on the enrollment of foster youth, English learner, and low-income students. Kern Workforce 2000 Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Kern Workforce 2000 Academy plans to spend $978,185.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Kern Workforce 2000 Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kern Workforce 2000 Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Kern Workforce 2000 Academy's LCAP budgeted $812,853.00 for planned actions to increase or improve services for high needs students. Kern Workforce 2000 Academy estimates that it will actually spend $815,260.00 for actions to increase or improve services for high needs students in 2018-19.

LCAP Year

2019-20

Local Control Accountability Plan and Annual Update (LCAP)

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Kern Workforce Academy 2000	Dr. Bryon Schaefer, Superintendent	bschaefer@kernhigh.org 661-827-3100

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Serving over 800 students each year, Kern Workforce 2000 Academy (Workforce) was established in 1995 to serve the most "at risk" and low socio-economic high school students that reside in Kern County. Workforce's main goal is to provide a high school education program for students who are at risk of dropping out of high school.

Workforce is a district charter and contracts with the Kern High School District (KHSD) for program operational services. The contract services include facilities, business services, student information services, classrooms, teachers, counselors, clerical support, campus security, equipment, library/media resources, computer hardware, software and general administrative services.

Workforce is made up of the following student groups:

- English Learners (11.7%)
- Foster Youth (1.0%)
- Socioeconomically Disadvantaged (89.9%)

Counting each of these students only once, even if the student meets more than one of these criteria, forms the "unduplicated count". The KHSD unduplicated count is 70.4%.

- In addition, the following distinctions refine the composition of the district's students:
- Reclassified Fluent English (45.4%)
- Migrant (0.7%)

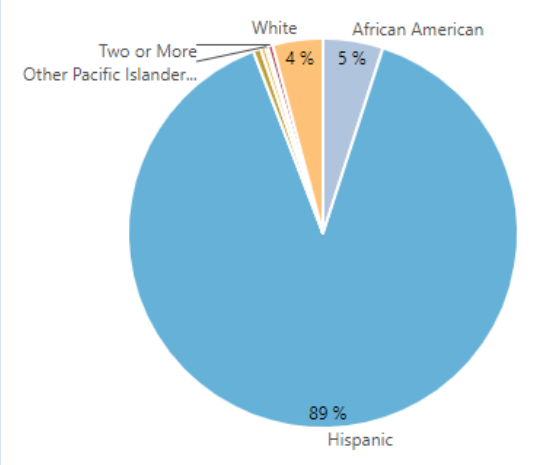
These figures reflect the level of challenge to be met in order to ensure that all students are successful in school and support the percentage of LCAP funding to be used in order to "improve or increase" services so that all students graduate from high school, prepared to succeed in college and the workforce.

Commented [YG1]: George Bradley

Student Enrollment

Students who choose to enroll in Workforce may do so at any one of six Workforce sites located on KHSD comprehensive high school campuses between the hours of 2:45 pm and 9:45 pm four days per week and occasional Fridays to make sure the 64,800 instructional minutes of attendance requirement is met. Each student is enrolled in 4 classes of 180 minutes each, two classes per day, Monday/Wednesday and Tuesday/Thursday. Sessions one through four each 9 weeks long, and the 5th session is 5 weeks long. In session 5, students enroll in two classes, for 150 minutes and attend those two classes Monday-Friday for 24 days. Each course in each session is comprised of 60 hours of instructional time.

Staff Service and Experience – Average years of Services 14 years



LCAP Highlights

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

The LCAP and its goals and actions are in line with the "Strategic Policy" of the Kern High School District Board of Trustees to "maintain and support exemplary staff and provide effective instructional and extra-curricular programs."

- ✓ 100% of the teachers are appropriately assigned. (Goal 1)
- ✓ Teachers teach at "exemplary/good" schools, according to the School Accountability Report Card (SARC) (Goal 1)
- ✓ Authorized certificated and classified staff teach English Learner (EL) students. (Goal 1)

LCAP has provided additional sections to help further reduce class size and assist with credit recovery:

- ✓ 17 Access sections, consistent with 2017-18 offerings (literacy classes) (Goal 1)
- ✓ 14 Apex sections earmarked for credit recovery (Goal 1)
- ✓ 35 CTE sections, up from 26 sections in 2017-18 (Career Technical Education) (Goal 3)
- ✓ 17 Career Education Sections (Career Choices, Career Development) (Goal 3)
- ✓ 16 Personal Development Sections Career Development and MTSS (Goal 3)

Commented [YG2]: Yadira- Use Master Schedule Session 1-4

LCAP has provided the following support resources for teaching staff:
- ✓ Professional development (Goals 1, 2, and 3)
- ✓ Computerized programs (STAR Renaissance, Apex) (Goal 1 and 3)
- ✓ Resources for all CTE classes (Goals 3)
- ✓ Technology (computers, Chromebooks, technology teaching tools) (Goal 1 and 3)

LCAP has provided the following resources to "enhance student support" (KHSD "Strategic Policy"):
Technology (computers, Chromebooks, technology) (Goal 2)
- ✓ A variety of class offerings (Goals 1 and 3)
- ✓ Additional support for English Learners (EL), (Goals 1 and 3)
- ✓ Access at all Workforce campuses (Goal 3)
- ✓ Expansion of Career Technical Education (CTE) and pathways (Goal 3)
- ✓ Classes for College and Career Readiness (Goals 1 and 3)

Review of Performance

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

Greatest Progress

Workforce continues to promote proficiency and content mastery at each academic level and for all its students. Workforce's primary goal is for all students to graduate, prepared to succeed at their next level of learning, whether it be post-secondary education and/or entrance into the workforce.

Workforce's "greatest progress" includes:

- Increasing number of students that are enrolled in Workforce and the Kern High School District's Regional Occupation Center (ROC)
- In the 2018-19 school year, 26 Workforce student started ROC first semester that didn't go through the ROC summer boot camp. By the end of the school year, 10 students were still enrolled, for a 38% completion rate. By the same token, 56 Workforce students completed the summer book camp and 49 of them started ROC in the fall. 34 students were still enrolled at the end of the year, for 69% completion rate. 33 Workforce students started ROC at the beginning of second semester and 20 were still enrolled at the end of the year, for 60.6% completion rate.
- Broad range of course offering to all students;

  17 Access sections (literacy courses)

  14 Apex sections

  35 Career Technical Education (CTE) courses
- 2018-19 Dean's Honor Roll Recognition program

Commented [YG3]: Maikel

519 students earned 3.0 GPA or better in one or more Workforce sessions. This is up from 436 students in 2017-18.

- 2018-19 Perfect Attendance

82 students earned perfect attendance in one or more Workforce sessions. Up from 73 students in 2017-18.

- 2018-19 "Above and Beyond" recognition by being concurrently enrolled in Regional Occupation Center (ROC) and Workforce and maintained good academic standing (i.e. minimum of "C" grade in each course.)

27 Students were recognized as "Above and Beyond." Up from 19 students in 2017-18.

Commented [YG4]: Yadira- Use Honor Roll Flyers from Session 1-4

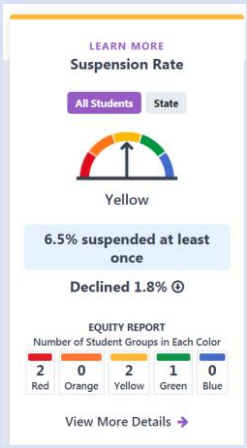
- Workforce continues to strongly support Multi-Tiered Systems of Support (MTSS) that foster positive student relationships and positive school climate. The positive results of MTSS include the following:
- The annual attendance rate for 2017-18 is 94.64
- Chronic absenteeism decreased by nearly half, from 17.1% to 9.2% (2013 to 2018).

  2016-17 – 13.3%

  2017-18 – 18% (data was obtained from ca Dataquest)
- The dropout rate decreased from 14.5% to 8% (2013 to 2017) districtwide.

Report Totals

- Workforce suspension rates decreased, from 6.6% to 6.5% and expulsions increases slightly to 0.01%.



According to DataQuest: Suspensions: 2016-17 (8.5%) / 2017-18 (6.5%)

Expulsions: 2016-17 0.0% / 2017-18 0.0%

Commented [YG5]: George Bradley

- Workforce will continue to support MTSS in the following ways:

- Support and expand Character Development curriculum and behavioral intervention at all 6 sites (Goal 3)
- Provide additional counselling and intervention specialist staff. A counselor is designated to each Workforce site. (Goal 3)
- Continue developing the multi-tiered systems of support (MTSS). (Goal 3)
- In 2016-17 intervention referral system was launched to mobilize Intervention specialists at 4 of 6 Workforce sites for behavior education to students and to communicate the occurrence of the interventions with parents via automated emails (Goals 2 and 3).
- In 2018-19, 6 Intervention Specialists conducted 299 sessions, up from 50 sessions in 2016-17, and 250 session in 2017-18. Interventionist support was added to the Bakersfield High School site in the 2018-19 school year.

With 167 different at-risk students. 96% of these students were retained by the Workforce program. Up from 22 students and 95% respectively (Goal 3).

- With the mission of retaining and graduating at-risk, "would-be" out-of-school students, Workforce's success is not merely measured by its graduation rate, but also its contribution to the graduation rates of comprehensive sites within the district. In the current academic year, 2018-2019 Workforce was able to help 178 students who were credit deficient, recover enough credits to return to their comprehensive school of residence.
- 71 of these 178 students who returned (11th and 12th graders) to their comprehensive school sites graduated.
- Continue to utilize the Parent and Family Centers and other coordinating parent-support mechanisms. (Goal 2)

Expand and systemize messaging and education around character development, social emotional health, and goal-setting. (Goal 3)

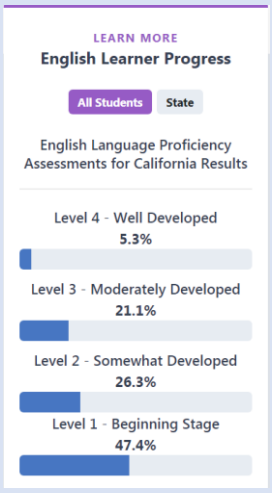
Commented [YG6]: George Bradley, Yadira run transcripts for all students to see who actually earn credits.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Text Literacy

- Welnet Online curriculum application offered through Focus Fitness was acquired in Spring of 2018 to address the need for additional cross-curricular literacy opportunities.
- STAR Renaissance (an online progress monitoring program specifically for math and literacy), and summer school. These programs supported the following positive outcomes:
- There was a slight decrease, districtwide, in the percentage of Cs and Ds (1%) and a slight increase, districtwide, in the percentage of A's (1%).
- 7% of all students in 2017-18 tested met or exceeded the English Language Arts (ELA) standards for the California Assessment of Student Performance and Progress (CAASPP). This represents a 1% decline from the previous year.



- Continue to integrate literacy strategies into non-core curriculum to improve IRL of all EL students and to increase reclassification rates.
- Continue to provide ongoing professional development in SDAIE (Specially Designed Academic Instruction in English) strategies. This effort is supplemented by the work of the Literacy Committee, establish in the summer of 2018-19 to survey current literacy intervention efforts in Workforce and to suggest improvements to Access, ELA and cross curricular efforts.
- Continue to provide appropriate interventions (academic and social-emotional) so that graduation, post-secondary education and training rates increase, and students can access the full curriculum with success.
- A significant number of students fall below grade 8 IRL (Individual Reading Level), as measured by STAR

Renaissance. Improvement measures are as follows:

- Continue to provide sections for Access, the redesigned literacy course.
- Continue to provide professional development in integrating literacy strategies in all subject areas.
- Continue to monitor student progress in literacy in order to provide effective interventions.
- The district will continue its contract with STAR Renaissance, which provides progress monitoring in math and literacy. (Goal 1, Action 1.5)

Math Literacy

- Approximately three quarters of students are placed in an applied-algebra math course. Improvement measures are as follows:
  - Continue to build numeracy skills in order for all students to achieve algebra success.
  - Examine and adjust foundations and algebra courses in order to address student needs.
  - Continue to provide professional development to strengthen daily instruction.

Community Involvement and Partnership

Engage community involvement and partnership in student learning through:

- community outreach
- communications
- service learning
- work experience
- networking
- community service
- Parent Centers at all 6 Workforce sites (Arvin, Bakersfield, East, Foothill, South, and West) are open but differ in varying degrees of accessibility, activity, and parent involvement and engagement. Parent Centers provide daytime and evening workshops to help parents and guardians become education advocates for their students. However, evening hours to service the Workforce community of parents have decreased from the inception year.

Student Attendance

- Additional MTSS resources will be allocated in outgoing years, to address student attendance, truancy and enrollment transitioning.
- 5.11% of total student enrolled in 2018-19 earned Perfect Attendance, this is up from 1.6% of total students enrolled in 2017-18 earning Perfect Attendance. This is an increase of 4.5.% over 2017-18.
- 64 of 357 students who left Workforce during the 2016-17 year did not enroll in another academic institution in California according to CALPADS. 293 students transitioned into another District site, or public institution.

Commented [YG7]: George Bradley total PA divided by 450 students

Standards Alignment: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS)

- Problem based learning
- Integration of STEM practices into Math and Science courses, including funding for related professional development and classroom instruction materials and technology.
- Professional development for Science teachers to address and prepare for the Next Generation Science Standards (NGSS) action of "doing more science" through inquiry-based, three-dimensional learning.

Professional development for all teachers to incorporate formative and summative assessments, develop pacing guides, design pacing guides with scope and sequence in mind and incorporate Common Core (CCSS) and California State Standards.

Commented [YG8]: Kern Analytics Dashboard, P. Schwartz created for DO.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Workforce will continue to support MTSS efforts in order to build positive relationships between students and foster safe and positive school environments in which all students can be successful. According to internal data collection, suspensions decreased in 2017-18 to 46. Although enrollment has increased, school wide, this data represents a decrease of 24 suspensions from 70 in the previous year, 2016-17. Although enrollment increased by approximately 8% (CDE's DataQuest data), expulsions also remain low, holding steady at under 1%.

In addition, the District's dashboard shows low performance for EL students. In addition to the action steps summarized in the "greatest needs" section, to improve their academic performance, the District will establish a task force to examine obstacles and find solutions to foster academic growth and build success.

Commented [YG9]: Suspension Rates- George Bradley

Comprehensive Support and Improvement

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

Schools Identified

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

Kern Workforce 2000 Academy

Support for Identified Schools

Describe how the LEA supported 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.

KHSD administrators representing Alternative Education, Innovative Programs, Instruction, and the LCAP worked and will continue to work alongside schools identified for CSI. KHSD attended and will continue to attend KCSOS workshops with identified schools as well as hosted and will continue to host workdays to work alongside CSI sites to analyze data and develop CSI plans. KHSD utilized strategies learned in the Continuous Improvement Process to assist CSI sites with the creation of their CSI plans. A root cause analysis will be done by Workforce Academy to pinpoint site needs.

Monitoring and Evaluating Effectiveness

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

KHSD worked and will continue to work alongside CSI sites to determine, reflect upon, and modify data-based metrics in order to align with KHSD LCAP and the Workforce LCAP goals for measuring progress and improvement to monitor the implementation of CSI plans as well as the effectiveness of processes and activities. KHSD will continue to build capacity of identified CSI site administrators to access data in order to drive decisions and determine effectiveness of processes and activities. Stakeholder groups will be included throughout this process.

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Kern High School District (KHSD) students will be taught by a highly qualified, well trained, and diverse teaching staff, who provide rigorous and relevant instruction that prepares students for success at the next level of their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
(Priority 1a) Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2018-19.	(Priority 1a) MET Workforce has 100% of their teaching staff that are credentialed or authorized to teach with Provisional Internship Permits (PIP) and Short-Term Permits (STSP) and no teacher is mis-assigned. In fall 2018, 43 teachers were identified as teaching with a PIP and 33 with STSP. This is partly due to California's teacher shortage. All affected employees are enrolled in the PIP and STSP programs provided by KHSD. All teachers are appropriately assigned with English Learner (EL) authorization. 1. As measured by the California Commission on Teacher Credentialing and KHSD Oracle PeopleSoft Enterprise reporting system. 2. Zero teachers are mis-assigned; all EL teachers are teaching with EL authorization.

Commented [YG10]: Hilda Rivero

Expected	Actual
	http://www.kernhigh.org/apps/pages/SARCs https://www.caschooldashboard.org/reports/15635290000000/2018 https://www.caschooldashboard.org
(Priority 1a) Maintain English Learner (EL) authorization for 100% of EL teachers.	**(Priority 1a) MET** Data was obtained from KHSD Management System.
(Priority 1b) Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students	**(Priority 1b) MET** KHSD annually publishes the School Accountability Report Card (SARC) for its school sites February 1 of each year. All school sites have adequate and appropriate instructional materials. All designated high school sites that had a Williams Act site visit this year were deemed compliant. All sites provided adequate and appropriate instructional materials for all students. https://www.kernhigh.org/apps/pages/SARCs or https://www.caschooldashboard.org/reports/15635290000000/2018
(Priority 1c) Maintain Williams Act compliance at all schools by maintaining a "good"' or "exemplary" facilities rating on Facilities Inspection Tool (FIT).	**(Priority 1c) MET** KHSD annually publishes the School Accountability Report Card (SARC) for its school sites February 1 of each year. A section of the SARC contains the Facilities Inspection Tool (FIT) rubric. Each school is rated on maintaining a safe and clean campus. https://www.kernhigh.org/apps/pages/SARCs or https://www.caschooldashboard.org/reports/15635290000000/2018

School Year	KHSD Certificated Teaching Staff EL Authorized
2016-17	100%
2017-18	100%
2018-19	100%

Ratings	2016-17	2017-18	2018-19
Exemplary / Good	23 School Sites	23 School Sites	23 School Sites
Fair	0 School Sites	0 School Sites	0 School Sites
Poor	0 School Sites	0 School Sites	0 School Sites

Expected	Actual
(Priority 2a) Implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Standards and/or Curriculum Framework survey adopted by CDE).	**(Priority 2a) NOT MET** The adopted California State Board of Education Self-Reflection Tool was utilized to measure the Implementation of State Academic Standards. The goal is to continue growth towards full implementation for each of the content standards. A baseline was established in 2018-19. KHSD progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below are available in all classrooms where the subjects are taught – e.g., collaborative time, focused classroom walkthroughs, teacher pairing, etc.

Standard	Rating
English Language Arts	3 (Initial Development)
English Language Development	3 (Initial Development)
Mathematics	2 (Beginning Development)
Next Generation Science	2 (Beginning Development)
History-Social Studies	2 (Beginning Development)

*** Based on 781 responses from the 2018 LCAP Survey**
(Percentage favorable responses for this question)

Standard	Rating
Career Technical Education	3 (Initial Implementation)
Health Education Content Standards	3 (Initial Implementation)

Expected	Actual
	<table><tr><td>Physical Education Model Content Standards</td><td>1 (Exploration and Research Phase)</td></tr><tr><td>Visual and Performing Arts</td><td>3 (Initial Implementation)</td></tr><tr><td>World Language</td><td>3 (Initial Implementation)</td></tr></table> Other Adopted Standards *** Based on 781 responses from the 2018 LCAP Survey (Percentage favorable responses for this question)**
(4e.) **Increase reclassification rates for English Learners by 2%, see page 10.**	**(Priority 4e) MET** <table><tr><td colspan="2">**Kern High School District English Learner' Student Reclassification Rates**</td></tr><tr><td>**2017-18**</td><td>**2018-19**</td></tr><tr><td>**902 (31.5%)**</td><td>**1,048 (40.1%)**</td></tr></table>
Local Priority (1f.) Instructional staff employ SDAIE strategies for integrated support.	<table><tr><td colspan="2">**Workforce 2018-19 Professional Development**</td></tr><tr><td>**Education Plan Training**</td><td>**Access & Pre Access**</td></tr><tr><td>**Pacing Guide PLC Time**</td><td>**At Risk Students at all Levels of Education –**</td></tr><tr><td>**EL Strategies for New Teachers**</td><td>**APEX training**</td></tr><tr><td>**Interventionist Training**</td><td>**Access meetings**</td></tr><tr><td>**Personal Development Curriculum training**</td><td>**Naviance Training**</td></tr><tr><td>**Literacy content for Physical Education, Welnet training**</td><td>**ELD 3 & 4 Professional Development**</td></tr><tr><td>**Google Apps For Education (GAFE)**</td><td>**English Learner Coordinators Meetings**</td></tr></table>

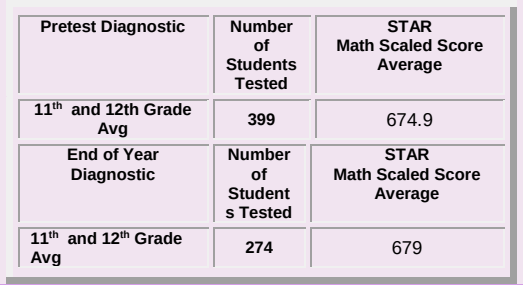
Commented [YG11]: Carolina Pena

Expected	Actual
	CPO Science — **Patrick Lencioni training, 3 core virtues of Ideal Team Players. Character development and culture by design. Unconferenced** **2018-19 Keynote: Erin Gruwell and Manny Scott.** — **Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) Training –AVID**
Priority 4 (1g.) Increase CAASPP "meet/exceed" scores by 0.5% for Language Arts and Mathematics, see page 11.	California Assessment of Student Performance and Progress (CAASPP) Kern Workforce 2000 Academy 2017 / 2018 **All** **11th Grade Students 2015** **Students Tested in 2017** **Students Tested in 2018**

	ELA 2017	ELA 2018	Mathematics 2017	Mathematics 2018
Standards Exceeded:	1%	1%	0%	0%
Standards Met:	7%	8%	0%	0%
Standards Nearly Met:	31%	26%	5%	5%
Standards Not Met:	61%	65%	95%	95%

Local Priority (1h.) Increase Instructional Reading Level (IRL), in reading and math per STAR Renaissance assessment by STAR Renaissance assessment. **(Priority 8)**	**Average Post-Test (End of Year) IRL**

	2015-16	2016-17	2017-18	2018-19
IRL	**4.9**	5.6	5.8	5.8

Expected	Actual
Increase a half year of growth in math per STAR Renaissance assessment. The baseline measurement will be established each year with the fall diagnostic	

Pretest Diagnostic	Number of Students Tested	STAR Math Scaled Score Average
11th and 12th Grade Avg	399	674.9
End of Year Diagnostic	**Number of Students Tested**	**STAR Math Scaled Score Average**
11th and 12th Grade Avg	274	679

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To focus on literacy, provide additional staffing formula for Access course, the new literacy course to provide necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.	Enrollment in Access was focused on the unduplicated students, who had reclassified, and students reading between the 4th and 6th IRL or below according to STAR Renaissance assessment. LCFF funded 17 sections of Access, as described in the original action. There were 265 students enrolled in Access courses, up from 177 students in 2017-18.	a) $52,000 b) $8,000 c) $20,000 Total: $80,000 a) S/C b) S/C c) S/C	a) $70,289 b) $14,711 c) $20,000 Total: $105,000 a) S/C b) S/C c) S/C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx) c) Materials and Supplies (4300)	a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx) c) Materials and Supplies (4300)

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Apex sections for credit recovery, a-g completion, and/or academic advancement.	KHSD purchased Apex licenses in the fall semester of 2018. Licenses were utilized for credit recovery at all 6 Workforce school sites. The District carried the cost of the contract for all school sites, including Workforce.	a) $59,500 b) $10,500 Total: $70,000 a) S/C b) S/C a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx)	a) $57,885 b) $12,115 Total: $70,000 a) S/C b) S/C a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx)

Courses	# of students completing the course 2016-17	# of students completing the course 2017-18	# of students completing the course 2018-19
College and Career Preparation	36	56	33
English (English 9, 10, 11, 12, Literacy,	46	43	49
Fine Arts (Media Literacy, Music Appreciation, Art Appreciation	18	74	108

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Health	12	23	24
Mathematics (Algebra Common Core, Algebra I, Algebra II, Financial Literacy Geometry, Honor and Pre-calculus, Math Foundation and Mathematics of Personal Finances)	32	47	24
Science (Earth, Biology and Chemistry, Environmental Science)	26	17	44
Social Science (AP US Government and Politics, US History, and World History)	24	56	90
Total	194	316	372

Professional development is provided to Apex staff members at district in-service meetings. The KHSD Software/System Coordinators also provide on-going professional development at the school sites and online.

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Certificated staff will have the opportunity to participate in Professional Learning Communities (PLC) during the summer of 2016 to align the CCSS for the core/elective areas. KHSD board adopted textbooks will be purchased as needed.	Teachers who provide instruction in Career development during their regular contract assignment and Workforce attended professional development offered and paid for by Workforce.	a) $26,000 b) $10,400 c) $3,600 Total: $40,000 a) S/C b) S/C c) S/C a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx) c) Materials and Supplies (4300)	a) $36,798 b) $7,702 c) $5,500 Total: $50,000 a) S/C b) S/C c) S/C a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx) c) Materials and Supplies (4300)

Action 1.4

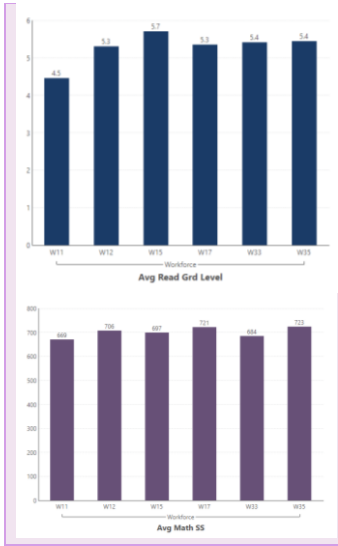
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will have an educational plan completed in the first 30 days of enrollment. Plan will be evaluated each year or as needed.	An educational plan were completed for all students within the first 30 days and on quarterly basis. Certificated counselors were assigned to review and update the educational plan form.	a) $29,400 b) $5,600 Total: $35,000	a) $51,269 b) $10,731 Total: $62,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Foster Youth will be referred to the District's Foster Youth Coordinator for further needs assessment. 2. All EL students will be referred to English Learner Coordinator at their school site.	1. All Foster Youth (FY) students were referred to KHSD Foster Youth (FY) Coordinator for extended services. 2. All English Learner (EL) students were referred to KHSD EL Site Coordinators for extended services.	a) S/C b) S/C a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx)	a) S/C b) S/C a) Certificated Teachers' Salaries (1100) Benefits (3xxx)

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew STAR Renaissance contract to continue to test all students. The test diagnoses reading and math levels, as well as provides ongoing assessment for instructional intervention. = $15,000 (per year). Students will grow one half year in both ELA and Math.	STAR Renaissance contract was renewed at at no cost to Workforce Academy. 283 Workforce Students were tested. **Workforce Renaissance STAR Math Scaled Score** Fall 2017 / Spring 2018 / Fall 2018 / Spring 2019 SCORE: 708.9 / 719.5 / 674 / 679 **STAR Renaissance Reading Instructional Reading Level (IRL)** Years / Fall 2017 / Spring 2018 / Spring 2019 9th Grade IRL: 4.6 / 5.0 / 4.2	a) $14,800 b) $3,800 c) $1,400 Total: $20,000 a) S/C b) S/C c) S/C**(Priority 8a)** a) Materials and Supplies (4300) b) Certificated Teachers' Salaries (1100)	a) $0 b) $0 c) $0 Total: $0 a) S/C b) S/C c) S/C a) Materials and Supplies (4300)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	enrolled in Access course Number of Students: 1634, 1228, 811 All Workforce students were administered the STAR Renaissance ELA diagnostic. A baseline was established this year. 283 Workforce students were tested.	c) Benefits (3xxx)	b) Certificated Teachers' Salaries (1100) c) Benefits (3xxx)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) at all Workforce sites.	Feb 1, 2019 School Accountability Report Card (SARC) verified that all school sites are maintaining a “good” or “exemplary” facilities rating on the Facilities Inspection Tool (FIT). The SARC provides the following information relevant to the	a) $0 a) Base a) N/A	a) $0 a) Base a) N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Basic State Priority 1; School facilities are maintained in good repair reported from the Williams Act. School site SARC can be viewed at http://www.kernhigh.org/apps/pages/SARCs		

Action 1.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students at all Workforce sites.	Feb 1, 2019, the School Accountability Report Card (SARC) verify that all students at KHSD have access to their own textbook(s) and instructional materials. The SARC provides the following information relevant to Basic State Priority 1: Pupils have access to standards-aligned instructional materials, which comply with the Williams Act. School site SARCs can be viewed at http://www.kernhigh.org/apps/pages/SARCs. The Williams Act Fall 2019 school site visits found no school site out of compliance. Ratings: Exemplary / Good — 2018-19: 23 School Sites	a) $0 a) Base a) N/	a) $0 a) Base a) N/A

Commented [YG12]: Hilda

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Fair: 0 School Sites Poor: 0 School Sites Site / Good / Exemplary Arvin: X Bakersfield: X East: X Foothill: X South: X West: X		

Action 1.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Integration of STEM into Math and Science courses, including funding for related professional development and classroom instructional materials and technology.	Purchase of Maker-Space materials in **2 science** classes for instructional units incorporating Problem Based Learning (PBL), CPO Texts, Google Expedition(2 Sites), portable sick station and Robotics Equipment.	a) $4,000 Total: $4,000 a) S/C Materials and Supplies (4300)	a) $4,153 Total: $4,153 a) S/C a) Materials and Supplies (4300)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, Workforce successfully implemented each of the actions and services outlined in the LCAP plan related to Goal 1. Access classes, a literacy course was maintained and teachers received training regarding updates to the curriculum. 17 sections were offered throughout the year. Materials and resources were purchased for our students, bilingual instructional aides were utilized. Educational plans and transcript review were conducted by counsellors at least three times per year and a standardized form was utilized for each student to track course completion status toward graduation. Apex sections were offered for credit recovery at least once every session and almost all students were assessed for their textual and numeric literacy using the Renaissance STAR software. We renewed our contract with career exploration software, Naviance, to maintain continuity with the comprehensive sites. On-line curriculum was purchased from Focused Fitness to complement the Welnet heart rate monitors from Polar which were brought on-line in the 2017-18.The goal of the online curriculum is increase cross curricular literacy in non-core class, specifically in physical education. The curriculum focuses on eating habits, hydration, health monitoring, and exercise benefits. Students read and respond in writing to articles assigned to teachers. Two, multi-day, trainings for all Workforce Physical Education teachers were conducted.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, all actions were deemed effective. However, we did have additional expenditures to Action 1.4 because 2 additional counsellors were added in 2018-19 at Bakersfield High School Workforce and at East High School Workforce to meet with students regarding education plans. Furthermore, new textbooks were purchased for Physical Science class upon the recommendation and review of Workforce Science teachers and personnel from the District office's Instructional Services Department. Additional work needs to be done to maintain the fidelity of the instructional program in Career Development, ELA, Math, and Social Science, including providing teachers with the time to develop engaging and relevant curriculum that develops the habits of mind and heart that are part of building strong character.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall the budget expenditures for Goal 1 exceeded the budget amounts by $42,153. This was in large part due to an over-scheduling of Access sections and the addition of two additional counsellors to conduct education planning with students on a quarterly basis. These two counsellors were

added mid-year, after the 2018-19 LCAP budget was set. For Action 1.4, Educational Planning for all students included Bakersfield College outreach, orientation, interest surveying, and registration. One dedicated teacher oversaw BC outreach procedure, data collections and coordination and extra paid hours were allocated to this initiative to increase post-secondary enrollment for Workforce students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on our literacy data, it has been determined that further efforts are needed in ramping up opportunities for practice in reading and writing, particularly with male students. A literacy committee has been developed to investigate and develop content and strategies, to increase reading across the curriculum, but particularly in Access, ELA courses and the humanities. Efforts are required in core and non-core classes alike to provide content and time for reading relevant, high-interest texts, completed with thinking through writing and speaking activities. This literacy committee will be funded through non-LCAP dollars, the Low Performing Students Block Grant (LPSBG).

Goal 2

Increase parent and community engagement and involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Priority 3 (2a.) Increase parent contacts over baseline to be established in 2016-2017	(2a.) Orientation meetings with parents and students were held at the beginning of each sessions at all 6 schools for new enrollees.

Expected	Actual
(2b.) Annual parent, student, stakeholders and staff survey responses showing increased returns over baseline established in 2016-2017.	(2b.) The LCAP Annual Parent and Student Surveys were administered between Feb 1st and March 30th 2019.
(3c) Workforce students with exceptional needs are provided services by their comprehensive school of residence.	

	Kern Workforce 2000 Academy LCAP Survey			
Year	Number of Certificated Staff that participated	Number of Classified Staff that participated	Number of Parents that participated	Number of Students that participated
18-19	50	14	101	369
17-18	40	19	102	260
16-17	49	15	169	271

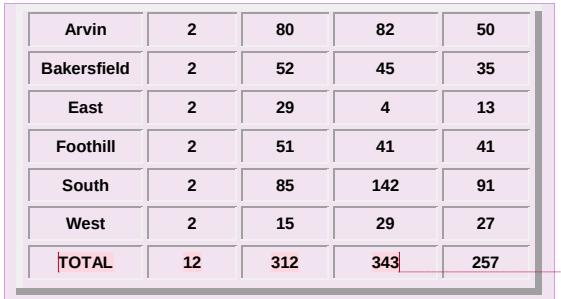
Commented [YG13]: Yadira- # on survey responses

Actions / Services

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to hold informational parent meeting at least twice a year.	Parent meetings were held 2 times at each of the 6 Workforce sites	a) $12,500 b) $2,000 c) $6,000 d) $4,500 Total: $25,000 a) S/C	a) $4,732 b) $2,667 c) $4,015 d) $3,717 Total: $15,131 a) S/C

Kern Workforce Academy 2000 Parent Meetings				
School Sites	Number of Parent Meetings	Number of Parents 2016-17	Number of Parents 2017-18	Number of Parents 2018-19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	 \	b) S/C c) S/C d) S/C a) Materials and Supplies (4300) b) Certificated Teachers' Salaries (1100) c) Classified Support Salaries (2200) d) Benefits (3xxx)	b) S/C c) S/C d) S/C a) Materials and Supplies (4300) b) Certificated Teachers' Salaries (1100) c) Classified Support Salaries (2200) d) Benefits (3xxx)

Arvin	2	80	82	50
Bakersfield	2	52	45	35
East	2	29	4	13
Foothill	2	51	41	41
South	2	85	142	91
West	2	15	29	27
TOTAL	12	312	343	257

Commented [YG14]: Yadira- Tdrive has the sign in sheets

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to document all parent contacts in Synergy (KHSD's management system program)	All Site Coordinators and clerical staff documented all contacts in KHSD Management System (Synergy.)	a) $0 a) Base a) N/A	a) $0 a) Base a) N/A

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide access to ParentVUE a component of (KHSD's management system program) this will give access to student's homework assignments, grades and attendance.	All parents were provided a password to access ParentVue. All teachers posted grades into Synergy for parents and students to view. 900 Synergy ParentVue Access Keys were generated for Parents. 206 Parents Activated their accounts to login. 91 Parents have accessed their account.	a) $0 a) Base a) N/A	a) $0 a) Base a) N/A

Commented [YG15]: Jennifer Randel/ Ian Byers

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Parent Involvement Awareness in student Social-Emotional, Behavioral growth.	No Parents attended Parents on a Mission or Parent Project at one of the Parent Centers this year. This is a decrease of 34 parents from the previous year.	a) $15,000 Total: $15,000 a) S/C a) Materials and Supplies (4300)	a) $5,222 Total: $5,222 a) S/C a) Materials and Supplies (4300)

Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Engage community involvement and partnership in student learning (community outreach, communications)	305 students attended the annual Kern County Career Expo. This is an increase of 99 students over the 206 students that attended the previous year. Signage, marketing materials were designed and printed for distribution and display at community outreach initiatives, such as parent night, registration night, or student assemblies. Core Internship training for field supervisors at community partner agencies in Workforce's Core virtues were an added expense. 2 field supervisors were trained at a conference and a training video subscription was acquired to extend this learning.	a) $55,000 Total: $55,000 a) S/C b) Materials and Supplies (4300)	a) $23,754 Total: $23,754 a) S/C c) Materials and Supplies (4300)

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, Workforce successfully implemented each of the actions and services outlined in the LCAP plan related to Goal 2. Parent contact was documented in Synergy regularly and this documentation proved to be beneficial during parent conferences and phone conversations. An informational Parent Night meeting was held twice per year at all 6 Workforce locations, but in varying degrees of success and attendance. Efforts

will be made with pre-meeting outreach, while maintaining staffing support from interventionists, parent center liaisons, and bilingual translation services. The sharing and implementation of best practices to create inviting and valuable communication efforts will be addressed. 257 parents attended one or more of 12 meetings, or over 30 percent of our student enrollment was represented by their guardians' attendance. As anticipated, the Core Internship program was launch in the spring of 2019. In this Quest-for-Success-like program, students receive earnings for successful completion of hours at their job site as well as additional course credits toward graduation. Workforce partnered with the Career Resource Development Center to create Memorandums of Understanding (MOU's) with said agencies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Additional actions were needed and additional resources itemized and allocated to address community engagement and involvement, parent involvement and awareness to student academic growth and achievement and social emotional and behavior growth. With the launch of our Personal Development course centered on the school's three core virtues of Humility, Hunger and People Smarts as well as the development and deployment of a field-work experience course, we look to add additional community partnerships with private and public agency to find placement for students. The community partner agencies will extend the learning of the core virtues in the workplace using the common language taught in the personal development course. Additional expenditures are anticipated in the coming year in preparation of such courses, partnerships and trainings for the partner agencies. We anticipate adding between 2 and 5 additional partner agencies in the 2019-20 academic year to increase our job site locations across the greater Bakersfield area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall the actual expenditures were below budget for Goal 2. The cost to launch Core Internship was far less than expected since only two partner agencies were included this year and only 9 students were placed in fieldwork experiences. This number is expected to rise as the program grows to an anticipated 5 partner agencies in 2019-20 to service upwards of 30 students. Additionally startup costs associated with marketing, branding, translation services for communications collateral were less than in 2017-18 since much of the materials and resources from the previous year were available and operable. With these expenses incurred in this previous year, future expenses for maintenance and restoration should be marginal.

Goal 3

Kern Workforce 2000 Academy will provide students with a clean, healthy, physically and emotionally safe learning environment to increase the graduation rate for all students and prepare the students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6,7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
(3a.) Increase cohort graduation rate by 1%, measured by previous year's data.	(3a.) Graduation rate for 2017-2018 was 74%. This represents a 13% increase over 2016-17.
(3b.) Reduce suspension and expulsion rate and maintain an expulsion rate of less than 1%, measured by previous year's data.	(3b.) Suspension rates for 2017-2018 was 6.5%, which represents a 2% decrease from 2016-17. Expulsion rate was 0%. Workforce maintained an expulsion rate of less than 0%, measured by previous year's data.
stu (3c.) Reduce absenteeism rates by 1%, measured by previous year's data.	(3c.) Absenteeism rates have continued to increase. • 8.2% in 2014-15 • 10% in 2015-16

Expected	Actual
	• 13.8% in 2016-17 • 18.0% in 2017-18 This follows a districtwide trend and this rate is equivalent or lower than the feeder site absentee rates. • Arvin High 15.0% • Bakersfield High 15.8% • East High 17.9% • Foothill High 10.9% • South High 13.2% • West High 20.1% In 2017-18 year, we began utilizing, more systematically, the district's outreach interventionist and the district police department to follow up with students who were chronically truant.
(3d.) Increase the number of students enrolled in CTE classes with baseline established in 2014-15 and Access classes, baseline will be established in 2016-17.	(3d.) 574 students earned credit for at least 1 CTE course. 265 students earned credit for their Access course. This an increase of over 70 students in 2017-18..

Commented [YG16]: George Bradley

Commented [YG17]: GRD401-Sort CTW course, removed no grades/F grades

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Replace damaged or lost Chromebooks Purchase supplies for Woodshop.	Culinary Arts class	a) $115,999 b) $26,769	a) $99,231 b) $20,769

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Personal Finance Software subscription Purchase of Google Expedition sets for Computer Applications class. ROC Boot Camp: Transportation and staffing	Woodshop materials, technology and tools were purchased for Woodshop class at 3 different sites Personal Finance Course software was renewed. 2 Google Expedition Carts, with Virtual Reality, Augmented Reality goggles were purchased for the Computer Applications course ROC Boot Camp for 80 students was full funded, including transportation and staffing.	c) $80,307 Total: $223,075 a) S/C b) S/C c) S/C a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx) c) Materials and Supplies (4300)	c) $90,000 Total: $210,000 a) S/C b) S/C c) S/C a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx) c) Materials and Supplies (4300)

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Career Development course. Post-secondary exploration. Naviance career planning software subscription. Core Internship fieldwork experience supplies and resources. Core Internship fieldwork coordinator ROC Test Drive staffing and contracts	Maintained Career Development classes. Bakersfield College (BC) outreach and registration initiatives accounted for 19 Workforce graduates registering at BC in Winter 2019 or Fall 2019. Certificated and classified salaries accounted for the increase in expenditures	a) $106,600 b) $22,100 c) $1,300 Total: $130,000 a) S/C b) S/C c) S/C	a) $84,760 b) $17,740 c) $17,500 Total: $120,000 a) S/C b) S/C c) S/C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	for this action. Additionally, college and career fairs, field trips, and orientations increase student exposure to CTE careers. ROC Test Drive for all 6 Workforce sites expanded to 80 students in 2, 1 week "camps".	a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx) c) Materials and Supplies (4300)	a) Certificated Teachers' Salaries (1100) b) Benefits (3xxx) c) Materials and Supplies (4300)

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Multi-Tiered Systems of Support (MTSS) training will be provided by the Kern High School District to their employees in the forms of Positive Behavior Intervention and Support (PBIS) initiatives. Workforce utilizes some tenants of PBIS but with a highly bolstered MTSS, with integrated curricular and co-curricular content, programs and strategies.	All KHSD school sites implemented MTSS. (Multi-Tiered Systems of Support) The Workforce school sites are in the following years of implementation.	a) $16,209 b) $18,524 c) $11,578 d) $64,836 e) $4,631 Total: $115,778 a) S/C b) S/C c) S/C d) S/C e) S/C a) Certificated Teachers' Salaries (1100)	a) $48,792 b) $11,310 c) $24,310 d) $60,957 e) $4,631 Total: $150,000 a) S/C b) S/C c) S/C d) S/C e) S/C a) Certificated Teachers' Salaries (1100)

School Sites	Numbers of Years Implementing MTSS
Arvin	4
Bakersfield	5
East	4
Foothill	4
South	4
West	4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	All Workforce staff attend site specific training and district training on MTSS strategies.	b) Classified Support Salaries (2200) c) Benefits (3xxx) d) Materials and Supplies (4300) e) Services and Operating Expenditures (5800)	b) Classified Support Salaries (2200) c) Benefits (3xxx) d) Materials and Supplies (4300) e) Services and Operating Expenditures (5800)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, Workforce successfully implemented each of the actions and services outlined in the LCAP plan related to Goal 3. We implemented an intervention queue to refer, log, and communicate specific interventions with classified intervention specialist staff and students. Career education classes were offered every session at all 6 sites. The majority of students enrolled and completed at least 1 CTE course. Interventionists met with more students, more often, and at more campuses for evidence based interventions. Guest speakers and assemblies around habits of mind and heart were conducted to extend the intentional work of messaging ideas, skills, and strategies to staff and students that focus on the personal development of character. Workforce offered and invested in woodshop and culinary arts class. Over 300 Workforce students participated in the annual Kern County Career Expo at Rabobank Convention Center.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overarching goal of providing Workforce students with the tools to be successful with all content standards and corresponding assessments has been executed with increasing fidelity. The 2016-17 Workforce graduation rate was 61.1%. The 2015-16 Workforce graduation rate was 54.9%. This represents an increase of 11.11% over 2015-16 (according to DataQuest), and 14% growth over 2014-15. The 2017-18 graduation rate 74%, which demonstrated a growth of 13% over the 2016-17 year. Workforce LCAP Parent Survey indicates that parents feel that there was an improvement in Workforce preparing their students for college and preparing their students for a career path: A-G and Career Technical Education CTE enrollment saw an increase in 2018-19. Another factor may be that more students are enrolling in CTE classes. There has been a significant increase in CTE enrollment in 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall the actual expenditures were $28,000 over the budgeted allotments. The most significant discrepancy pertains to Action 3.1. and Action 3.3. We increased course offerings in hands-on CTE courses and there were some significant expenditures to equipment and technology. This year we also invested in Naviance software for a full year license to complement the Career Choices curriculum. In 2017-18 Naviance was only an additional expenditure of $437.50, prorated for the year. In 2018-19 the Naviance subscription exceeded $2700 for the full year license. This will be an ongoing expenditure for the 2019-20 academic year. We will add additional professional development time to train career development teachers in this software and to imbed the Naviance resources into a curriculum pacing guide. Class size reduction, was also a factor. We increase teaching sections in 2018-19 to decrease discipline issues, by giving teachers more one-to-one time to assist students with course work. In 2018-19 we added On Campus Intervention (OCI) to Workforce at West High as a pilot program. This effort will be replaced with the addition of social work services, available to all 6 Workforce sites.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To address the college and career indicator metric of the California Dashboard, we will investigate and develop CTE pathways. This revision of Action 3.1 is estimated to cost and additional $3000 in staff support. We anticipate an additional expenditure related to providing bus transportation for students attending the ROC Test Drive. This change to Action 3.2 will be estimated to cost $1500 over a two week period. Our students also attended a summer “Test Drive” to explore the ROC programs offerings. Staffing, transportation, and outreach will be an additional expenditure anticipated for the 2019-20 LCAP. Furthermore, we anticipate allocating additional funds to this goal to encourage and provide opportunities for students to investigate ROC through an annual ROC “Test Drive” in June. Furthermore, a new Personal Development course focused on the

Academy's core virtues of Humility, Hunger, and Social Smarts was offered to all students as an elective. This course focuses on character development and the soft skills needed for the workplace. Teacher training, staffing sections, supplies and materials will be new costs associated with this initiative aimed at better preparing students for the work world. We look to train 3 new teachers in the course for the 2019-20 school year. This accounts for a significant expenditure related to Action 3.3. In 2018-19 we expected to hire, on an hourly basis, social worker support. However, due to contract reasons and job classification, Workforce could not receive this support on an hourly basis. In order to acquire this needed support, Workforce needed to hire a full time Social Worker. This was not possible in 2018-19, but additional funds of about $135000 are ear marked for this position in the 2019-20 LCAP, Action 3.3. This accounts for the greatest change in allocations to Action 3.3.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Kern Workforce 2000 Academy (Workforce) is a charter school within the Kern High School District (KHSD). All certificated and classified staff is contracted from KHSD staff. The LCAP process utilized a variety of opportunities for input from our stakeholders in the LCAP process.

Surveys were provided to all parents/guardians of students enrolled currently in English and Spanish. An invitation via e-mail was sent to the 2018-19 Kern Workforce 2000 Academy staff members in the spring of 2019 and students participated in an on-line survey as a classroom activity. Community and stakeholder feedback on the LCAP was gathered in in conjunction with the Kern High School District LCAP meetings which included various collective bargaining units.

Community /Stakeholders Engagement Meetings:

Regular stakeholder engagement remains a high priority for the Kern Workforce 2000 Academy in order to foster mutually respectful, supportive, and collaborative environments for ongoing and meaningful dialogue that will determine goals and actions to achieve academic success for all students.

Essential to the success of this effort is the active participation of all stakeholders – parents, students, employee groups (certificated and classified), administrators, industry partners, and community leaders – to thoughtfully and openly communicate about how to address and overcome the challenges facing students today, especially those who are typically underserved and/or at risk, and to provide the necessary means to maximize their learning.

Over the course of the 2018-19 school year, KHSD and Workforce have provided various public venues for stakeholders to convene and provide input. Specific groups that met are listed below:

- Kern Workforce Governing Board Council (Monthly)
- Student Advisory Council (Quarterly)
- District Parent Advisory Council (Semiannual)
- District English Learner Advisory Council (Quarterly)
- Workforce Site Parent Meetings (2 times a year at each of the 6 sites)
- Workforce Website (http://workforce.kernhigh.org/)
- Annual Parent, Student, Certificated and Classified Staff Surveys on School Climate and Instructional Program

The Student Advisory Council is a student-led, district wide group that gives voice to the students' interests and needs. Each of the 18 comprehensive sites and 6 representatives from Workforce sites, plus the 5 continuation sites, may enlist up to 4 representatives on the Council. Students are chosen to represent a cross-section of the student body, including Foster Youth, English Learners, low-income students, and students with exceptional needs. Workforce recognizes that its students have the intrinsic desire for the following:

- A sense of influence
- A sense of competency
- A sense of belonging
- A sense of usefulness

Given the aforementioned general tenets for youth development, KHSD continually seeks to include student voices into the pages of the LCAP.

DATE	NOTES
October 1-March 15	**Stakeholder Engagement**
	• Workforce Student Survey on Climate and Instructional Program • Workforce Certificated Survey on Climate and Instructional Program • Workforce Classified Survey on Climate and Instructional Program • Workforce Parent Survey on Climate and Instructional Program • Community Public Forums (10 meetings) • KHSD Employee Groups (Classified and Certificated) • KHSD Parent Advisory Groups • KHSD Student Advisory Council • LCAP Advisory Council • District English Language Learner Advisory Committee (DELAC) • District Communication Survey for Parents

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

A number of themes were identified as a result of the investigation of data and input process. These common and recurring themes are identified below and reflected in the goals, actions/services and financial allocations as documented in subsequent pages.

Themes:

- Continue to expand support for text literacy, including English Learners (EL) to improve educational outcomes.
- Continue to expand Workforce math literacy to improve educational outcomes.
- Continue to expand Workforce CTE Pathway classes.
- Increase opportunities for meaningful parent engagement.
- Continue to provide effective teacher support and training as it relates to the delivery of relevant, engaging, transferrable course content standards and curriculum.
- Continue to provide effective staff training, systems, and programs focused on character development and transferable soft skills.
- Continue to provide content, processes and strategies to facilitate student social-emotional and behavioral intervention.
- Provide resources and professional development to facilitate the implementation of STEM (science, technology, engineering and math)
- Engage community involvement and partnership in student learning.
- Provide students with educational planning and career awareness.

While the LCAP addresses a three-year proposal for goals and actions, it should be noted that many aspects of this plan will extend beyond this initial period.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Kern Workforce 2000 Academy (Workforce) students will be taught by a highly qualified, well trained, and diverse teaching staff, who provide rigorous Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and all other state content standards, instruction that prepares students for success at the next level of their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: 1a-h, 2, 4

Identified Need:

Based on the information in the following tables, student progress in literacy needs to approach the 8.0 IRL. Increasing reading and comprehension skills will improve a second area of need: students meeting or exceeding the standards of the CAASPP (California Assessment of Student Performance and Programs).

LCFF ranking of the "unduplicated count" per CALPADS, October 1, 2017.

Kern Workforce 2000 Academy
Unduplicated Count
Fall 2017 90.5%

Fall 2018	**88.7%**

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics/Indicators	**Baseline**	**2017-18**	**2018-19**	**2019-20**
(Priority 1a) Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2018-2019.	**Baseline**: 2016-17 **Status:** 100%	**TARGET**: 2017-18 100% **ACTUAL**: 99%	**TARGET**: 100% **ACTUAL**: 100%	**TARGET**: 100% **ACTUAL**: 100%
(Priority 1b) Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	**Baseline**: 2016-17 No insufficient findings for instructional materials **Status:** No Findings	**TARGET:** 2017-18 No insufficient findings for instructional materials **ACTUAL:** No insufficient findings for instructional materials	**TARGET:** No insufficient findings for instructional materials **ACTUAL:** No insufficient findings for instructional materials	**TARGET:** No insufficient findings for instructional materials **ACTUAL:** No insufficient findings for instructional materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 1c) Maintain Williams Act compliance at all schools by maintaining a "good"' or "exemplary" facilities rating on Facilities Inspection Tool (FIT).	**Baseline**: 2016-17 Maintain at a "good" or "exemplary" rating **Status:** Good or exemplary rating	**TARGET**: 2017-18 Maintain at a "good" or "exemplary" rating **ACTUAL:** All school sites received a "good" or "exemplary" rating.	**TARGET**: Maintain at a "good" or "exemplary" rating **ACTUAL:** All school sites received a "good" or "exemplary" rating.	**TARGET**: Maintain at a "good" or "exemplary" rating **ACTUAL:** All school sites received a "good" or "exemplary" rating.
Priority 1(a) **Maintain English Learner (EL) authorization for 100% of EL teachers.**	**Baseline:** 2016-17 100%	**TARGET: 2017-18** 100% **ACTUAL:** 100%	**TARGET:** Maintain **ACTUAL:** 100%	**TARGET:** Maintain **ACTUAL:** 100%
Priority 2a **Implementation of content and literacy standards at all sites, as measured by teacher, and student surveys (LCAP and Academic Standards and/or**	67% of students agree or strongly agree that teachers provide high quality instruction. 90% of teachers agree or strongly agree that they provide a high quality instructional program	Goal: Decrease the perception gap by at least 1% from baseline year. **ACTUAL:** 71% of students agree or strongly agree that teachers provide high quality instruction.	Goal: Decrease the perception gap by at least 2% from baseline year. ACTUAL: 84.6% of students agree or strongly agree that teachers provide high quality instruction.	Decrease the perception gap by at least 3% from baseline year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Curriculum Framework survey adopted by CDE). Priority 2a	Perception difference of 23%	90% of teachers agree or strongly agree that they provide a high quality instructional program Perception difference of 19% (goal met)	94% of teachers agree or strongly agree that they provide a high quality instructional program Perception difference of 10.6% (goal met)	
Priority 2b **Based on administrative observations, maintained 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD**	100%	Maintain	Maintain	Maintain
Priority 4e **Increase the reclassification rate of EL students**	2.3%	**GOAL:** 2.8% **ACTUAL: 26.15%**	**GOAL:** 3.3% **ACTUAL: 4.65%**	**GOAL:** 3.8% **ACTUAL:**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
by 0.5% each year, based on previous year's reclassification rate. **Priority 4e**				
Priority 8 **1 (f) Instructional staff employ SDAIE strategies for integrated support.**	5 teachers in 2015-16 committed to revising or rewriting pacing guides to incorporate SDAIE strategies.	**GOAL:** 10 teachers (+5 over baseline year) will commit to revising or rewriting pacing guides to incorporate SDAIE strategies. **ACTUAL: 14**	**GOAL:** 15 teachers (+10 over baseline year) will commit to revising or rewriting pacing guides to incorporate SDAIE strategies. **ACTUAL: 16**	**GOAL:** 20 teachers (+15 over baseline year) will commit to revising or rewriting pacing guides to incorporate SDAIE strategies. **ACTUAL:**
Priority 4a **Increase CAASPP scores by 1% for Language Arts and Mathematics.** **Priority 4a**	All – ELA Standards Met and Exceeded (6%) All – Math Standards Met and Exceeded (0%)	**GOAL:** ELA Standards Met and Exceeded 1% over baseline year Standards Met and Exceeded 1% over baseline year **ACTUAL: 8%ELA** **0% Math**	**GOAL:** All – ELA Standards Met and Exceeded 2% over baseline year All – Math Standards Met and Exceeded 1% over baseline year **ACTUAL: 7% ELA** **0% Math**	**GOAL:** All – ELA Standards Met and Exceeded 3% over baseline year All – Math Standards Met and Exceeded 2% over baseline year **ACTUAL:**
Priority 4b **API**	NA	NA	NA	NA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4c **Increase the percentage of students completing CTE classes by 1%.**	An average of 49 students were enrolled in CTE courses per session, representing 11% of average student enrollment	**GOAL:** Increase by 1% on average per session over baseline year **ACTUAL**: an average of 93 students per session were enrolled in a CTE class.	**GOAL:** Increase by 2% on average per session over baseline year **ACTUAL**: an average of 143 students per session were enrolled in a CTE class.	**GOAL:** Increase by 3% on average per session over baseline year **ACTUAL:**
Priority 4f **Increase the percentage of students passing AP exam.**	NA – Workforce is a credit recovery program	NA – Workforce is a credit recovery program	NA – Workforce is a credit recovery program	NA – Workforce is a credit recovery program
(Priority 8) Increase a half-year Instructional Reading Level (IRL), per year, in reading per STAR Renaissance assessment. The baseline will be established each year with a PreTest	**Baseline: 0.5 growth in** IRL from Fall 2016 to spring 2017 Fall 2015 4.8 IRL Spring 2016 5.8 IRL	**TARGET:** 0.5 growth in IRL from Fall 2017 to spring 2018 **ACTUAL:** Fall 2017 5.4 IRL Spring 2018 5.8 IRL	**TARGET:** 0.5 growth in IRL from Fall 2018 to spring 2019	**TARGET:** 0.5 growth in IRL from Fall 2019 to spring 2020

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain staffing for Access course, the new literacy course, to provide necessary support	Maintain staffing for Access course, the KHSD literacy course, to provide necessary	Maintain staffing for Access course, the KHSD course, to provide necessary support and

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.	support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL or below according to STAR Renaissance assessment.	intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL or below according to STAR Renaissance assessment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $41,521 b) $8,479 c) $5,000 Total: $55,000	a) $52,000 b) $8,000 c) $20,000 Total: $80,000	a) $53,388 b) $11,612 c) $20,000 Total: $85,000
Source	a) S/C b) S/C c) S/C	a) S/C b) S/C c) S/C	a) S/C b) S/C c) S/C
Budget Reference	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits c) Books and Supplies

Action 1.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Apex sections for credit recovery, a-g completion, and/or post-secondary education/training	Maintain Apex sections for credit recovery, a-g completion, and/or post-secondary education/training	Maintain Apex sections for credit recovery, a-g completion, and/or post-secondary education/training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $49,825 b) $10,175 c) $5,000 Total: $65,000	a) $59,500 b) $10,500 Total: $70,000	a) $49,281 b) $10,719 Total: $60,000
Source	a) S/C b) S/C c) S/C	a) S/C b) S/C	a) S/C b) S/C
Budget Reference	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits	a) Certificated Salaries b) Benefits

Action 1.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Certificated staff will have the opportunity to participate in Professional Learning Communities (PLC) and professional development to align the CCSS (Common Core State Standards) for the core/elective areas and Next Generation Science Standards (NGSS). Non-core subjects to incorporate textual and/or math literacy in curriculum, and SDAIE strategies	Certificated staff will have the opportunity to participate in Professional Learning Communities (PLC) and professional development to align the CCSS (Common Core State Standards) for the core/elective areas and Next Generation Science Standards (NGSS). Non-core subjects to incorporate textual and/or math literacy in curriculum, and SDAIE (Specially Designed Academic Instruction in English) strategies.	Certificated staff will have the opportunity to participate in Professional Learning Communities (PLC) and professional development to align the CCSS (Common Core State Standards) for the core/elective areas and Next Generation Science Standards (NGSS). Non-core subjects to incorporate textual and/or math literacy in curriculum, and SDAIE strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $24,913 b) $5,087 c) $6,000 Total: $36,000	a) $26,000 b) $10,400 c) $3,600 Total: $40,000	a) $28,337 b) $6,163 c) $5,500 Total: $40,000
Source	a) S/C b) S/C c) S/C	a) S/C b) S/C c) S/C	a) S/C b) S/C c) S/C
Budget Reference	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits c) Books and Supplies

Action 1.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All students will have an educational plan and transcript review completed in the first 30 days of enrollment. Plan will be evaluated each year or as needed. 1. Foster Youth will be referred to the district's Foster Youth Coordinator for further needs assessment. 2. All EL students will be referred to English Learner Coordinator at their school site.	All students will have an educational plan and transcript review completed in the first 30 days of enrollment. Plan will be evaluated on a quarterly basis. BC outreach efforts and registration procedures will continue. 1. Foster Youth will be referred to the district's Foster Youth Coordinator for further needs assessment. 2. All EL students will be referred to English Learner Coordinator at their school site.	All students will have an educational plan and transcript review completed in the first 30 days of enrollment. Plan will be evaluated each year or as needed. BC outreach efforts and registration procedures will continue. 1. Foster Youth will be referred to the district's Foster Youth Coordinator for further needs assessment. 2. All EL students will be referred to English Learner Coordinator at their school site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $29,400 b) $5,600 Total: $35,000	a) $33,600 b) $6,400 Total: $40,000	a) $65,708 b) $14,292 Total: $80,000
Source	a) S/C b) S/C	a) S/C b) S/C	a) S/C b) S/C
Budget Reference	a) Certificated Salaries b) Benefits	a) Certificated Salaries b) Benefits	a) Certificated Salaries b) Benefits

Action 1.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Literacy Diagnostics: Renew STAR Renaissance licenses to continue to test all students. The test diagnoses reading levels, as well as provides ongoing data analysis for instructional intervention.	Literacy Diagnostics: Renew STAR Renaissance licenses to continue to test all students. The test diagnoses reading levels, as well as provides ongoing data analysis for instructional intervention. Increase PE Literacy curriculum. Welnet Licenses and professional development.	Literacy Diagnostics: Renew STAR Renaissance licenses to continue to test all students. The test diagnoses reading levels, as well as provides ongoing data analysis for instructional intervention. Increase PE Literacy curriculum. Welnet Licenses and professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $1,800 b) $200 c) $4,000 Total: $6,000	a) $3,800 b) $1,400 c) $14,800 Total: $20,000	a) $10,000 Total: $10,000
Source	a) S/C b) S/C c) S/C	a) S/C b) S/C c) S/C	a) S/C b) S/C c) S/C

Year	2017-18	2018-19	2019-20
Budget Reference	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Books and Supplies

Action 1.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Williams Act compliance at all schools by maintaining a good or exemplary facilities rating on the FIT tool at all Workforce sites.	Maintain Williams Act compliance at all schools by maintaining a good or exemplary facilities rating on the FIT (Facility Inspection Tool) at all Workforce sites.	Maintain Williams Act compliance at all schools by maintaining a good or exemplary facilities rating on the FIT tool at all Workforce sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base
Budget Reference	NA	NA	NA

Action 1.7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students at all Workforce Site.	Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students at all Workforce Site.	Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students at all Workforce Site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base
Budget Reference	NA	NA	NA

Action 1.8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Integration of STEM into Math and Science Courses, including funding for related professional development and classroom instructional materials and technology.	Integration of STEM into Math and science courses, including funding for related professional development, classroom instructional materials, and technology.	Integration of STEM into Math and science courses, including funding for related professional development classroom

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		instructional materials, technology, CTE courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $1,661 b) $339 c) $8,000 Total: $10,000	a) $4,000 Total: $4,000	a) $5,000 Total: $5,000
Source	a) S/C b) S/C c) S/C	a) S/C	a) S/C
Budget Reference	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Books and Supplies	a) Books and Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Increase parent and community engagement and involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

According to the District's web-based attendance and grading software, Synergy, less than 40 percent of the total students enrolled in Workforce throughout the 2018-19 school year logged in to their StudentVue account to follow up, monitor, and track their own grades and attendance. Less than 12% of enrolled students' parents logged into Synergy to learn about their student's progress or make contact with their teachers. Over 1000 login activation keys were created for parents, even though less than 800 students were enrolled. In informal discussion with community members and local businesses, Workforce Administration found that few people were aware that the District operated a charter school, when and how it operated, and its value to students and the community.

Based on these findings, progress needs to be made in the areas of parent outreach, school-to-community communications, visibility, and accessibility.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3b Workforce will continue to promote participation for parents of	108 parents returned surveys during the 2016-17 school year	Target: 109 Actual: 102	Target:110 Actual: 169	Target:111 Actual:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
unduplicated students and increase the number of Workforce parents who return surveys by 1 parent each year.				
Priority 3c Workforce will continue to promote participation for parents of students with exceptional needs and increase the number of Workforce parents who return surveys**.**	2 parent meetings per year are held at each of the 6 Workforce sites, where parents provide input for the LCAP.	2 parent meetings were held at each of the 6 Workforce sites, where parents provide input for the LCAP.	Maintain	Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase parent Involvement and Awareness in Student Academic Growth and Achievement	Increase parent involvement and awareness in Student Academic Growth and Achievement.	Increase parent involvement and awareness in Student Academic Growth and Achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $2,000 b) $1,000 c) $500 d) $6,500 Total: $10,000	a) $2,000 b) $6,000 c) $4,500 d) $12,500 Total: $25,000	a) $5,500 b) $4,107 c) $3,818 d) $2,075 Total: $15,500

Year	2017-18	2018-19	2019-20
Source	a) S/C b) S/C c) S/C d) S/C	a) S/C b) S/C c) S/C d) S/C	a) S/C b) S/C c) S/C d) S/C
Budget Reference	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books and Supplies	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books and Supplies	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books and Supplies

Action 2.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to document all parent contacts in Synergy.	Continue to document all parent contacts in Synergy.	Continue to document all parent contacts in Synergy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base
Budget Reference	N/A	N/A	N/A

Action 2.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide parent's access to ParentVue, a component of KHSD's management system program, to give parents access to students' homework assignments, grades, and attendance.	Continue to provide parent's access to ParentVue, a component of KHSD's management system program, to give parents access to students' homework assignments, grades, and attendance.	Continue to provide parent's access to ParentVue, a component of KHSD's management system program, to give parents access to students' homework assignments, grades, and attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Action 2.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All Schools

Actions/Services (This action is the same as Action

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase Parent Involvement and Awareness in Student Social-Emotional, Behavioral growth	Increase Parent Involvement and Awareness in Student Social-Emotional, Behavioral growth	Increase Parent Involvement and Awareness in Student Social-Emotional, Behavioral growth

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $10,000	a) $15,000	a) $10,000
Source	a) S/C	a) S/C	a) S/C
Budget Reference	a) Books and Supplies	a) Books and Supplies	a) Books and Supplies

Action 2.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Engage community involvement and partnership in student learning (community outreach, communications)	Engage community involvement and partnership in student learning (community outreach, communications.)	Engage community involvement and partnership in student learning (community outreach, communications)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	a) $20,000	a) $55,000	a) $35,000
Source	a) S/C	a) S/C	a) S/C

Year	2017-18	2018-19	2019-20
Budget Reference	a) Books and Supplies	a) Books and Supplies	a) Books and Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Kern Workforce 2000 Academy will provide students with a clean, healthy, physically and emotionally safe learning environment to increase the graduation rate for all students and prepare the students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7

Local Priorities:

Identified Need:

Based on the findings below, additional efforts and resources need to focus on improving student enrollment transitioning and student attendance. Relevant and engaging learning opportunities in career exploration and career technical education (CTE) will help to draw and retain more students toward graduation.

- 3% of total students enrolled in 2018-19 earned Perfect Attendance. This is up 2% from 2016-17
- The 2016-17 District average attendance rate was 95.3%. The Workforce attendance rate was 95.2%
- 64 of 723 students who attended at least 30 days of instruction, and left Workforce during the 2016-17 year did not enroll in another academic institution in California according to CALPADS. This represents an 8.8% dropout rate.
- 293 of 723 students transitioned into another District site, or another public institution outside of the District.
- In 2013-14, 74 of 595 (12.4%) enrolled students dropped from Workforce before graduation and did not enroll in another academic program. In 2016-17, this number increase to 130 of 723 (18%).
- Suspensions in Workforce remain below the District rate, but have increased since 2014-15 as student enrollment has also increased. The expulsion rate for Workforce remains at 0%.

Kern Workforce 2000 Academy Report

Kern Workforce Academy	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
2014-15	406	684	39	5.7	0	0.0
2015-16	N/A	N/A	N/A	6.1	0	0.0

2016-17	426	723	70	8.2	0	0.0
2017-18	475	702	46	6.6	0	0.0
2018-19	523	823			0	0.0

Level	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Kern High Total	37,318	41163	3604	8.8	22	0.05
Kern County Total	180,304	189,150	11,642	6.2	198	0.1
State Total	6,235,520	6,418,044	243,603	3.8	5,692	0.1

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5a	95.2%	**GOAL**: 95.3%	**GOAL**: 95.4 %	**GOAL**: 95.5%

Increase school attendance rate by 0.1%.		**ACTUAL**: 95.5	No Actual Data	No Actual Data
Priority 5b Decrease chronic absenteeism rate by 0.1%.	10.8%	**GOAL:** 10.7% under baseline year **No Actual Data**	**GOAL:** 10.6% under baseline year **No Actual Data**	**GOAL:** 10.5% under baseline year **No Actual Data**
(Priority 5b) Decrease chronic absenteeism rate by .5% or lower than the state average. This is KHSD data and how it is written.	**Baseline:** 2015-16 (KHSD) 9.2% Baseline was changed to what is reported by CDE Dataquest beginning in 2017-18	**Baseline:** 12.8% **ACTUAL:** 13.8%	**TARGET:** 12.3% **ACTUAL:** 18.0%	**TARGET:** 13.5%
Priority 5c Middle School Dropout Rate	NA	NA	NA	NA
Priority 5d Decrease high school dropout rate by 0.1%.	8.8%	**GOAL:** 8.7% **ACTUAL:** 8.1%	**GOAL:** 8.6% **ACTUAL:** 3.8%	**GOAL:** 8.5% **ACTUAL:**
Priority 5e Increase cohort graduation rate by 1%.	54%	**GOAL:** 55% **ACTUAL**: 61%	**GOAL:** 56% **ACTUAL:** 74%	**GOAL:** 57% **ACTUAL:**
Priority 6a	9.6%	**GOAL:** 9.1%	**GOAL:** 8.6%	**GOAL:** 8.1%

Decrease suspension rates by 0.5%.	(2013 Baseline)	**ACTUAL:** 8.5%	**ACTUAL:** 6.5%	**ACTUAL:**
Priority 6b Decrease expulsion rates by 1%.	0%	**GOAL:** Less than 1% rate **ACTUAL:** 0%	**GOAL:** Less than 1% rate **ACTUAL:** .003%	**GOAL:** Less than 1% rate **ACTUAL:**
Priority 6c Increase the percentage of students who feel a sense of safety and school connectedness by 1% as measured by student survey.	69% of students said their teachers treated them with respect 49% said they looked forward to coming to school each day 62% said that they feel safe while at school.	**GOAL:** 80% of students said their teachers treated them with respect **ACTUAL:** 83.4% **GOAL:** 50% said they looked forward to coming to school each day **ACTUAL:** 67.6 **GOAL:** 63% said that they feel safe while at school. **ACTUAL:** 91.3%	**GOAL:** 80% of students said their teachers treated them with respect **ACTUAL:** 87.8% **GOAL:** 51% said they looked forward to coming to school each day **ACTUAL:** 69.9% **GOAL:** 64% said that they feel safe while at school. **ACTUAL:** 94.3%	72% of students said their teachers treated them with respect 52% said they looked forward to coming to school each day 65% said that they feel safe while at school. **ACTUAL:**
Priority 7a 100% of students have access to and are enrolled in a broad course of study.	100%	Maintain **ACTUAL:** 100%	Maintain **ACTUAL:** 100%	Maintain **ACTUAL:** 100%
Priority 7b 100% of unduplicated students have access to and are	100%	Maintain **ACTUAL:** 100%	Maintain **ACTUAL:** 100%	Maintain **ACTUAL:** 100%

enrolled in a broad course of study.				
Priority 7c 100% of students with exceptional needs have access to and are enrolled in programs/services appropriate to their needs.	100%	Maintain **ACTUAL:** 100%	Maintain **ACTUAL:** 100%	Maintain **ACTUAL:** 100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase CTE sections, Odysseyware Licenses and Professional development, staffing and instructional resources, exposure and orientation to ROC and College and Career readiness.	Increase CTE sections; staffing, instructional resources, exposure and orientation to ROC (Regional Occupational Center), college and career readiness.	Increase CTE sections; staffing, instructional resources, exposure and orientation to ROC (Regional Occupational Center), college and career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $207,000 b) $45,000 c) $48,000 Total: $300,000	a) $115,999 b) $26,769 c) $80,307 Total: $223,075	a) $114,990 b) $25,010 c) $90,000 Total: $230,000
Source	a) S/C	a) S/C	a) S/C

Year	2017-18	2018-19	2019-20
	b) S/C c) S/C	b) S/C c) S/C	b) S/C c) S/C
Budget Reference	a) Certificated Salaries b) Benefits c) Services and Operating Expenditures	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits c) Books and Supplies

Action 3.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide staffing sections and resources for Career Education courses: (ex. Career Choices, Career Tech, Career Development, Regional Occupational Center promotion which provides career exploration, long-term educational and career planning, and dual enrollment opportunities	Provide staffing sections and resources for Career Education courses: (ex. Career Choices, Career Tech, Career Development, Regional Occupational Center promotion which provides career exploration, long-term educational and career planning, Work placement electives.	Provide staffing sections and resources for Career Education courses: (ex. Career Choices, Career Tech, Career Development, Regional Occupational Center promotion which provides career exploration, long-term educational and career planning, Work placement electives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $49,825 b) $10,175 c) $5,000 Total: $65,000	a) $106,600 b) $22,100 c) $1,300 Total: $130,000	a) $92,402 b) $20,098 c) $17,500 Total: $130,000
Source	a) S/C b) S/C c) S/C	a) S/C b) S/C c) S/C	a) S/C b) S/C c) S/C
Budget Reference	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits c) Books and Supplies	a) Certificated Salaries b) Benefits c) Books and Supplies

Year	2017-18	2018-19	2019-20

Action 3.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintenance and expansion of Multi-Tiered Systems of Support (MTSS) strategies and initiatives and professional development for staff. Personal Development Elective Course, Social Workers and/or OCI staff.	Maintenance and expansion of Multi-Tiered Systems of Support (MTSS) strategies and initiatives and professional development for staff. Personal Development Elective Course, Social Workers and/or OCI staff.	Maintenance and expansion of Multi-Tiered Systems of Support (MTSS) strategies and initiatives and professional development for staff. Personal Development Elective Course, Social Workers and/or OCI staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $898 b) $4,152 c) $1,133 d) $11,000 e) $4,000 Total: $21,183	a) $16,209 b) $18,524 c) $11,578 d) $64,836 e) $4,631 Total: $115,778	a) $169,762 b) $11,437 c) $40,486 d) $52,000 e) $4,000 Total: $277,685
Source	a) S/C b) S/C c) S/C d) S/C e) S/C	a) S/C b) S/C c) S/C d) S/C e) S/C	a) S/C b) S/C c) S/C d) S/C e) S/C
Budget Reference	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books and Supplies e) Services and Operating Expenditures	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books and Supplies e) Services and Operating Expenditures	a) Certificated Salaries b) Classified Salaries c) Benefits d) Books and Supplies e) Services and Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$978,185	23.51 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The majority of the LCFF funding was concentrated on supplementing instruction and literacy utilizing technology and increasing opportunities for students to participate in career technical education courses. The majority of the Workforce students are enrolled for credit recovery and are working on improving remedial skills.

Services to unduplicated pupils have been increased and improved by 23.51% over 2018-19's rate of 22.07% through the following efforts:

- Increased emphasis on multi-tiered systems of support and character development
- Focus on improved literacy
- Increased utilization of technology in instruction
- Increased fidelity to instructional program
- Increased innovation with STEM infusion
- Increased resources and opportunities for participation in CTE courses
- Increased credit recovery through APEX
- Emphasis on credit recovery to meet graduation requirements
- Increased parent involvement and communications
- Emphasis on education planning and transcript review

- Increasing career exploration opportunities.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019