

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kern High School District

CDS Code: 15635290000000

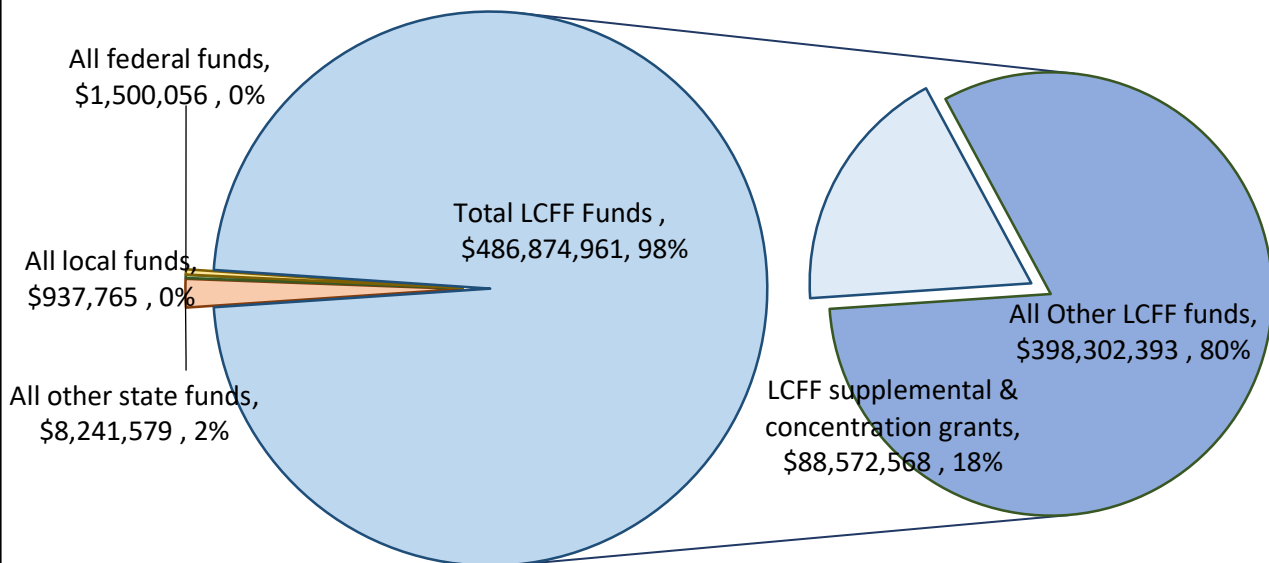
School Year: 2021 – 22

LEA contact information: Dr. Brandi Ball (661) 827-3100 brandi_ball@kernhigh.org

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 2021 – 22 School Year

Projected Revenue by Fund Source

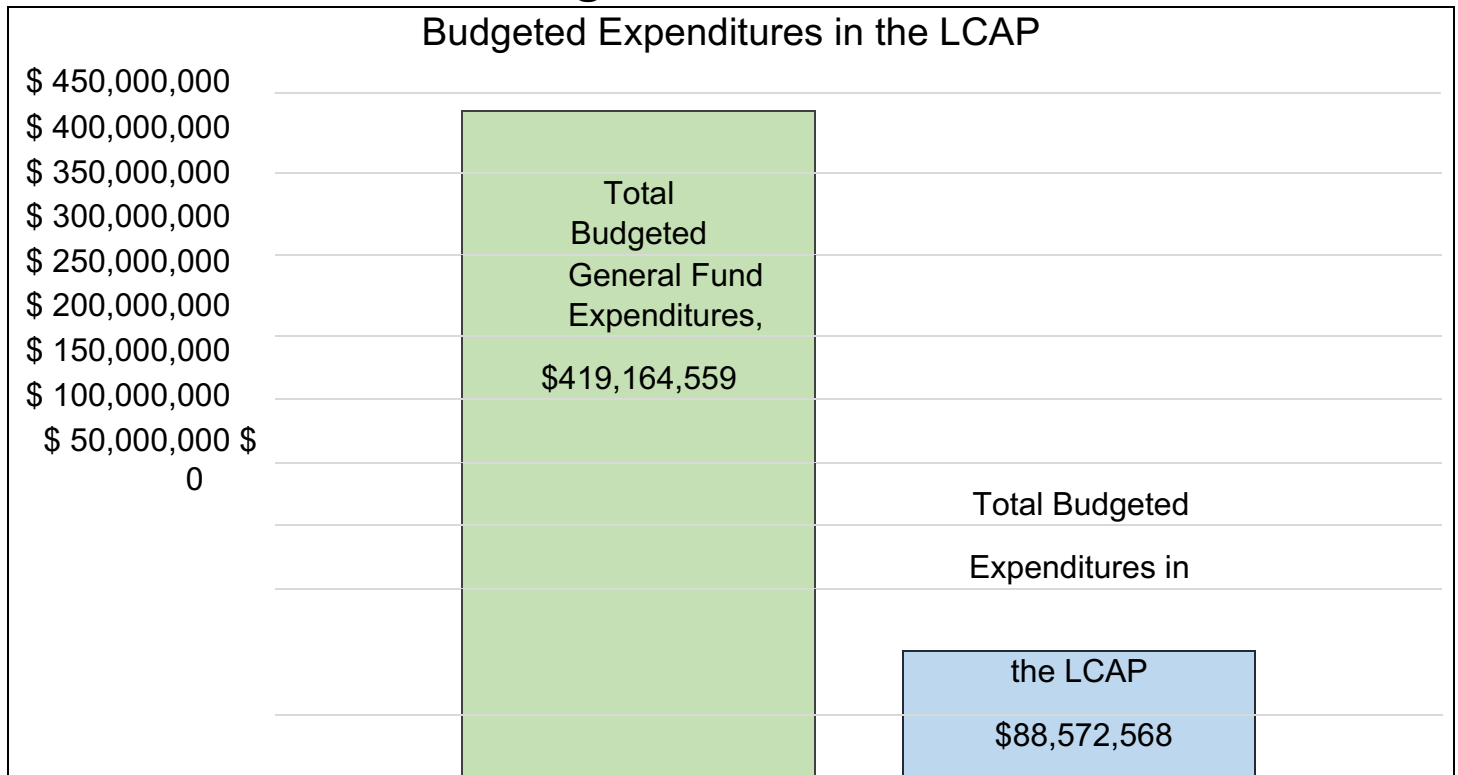


This chart shows the total general purpose revenue Kern High School District expects to receive in the coming year from all sources.

The total revenue projected for Kern High School District is \$497,554,361.00, of which \$486,874,961.00 is Local Control Funding Formula (LCFF), \$8,241,579.00 is other state funds, \$937,765.00 is local funds, and \$1,500,056.00 is federal funds. Of the \$486,874,961.00 in LCFF Funds, \$88,572,568.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Kern High School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Kern High School District plans to spend \$419,164,559.00 for the 2021 – 22 school year. Of that amount, \$88,572,568.00 is tied to actions/services in the LCAP and \$330,591,991.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

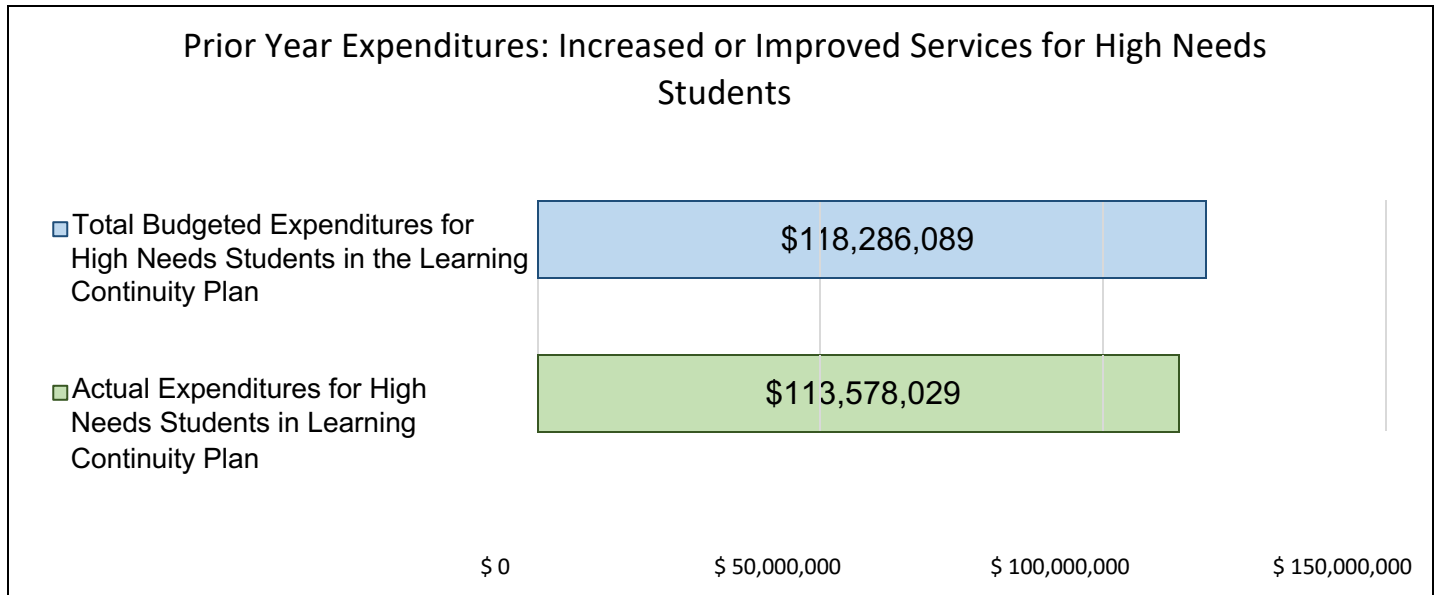
General fund expenditures specified above for the 2020-21 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Kern High School District is projecting it will receive \$88,572,568.00 based on the enrollment of foster youth, English learner, and low-income students. Kern High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kern High School District plans to spend \$88,572,568.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Kern High School District's Learning Continuity Plan budgeted \$118,286,089.00 for planned actions to increase or improve services for high needs students. Kern High School District actually spent \$113,578,029.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$4,708,060.00 had the following impact on Kern High School District's ability to increase or improve services for high needs students:

Each fiscal year begins with an estimate of planned expenditures and concludes with actual expenditures based on real costs associated with services provided and salary/benefit variations. While LCAP actions and services were delivered virtually to students, parents, and staff with distance learning beginning in spring 2021, some on-campus services were impacted and staff vacancies were not filled due to the pandemic. Outreach efforts for students were increased to meet the needs of our students. Based on preliminary data and stakeholder feedback, KHSD continues to work to fill staff vacancies and to reallocate funding to increase and improve services for our high need students. For example, additional funds were allocated for academic and social and emotional learning interventions, professional development, and new staff positions (i.e., nurses).

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kern High School District	Dr. Brandi Ball Director of Equity and Inclusion	(661) 827-3328 brandi_ball@kernhigh.org

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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, 8

Local Priorities: 1a

Annual Measurable Outcomes

Expected	Actual								
<p>(Priority 1a) Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2019-2020.</p>	<p>(Priority 1a) MET KHSD has 100% of their teaching staff that are credentialed or authorized to teach with Provisional Internship Permits (PIP) or Short-Term Permits (STSP) and no teacher is mis-assigned. In fall 2019, 44 teachers were identified as teaching with a PIP and 50 with a 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.</p> <ul style="list-style-type: none"> ✓ As measured by the California Commission on Teacher Credentialing and KHSD Oracle PeopleSoft Enterprise reporting system. ✓ Zero teachers are mis-assigned; all EL teachers are teaching with EL authorization. <p> http://www.kernhigh.org/apps/pages/SARCs https://www.caschooldashboard.org/reports/15635290000000/2018 https://www.caschooldashboard.org </p>								
<p>(Priority 1a) Maintain English Learner (EL) authorization for 100% of EL teachers to have EL authorization.</p>	<p>(Priority 1a) MET</p> <table border="1"> <thead> <tr> <th>School Year</th><th>KHSD Certificated Teaching Staff EL Authorized</th></tr> </thead> <tbody> <tr> <td>2017-18</td><td>100%</td></tr> <tr> <td>2018-19</td><td>100%</td></tr> <tr> <td>2019-20</td><td>100%</td></tr> </tbody> </table> <p>Data obtained from KHSD Management System, Synergy.</p>	School Year	KHSD Certificated Teaching Staff EL Authorized	2017-18	100%	2018-19	100%	2019-20	100%
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2019-20	100%								

Expected	Actual																
<p>(Priority 1b) Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.</p>	<p>(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.</p> <p>https://www.kernhigh.org/apps/pages/SARCs or https://www.caschooldashboard.org/reports/15635290000000/2019</p>																
<p>(Priority 1c) Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p>	<p>(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.</p> <p>https://www.kernhigh.org/apps/pages/SARCs or https://www.caschooldashboard.org/reports/15635290000000/2019</p> <table><tr><th>Ratings</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>Exemplary / Good</td><td>23 School Sites</td><td>23 School Sites</td><td>23 School Sites</td></tr><tr><td>Fair</td><td>0 School Sites</td><td>0 School Sites</td><td>0 School Sites</td></tr><tr><td>Poor</td><td>0 School Sites</td><td>0 School Sites</td><td>0 School Sites</td></tr></table>	Ratings	2017-18	2018-19	2019-20	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
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<p>(Priority 2a) Implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.</p>	<p>(Priority 2a) NOT MET The adopted California State Board of Education (SBE) 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 policy of programs that will improve instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below is available in all classrooms where the subjects are taught – e.g., collaborative time, focused classroom walkthroughs, teacher pairing, etc.</p> <table border="1" data-bbox="1134 641 1927 868"> <thead> <tr> <th>Standard</th><th>Rating</th></tr> </thead> <tbody> <tr> <td>English Language Arts</td><td>Initial Implementation</td></tr> <tr> <td>English Language Development</td><td>Initial Implementation</td></tr> <tr> <td>Mathematics</td><td>Initial Implementation</td></tr> <tr> <td>Next Generation Science</td><td>Beginning Development</td></tr> <tr> <td>History-Social Studies</td><td>Beginning Development</td></tr> </tbody> </table> <p>* Based on 1,329 responses from the 2020 LCAP Staff Survey (Percentage favorable responses for this question)</p> <p>The SBE adopted self-reflection tool has the following Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.</p> <p>Other Adopted Standards</p> <table border="1" data-bbox="1071 1031 1869 1286"> <thead> <tr> <th>Standard</th><th>Rating</th></tr> </thead> <tbody> <tr> <td>Career Technical Education</td><td>Initial Implementation</td></tr> <tr> <td>Health Education Content Standards</td><td>Full Implementation</td></tr> <tr> <td>Physical Education Model Content Standards</td><td>Initial Implementation</td></tr> <tr> <td>Visual and Performing Arts</td><td>Full Implementation</td></tr> <tr> <td>World Language</td><td>Initial Implementation</td></tr> </tbody> </table> <p>*Based on 1,329 responses from the 2020 LCAP Staff Survey (Percentage favorable responses for this question)</p> <p>The SBE adopted self-reflection tool has the following Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.</p>	Standard	Rating	English Language Arts	Initial Implementation	English Language Development	Initial Implementation	Mathematics	Initial Implementation	Next Generation Science	Beginning Development	History-Social Studies	Beginning Development	Standard	Rating	Career Technical Education	Initial Implementation	Health Education Content Standards	Full Implementation	Physical Education Model Content Standards	Initial Implementation	Visual and Performing Arts	Full Implementation	World Language	Initial Implementation
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<p>(Priority 2b) 100% of EL students are able to access the CCSS and ELD standards (4.0 or above, full implementation) for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the State Board of Education Adopted Reflection Tool. A rating of 5.0 will be maintained.</p>	<p>(Priority 2b) NOT MET English Learners (EL) level 1 students are enrolled in 2 periods of ELD daily and EL levels 3 and 4 are enrolled on their appropriate ELD level for one period daily and in a grade level English class. District and site administrators ensure and monitor that all EL students have access to CCSS and ELD standards, which are reflected in school sites master schedules.</p> <table><tr><th>Standard</th><th>Rating</th></tr><tr><td>English Language Development</td><td>Initial Implementation</td></tr></table> <p>The SBE adopted self-reflection tool has the following Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	Standard	Rating	English Language Development	Initial Implementation								
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<p>(Priority 8) Increase a half of year Instructional Reading Level (IRL), per year, in reading per STAR Renaissance assessment. The baseline will be established each year with the testing of 9th grade students in Access Literacy classes.</p>	<p>(Priority 8) NOT MET 9th grade students were assessed utilizing the STAR Renaissance Reading exam to gauge their Instructional Reading Level (IRL) prior to entering KHSD. This data was utilized to enroll students who scored between 4th and 6th IRL in Access and 3.9 or below for Pre-Access to provide these students with an intervention course (Access or Pre-Access). Students were monitored regularly.</p> <table><tr><th colspan="3">STAR Renaissance Reading (Access/Pre-Access) Instructional Reading Level (IRL)</th></tr><tr><th>Years</th><th>Fall 2019</th><th>Spring 2020 Prior to Pandemic March 2020</th></tr><tr><td>9th Grade IRL enrolled in Pre-Access/Access course</td><td>4.6</td><td>4.6</td></tr><tr><td>Number of Students</td><td>1,554</td><td>1,144</td></tr></table>	STAR Renaissance Reading (Access/Pre-Access) Instructional Reading Level (IRL)			Years	Fall 2019	Spring 2020 Prior to Pandemic March 2020	9 th Grade IRL enrolled in Pre-Access/Access course	4.6	4.6	Number of Students	1,554	1,144
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<p>(Priority 8) Increase a half year of growth in math per STAR Renaissance assessment. The baseline measurement will be established each year with students enrolled in Foundation classes.</p>	<p>(Priority 8) NOT MET Students enrolled in Math Foundation classes are assessed at least 3 times a year.</p> <div><table><tr><th colspan="3">STAR Renaissance Math 2019 Quarter 1 Assessment 1 Window</th></tr><tr><th>FNDATNSMATH 1, Foundation 2-9, Foundation 2-10</th><th>Number of Students Tested</th><th>STAR Math Scaled Score Average</th></tr><tr><td>9th Grade</td><td>1,830</td><td>656</td></tr><tr><td>10th Grade</td><td>406</td><td>654</td></tr><tr><td>11th Grade</td><td>217</td><td>664</td></tr><tr><td>12th Grade</td><td>181</td><td>694</td></tr></table></div> <div><table><tr><th colspan="3">STAR Renaissance Math 2020 Quarter 3 Assessment 1 Window Prior to Pandemic March 2020</th></tr><tr><th>FNDATNSMATH 1, Foundation 2-9, Foundation 2-10</th><th>Number of Students Tested</th><th>STAR Math Scaled Score Average</th></tr><tr><td>9th Grade</td><td>1,332</td><td>658</td></tr><tr><td>10th Grade</td><td>280</td><td>658</td></tr><tr><td>11th Grade</td><td>202</td><td>686</td></tr><tr><td>12th Grade</td><td>80</td><td>677</td></tr></table></div>	STAR Renaissance Math 2019 Quarter 1 Assessment 1 Window			FNDATNSMATH 1, Foundation 2-9, Foundation 2-10	Number of Students Tested	STAR Math Scaled Score Average	9th Grade	1,830	656	10th Grade	406	654	11th Grade	217	664	12th Grade	181	694	STAR Renaissance Math 2020 Quarter 3 Assessment 1 Window Prior to Pandemic March 2020			FNDATNSMATH 1, Foundation 2-9, Foundation 2-10	Number of Students Tested	STAR Math Scaled Score Average	9th Grade	1,332	658	10th Grade	280	658	11th Grade	202	686	12th Grade	80	677
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<p>(Local Priority 1a) Increase the number of teachers hired that reflect the demographic student groups of the district at an increase of 2% per year.</p>	<p>(Local Priority 1a) NOT MET for African American subgroup The chart below reflects the ethnicity of the 173 certificated teaching staff hired for the 2019-20 school year. KHSD is continuously committed to hiring highly qualified staff that reflect the demographics of its students.</p> <table><tr><th colspan="4">Kern High School District Certificated Teaching Staff Hired 2018-19 / 2019-20</th></tr><tr><th>Ethnicity</th><th>2018-19 (271 Certificated Teaching Staff)</th><th>2019-20 (173 Certificated Teaching Staff)</th><th>Percentage Increase / Decrease</th></tr><tr><td>African American</td><td>4.4%</td><td>2.3%</td><td>-2.1%</td></tr><tr><td>African American (Students)</td><td>5.82%</td><td>5.89%</td><td></td></tr><tr><td>Hispanic</td><td>25.4%</td><td>29.4%</td><td>+4.0%</td></tr><tr><td>Hispanic (Students)</td><td>67.3%</td><td>67.9%</td><td></td></tr><tr><td>White</td><td>69.7%</td><td>62.2%</td><td>-7.5%</td></tr><tr><td>White (Students)</td><td>20.1%</td><td>19.3%</td><td></td></tr></table>	Kern High School District Certificated Teaching Staff Hired 2018-19 / 2019-20				Ethnicity	2018-19 (271 Certificated Teaching Staff)	2019-20 (173 Certificated Teaching Staff)	Percentage Increase / Decrease	African American	4.4%	2.3%	-2.1%	African American (Students)	5.82%	5.89%		Hispanic	25.4%	29.4%	+4.0%	Hispanic (Students)	67.3%	67.9%		White	69.7%	62.2%	-7.5%	White (Students)	20.1%	19.3%	
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Actions / Services																																								
Planned Action/Service	Budgeted Expenditures	Actual Expenditures																																						
Action 1.01 Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2019-20 school year. LCFF reached its full funding in 2018-19. The total section allocation per site below includes the sections funded by the Supplemental and Concentration (S/C) Grant, given proportionately to the site’s LCFF unduplicated count of students. A total of 671 sections will be allocated for the 2019-20 school year: LCFF 636 and 35 sections allocated to class size reduction (CSR) for the core classes.	(a) \$11,311,718 (b) \$4,792,282 Total – \$16,104,000 (a) Sup/Con (b) Sup/Con (a) Certificated Salaries (b) Benefits	(a) \$10,339,051 (b) \$4,149,699 Total – \$14,488,750 (a) Sup/Con (b) Sup/Con (a) Certificated Salaries (b) Benefits																																						
<table><tr><th>School Site 2019-20</th><th>LCFF Sections</th></tr><tr><td>Arvin</td><td>60</td></tr><tr><td>Bakersfield</td><td>53</td></tr><tr><td>Centennial</td><td>16</td></tr><tr><td>East</td><td>48</td></tr><tr><td>Foothill</td><td>45</td></tr><tr><td>Frontier</td><td>15</td></tr><tr><td>Golden Valley</td><td>55</td></tr><tr><td>Highland</td><td>39</td></tr><tr><td>Independence</td><td>32</td></tr><tr><td>Kern Valley</td><td>8</td></tr><tr><td>Liberty</td><td>15</td></tr><tr><td>Mira Monte</td><td>57</td></tr><tr><td>North</td><td>34</td></tr><tr><td>Ridgeview</td><td>46</td></tr><tr><td>Shafter</td><td>35</td></tr><tr><td>South</td><td>51</td></tr><tr><td>Stockdale</td><td>21</td></tr><tr><td>West</td><td>41</td></tr></table>	School Site 2019-20	LCFF Sections	Arvin	60	Bakersfield	53	Centennial	16	East	48	Foothill	45	Frontier	15	Golden Valley	55	Highland	39	Independence	32	Kern Valley	8	Liberty	15	Mira Monte	57	North	34	Ridgeview	46	Shafter	35	South	51	Stockdale	21	West	41		
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<p>Action 1.02/1.03</p> <p>Unduplicated students at KHSD continuation schools perform lower on state assessments and have lower graduation rates than the KHSD and California average. In order to improve student outcomes at continuation schools, KHSD will:</p> <ul style="list-style-type: none"> • Provide additional teaching and administrative sections above the base formula for all 5 continuation school sites (Central Valley, Nueva, Tierra Del Sol, Vista and Vista West). • The sections, both teaching and administrative, will be distributed according to need of the unduplicated population and in coordination with the Supervising Administrator. • Increase administrative sections to provide a Dean of Students to each of the 3 largest continuation schools: Tierra Del Sol, Vista and Vista West. This Dean of Students will support the academic and behavior intervention efforts of the continuation sites to deliver improved and increased services to at risk students. <p>This increase of teaching and administrative sections will improve unduplicated student outcomes including state assessments and graduation rates.</p>	<p>(a) \$641,929 (b) \$248,229 Total – \$890,158</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$476,052 (b) \$171,681 Total – \$647,733</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>
<p>Action 1.04</p> <p>Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups.</p> <p>Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to school sites with high numbers of unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.</p>	<p>(a) \$9,668 (b) \$2,332 (c) \$88,000 Total – \$100,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$4,476 (b) \$588 (c) \$55,204 Total – \$60,268</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>

<p>Action 1.05</p> <p>Continue to focus on literacy by maintaining additional staffing formula (70 sections) for Access, the literacy course, which provides 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.</p> <ul style="list-style-type: none"> • Test grade 9 students in English and math. • Test twice annually, once at the beginning of year and once at the end of the year. <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count.</p> <p>6 sections each: Arvin, Golden Valley, Mira Monte 5 sections each: Bakersfield, East, Foothill, Ridgeview, South 4 sections each: Highland, Shafter, West 3 sections each: Independence, North 2 sections each: Centennial, Frontier, Liberty, Stockdale 1 section: Kern Valley</p>	<p>(a) \$1,180,060 (b) \$499,940 Total – \$1,680,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$994,423 (b) \$426,261 Total – \$1,420,684</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>
<p>Action 1.06</p> <p>KHSD unduplicated students enter the KHSD on average below grade level in reading and math. In order to improve the reading and math levels of unduplicated students, KHSD will:</p> <ul style="list-style-type: none"> • Renew STAR Renaissance contract to continue to test all students in all grades, 9-12, and all incoming grade 9 students (current grade 8). The test diagnoses reading and math levels, as well as provides on-going assessment for instructional intervention. • The STAR Renaissance screening and progress monitoring will better inform intervention and instruction to increase unduplicated students' reading and math levels. 	<p>(a) \$314,020 Total – \$314,020</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditures</p>	<p>(a) \$322,921 Total – \$322,921</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditures</p>

<p>Action 1.07 Unduplicated students perform below all students on the Grade 11 Math state assessment. In order to improve math student outcomes, the KHSD will provide:</p> <ul style="list-style-type: none"> • Edmentum, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects. • Edmentum will specifically be used in math courses to fill in gaps in students' math knowledge so they will be successful in meeting the California math standards. <p>The implementation of Edmentum will increase unduplicated students' math performance.</p>	<p>(a) \$159,380 Total – \$159,380</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditures</p>	<p>(a) \$159,380 Total – \$159,380</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditures</p>
<p>Action 1.08 Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses. Per stakeholder recommendation, funding will be allocated for a literacy consultant.</p>	<p>(a) \$183,984 (b) \$40,016 Total – \$224,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$39,187 (b) \$12,225 (c) \$5,601 (d) \$66,130 Total – \$123,143</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>

<p>Action 1.09 Continue to reduce class size in science classes by allocating 56 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science. Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially underrepresented and disadvantaged youth.</p> <p><u>LCFF Sections</u></p> <p>4 sections each: Arvin, Bakersfield, Golden Valley, Mira Monte and Ridgeview 3 sections each: Centennial, East, Foothill, Frontier, Highland, Independence, Liberty, North, South, Stockdale and West 2 sections: Shafter 1 section: Kern Valley</p>	<p>(a) \$1,103,984 (b) \$240,116 Total – \$1,344,100</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$843,628 (b) \$353,652 Total – \$1,197,280</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>
<p>Action 1.10 The National Clearinghouse reports that low income students are entering STEM programs at a much lower rate than their high-income counterparts. In order to better prepare low income students to enter and succeed at STEM in post-secondary schools, KHSD will:</p> <ul style="list-style-type: none"> • Provide funding to purchase science supplies to conduct hands-on lab experiments. The funding may also include professional development in conducting effective and engaging lab experiments. <p>The funding is principally directed to low income students to increase their success in science.</p>	<p>(a) \$200,000 Total – \$200,000</p> <p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>	<p>(a) \$191,872 Total – \$191,872</p> <p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>

<p>Action 1.11/1.12 Retain district Teachers on Special Assignment (TOSAs) in English, Math, Science, Social Studies, and AVID.</p> <ul style="list-style-type: none"> • Provide professional development for certificated and classified, focusing on intervention strategies for unduplicated pupils. • Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). • Continue to refine Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math. 	<p>(a) \$908,611 (b) \$284,509 Total – \$1,193,120</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$766,936 (b) \$233,074 (c) \$160,598 Total – \$1,160,608</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures</p>
<p>Action 1.13 Continue to fund the Kern High School Induction Program (KHIP) for new teachers to obtain their clear credentials and Cross-Cultural Language Academic Development (CLAD) credential through KHIP to effectively teach the diverse student populations at the KHSD high schools, including differentiating instruction. The induction program will ensure that low income students have access to high quality instruction. All eligible first- and second-year teachers must be enrolled in KHIP to complete a clear California credential. Each new teacher is assigned a mentor who provides coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards teaching expertise.</p>	<p>(a) \$702,460 (b) \$187,540 (c) \$30,000 (d) \$30,000 Total – \$950,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>	<p>(a) \$735,561 (b) \$251,287 (c) \$5,346 (d) \$2,607 Total – \$994,801</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>

<p>Action 1.14/1.15 Minority students, particularly in high-poverty environments, benefit from a more diverse teaching workforce (Center for Education Data & Research, 2015). The Kern High School District continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.</p> <ul style="list-style-type: none"> • Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds. • Increase recruitment in California. • Provide hours for the Recruitment Administrator to coordinate recruitment efforts. • Educators Rising, a student club, will be piloted at several school sites. • KHSD Teacher Residency Program with Cal State University Bakersfield. • Education Pathway – 2 sections for 3 school sites (Bakersfield, Mira Monte and West). <p>These efforts will increase the diversity of the teaching staff, resulting in improved student outcomes.</p>	<p>(a) \$648,870 (b) \$141,130 (c) \$3,000 (d) \$77,000 Total – \$870,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>	<p>(a) \$423,276 (b) \$69,635 (c) \$4,641 (d) \$50,115 Total – \$547,667</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>
<p>Action 1.16 Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.</p>	<p>N/A</p>	<p>N/A</p>
<p>Action 1.17 Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p>	<p>N/A</p>	<p>N/A</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1 and Actions affected by the pandemic:

Action 1.04 – Due to the pandemic, awarded grants were not able to complete their proposed projects.

Action 1.08 and 1.12 – Due to the pandemic, spring planned professional development was either postponed and/or moved to a virtual platform.

Action 1.10 – Due to the pandemic ordering of science supplies was delayed.

Action 1.14 – Education Pathway site (Mira Monte) did not utilize two sections.

Goal 1 addressed state priorities: Priority 1 (Basic Condition of Learning), Priority 2 (State Standards), Priority 8 (Other Pupil Outcomes), and Local Priority 1a. Funding was allocated to support State Priorities 1, 2, 8 and Local Priority 1a in the Learning Continuity and Attendance Plan.

- ✓ KHSD continues to work as a professional learning community (PLC) with subject area and/or grade level professional learning teams (PLT) at the district and site levels.
- ✓ KHSD supported staff in their growth as professionals; KHSD offered a wide array of professional development options throughout the spring and summer to assist staff with the transition to distance learning.
- ✓ KHSD supported ELD team that focused on integrating ELD curriculum into a Canvas format in which all four language domains (speaking, listening, reading, and writing) were emphasized in every unit to lessen the learning loss of our EL students.
- ✓ KHSD supported ELD Canvas courses that were designed with increased rigor, including level four depth of knowledge questions and English Language Proficiency Assessments for California (ELPAC) Moments to meet the language demands of the ELPAC.
- ✓ Comprehensive sites were allocated 1,002 sections for class size reduction. Allocation was given proportionately to the sites Local Control Funding (LCFF) ELs, FY and socioeconomically disadvantaged students.
- ✓ Continuation school sites were allocated 11 teaching sections and 20 administrative sections. Both teaching and administrative are distributed according to the needs of ELs, FY, and socioeconomically disadvantaged students.

Funding not utilized for Goal 1 was redirected to provide resources and materials for unduplicated students during the pandemic:

- ✓ School site course section allocations
 - ✓ Professional development
 - ✓ Technology resources for unduplicated and students with unique needs.
- (Reference the Learning Continuity and Attendance Plan beginning on page 69 for detailed description.)

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were deemed effective pre-pandemic.

- ✓ Action 1.01 allocated 671 teaching sections for class size reduction. Data from Synergy (KHSD student information system) verified that in 2019-20, 69.1% of all courses had less than 34 students, compared to 66.5% in 2017-18 and core classes (English, Math, Social Studies and Science) also decreased from 46.1% to 44.1%.
- ✓ Actions 1.01, 1.02, 1.03, 1.05 and 1.09 provided 805 teaching sections and 20 administrative sections that were principally directed to the unduplicated students to increase their academic success. 70 sections of Access were retained for students reading between the 4th and 6th IRL.
- ✓ Action 1.04 - 23 mini grants were allocated for STEM to STEAM.
- ✓ Action 1.06 - The purchase of STAR Renaissance has been an invaluable tool to help determine appropriate reading and math interventions for KHSD students. This year 32,291(80%) students were administered the STAR reading assessment and 27,677 (67.5%) students were administered the STAR Math assessment.
- ✓ Action 1.07 - All KHSD Math and Special Education staff has access to Edmentum which is utilized for prescriptive intervention.
- ✓ Action 1.08 and 1.11 - The implementation of content and literacy standards is supported by Actions 1.08 and 1.11. These actions address professional development necessary for the on-going learning and professional growth of the district's teaching staff, particularly in pedagogy

and effective instructional practices in relation to the most recent state frameworks and the state's accountability system. 1,850 teachers participated in professional development at the district level for the fall 2019. 11 Access workshops were held with over 250 participants.

- ✓ Action 1.13 - In the hiring of 173 new teachers, there was a slight decrease in hiring teachers that reflect the demographics of our population. The teacher shortage has affected KHSD's ability to meet the measurable outcomes of hiring 100% fully credentialed teachers; however, KHSD has a strong induction program (KHIP) that received a 7-year accreditation in 2016-17. KHIP provides training and strong support for new teachers. The accreditation committee praised KHIP for providing outstanding guidance to the KHSD 1st and 2nd year teachers.
- ✓ Action 1.16 and 1.17 - KHSD met the requirements for the Williams Act for all school sites.

Challenges that were identified for Goal 1:

- ✓ The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring 2020 and the implementation of distance learning. Some actions were modified to accommodate distance learning for students and staff.
- ✓ Teacher recruitment for a diverse workforce was complicated by nationwide and statewide teacher shortage and suspension of traveling to recruitment fairs due to the pandemic. KHSD continued to participate in virtual recruitment fairs.
- ✓ Graduation rate for Continuation Schools sites is constantly fluctuating. Data reported does not reflect year 12+ graduates or students that return to their home school site to graduate.

Goal 2

KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources which will equip students to be successful with all content standards and corresponding assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5 and 8

Local Priorities: 2a and 2b

Annual Measurable Outcomes

Expected	Actual												
(Local Priority 2a) 100% of English Learners will be enrolled in appropriate level of designated ELD classes or classes designated per their Individual Learning Plan (IEP). EL students in core classes will be taught by teachers with EL certification.	(Local Priority 2a) NOT MET KHSD serves 3,037 EL students, with 97% enrolled in an appropriate ELD class or classes designated per their IEP. EL students are enrolled in ELD classes, core classes (math, science, and social studies), and elective classes. 100% of KHSD teachers possess EL authorization, including other valid, non-emergency credentials or permits.												
(Local Priority 2b) Provide at least one Instructional Assistant (IA) in English Language Development (ELD) classes and one Bilingual Instructional Assistant (BIA) in core classes to provide support for English Learners to access the Common Core State Standards (CCSS).	(Local Priority 2b) MET Instructional Assistants were assigned to ELD classes and Bilingual Instructional Assistants were assigned to core classes (math, science and social studies). <div data-bbox="1281 613 1654 771"> <p>KHSD 2019-20 377 Sections Assigned Bilingual Instructional Assistants / Instructional Assistants</p> </div>												
(Priority 4d) English Language Proficiency Assessment of California (ELPAC)	(Priority 4d) BASELINE ESTABLISHED, DECEMBER 2019 California Department of Education (CDE) reported 34.4% of EL students (1,852) are making progress towards English Learner proficiency, (California Dashboard, December 2019) <div data-bbox="1213 974 1843 1252"> <table> <tr> <th colspan="2">Kern High School District English Learner Progress (34.4%) California School Dashboard 2019</th></tr> <tr> <td>Very High</td><td>= 65% or higher</td></tr> <tr> <td>High</td><td>= 55% to less than 65%</td></tr> <tr> <td>Medium</td><td>= 45% to less than 55%</td></tr> <tr> <td>Low</td><td>= 35% to less than 45%</td></tr> <tr> <td>Very Low</td><td>= Less than 35%</td></tr> </table> </div>	Kern High School District English Learner Progress (34.4%) California School Dashboard 2019		Very High	= 65% or higher	High	= 55% to less than 65%	Medium	= 45% to less than 55%	Low	= 35% to less than 45%	Very Low	= Less than 35%
Kern High School District English Learner Progress (34.4%) California School Dashboard 2019													
Very High	= 65% or higher												
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Medium	= 45% to less than 55%												
Low	= 35% to less than 45%												
Very Low	= Less than 35%												

Expected	Actual									
<p>(Priority 4e) Increase the reclassification rate of EL students by 0.5% each year, based on previous year’s reclassification rate.</p>	<p>(Priority 4e) NOT MET</p> <table><tr><th colspan="3">Kern High School District English Learner Student Reclassification Rates</th></tr><tr><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>902 (31.5%)</td><td>1,048 (40.1%)</td><td>584 (24.0%)</td></tr></table> <p>* The decrease in the number of EL students reclassifying was due to the closure of school.</p>	Kern High School District English Learner Student Reclassification Rates			2017-18	2018-19	2019-20	902 (31.5%)	1,048 (40.1%)	584 (24.0%)
Kern High School District English Learner Student Reclassification Rates										
2017-18	2018-19	2019-20								
902 (31.5%)	1,048 (40.1%)	584 (24.0%)								

Expected	Actual																																				
<p>(Priority 4g) EAP percentages of “ready” and “conditionally ready”, as measured by the previous year’s scores will increase by 1%.</p>	<p>(Priority 4g) MET for ELA / NOT MET for MATHEMATICS</p> <table><tr><th colspan="3">Early Assessment Program (EAP) to determine college readiness English Language Arts</th></tr><tr><th>Ethnicity</th><th>Ready / Ready - Conditional for CSU/CCC ELA-CAASPP Spring 2018</th><th>Ready / Ready - Conditional for CSU/CCC ELA-CAASPP Spring 2019</th></tr><tr><td>All Students</td><td>49.0%</td><td>51.4%</td></tr><tr><td>African American</td><td>33.1%</td><td>37.6%</td></tr><tr><td>Hispanic</td><td>45.4%</td><td>47.4%</td></tr><tr><td>White</td><td>58.8%</td><td>62.5%</td></tr></table> <table><tr><th colspan="3">Early Assessment Program (EAP) to determine college readiness Mathematics</th></tr><tr><th>Ethnicity</th><th>Ready / Ready - Conditional for CSU/CCC Math-CAASPP Spring 2018</th><th>Ready / Ready - Conditional for CSU/CCC Math-CAASPP Spring 2019</th></tr><tr><td>All Students</td><td>21.5%</td><td>21.0%</td></tr><tr><td>African American</td><td>12.0%</td><td>10.7%</td></tr><tr><td>Hispanic</td><td>16.4%</td><td>16.6%</td></tr><tr><td>White</td><td>32.8%</td><td>31.9%</td></tr></table>	Early Assessment Program (EAP) to determine college readiness English Language Arts			Ethnicity	Ready / Ready - Conditional for CSU/CCC ELA-CAASPP Spring 2018	Ready / Ready - Conditional for CSU/CCC ELA-CAASPP Spring 2019	All Students	49.0%	51.4%	African American	33.1%	37.6%	Hispanic	45.4%	47.4%	White	58.8%	62.5%	Early Assessment Program (EAP) to determine college readiness Mathematics			Ethnicity	Ready / Ready - Conditional for CSU/CCC Math-CAASPP Spring 2018	Ready / Ready - Conditional for CSU/CCC Math-CAASPP Spring 2019	All Students	21.5%	21.0%	African American	12.0%	10.7%	Hispanic	16.4%	16.6%	White	32.8%	31.9%
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(Priority 5e)

Increase graduation rate by 1%, districtwide and for all significant student groups, as measured by previous year's graduation rate.

(Priority 5e) MET for American Indian or Alaska Native, Filipino, Pacific Islander, White student groups.

NOT MET for African American, Asian, Hispanic or Latino, Two or More Races and All student groups.

Kern High School District Graduation Rate (by Ethnicity) California School Dashboard			
Ethnicity	2018	2019	Percentage Increase/ Decrease
African American	86.1% (518 students)	86.2% (565 students)	+0.1%
American Indian or Alaska Native	76.4% (55 students)	82.6% (69 students)	+6.2%
Asian	95.0% (260 students)	93.6% (283 students)	-1.4%
Filipino	97.7% (146 students)	99.3% (143 students)	+1.6%
Hispanic or Latino	89.0% (6,093 students)	89.4% (6,616 students)	+0.4%
Pacific Islander	81.0% (21 students)	92.3% (13 students)	+11.3%
White	89.0% (1,977 students)	91.6% (2,087 students)	+2.6%
Two or More Races	91.1% (123 students)	83.9% (118 students)	-7.2%
All	89.1% (9,478 students)	89.8% (9,961 students)	+0.7%

Expected	Actual			
	Kern High School District Graduation Rate (by Sub-Groups) California School Dashboard			
	Sub-Group	2018	2019	Percentage Increase/ Decrease
	Homeless	84.9% (690 students)	72.1% (265 students)	-12.8%
	English Learners	78.5% (1,114 students)	78.0% (997 students)	-0.5%
	Foster Youth	68.9% (119 students)	71.4% (133 students)	+2.5%
	Socioeconomically Disadvantaged	87.6% (7,408 students)	88.3% (7,879 students)	+0.7%
	Students with Disabilities	72.3% (925 students)	72.9% (1,026 students)	+0.6%

Actions / Services		
Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 2.01 Provide EL intervention classes during Summer School to maximize reclassification rate for LTELs. The schools with the highest unduplicated pupil count will be allocated sections for EL intervention classes.</p> <p>To further meet the needs of “at risk” youth, particularly EL, FY, and low income, additional sections will be allocated to Summer School to provide appropriate intervention and support to build skills, particularly in the areas of math, literacy, and science, so that students may complete the next level of learning – e.g., complete a 4th year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school. The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first. They will be distributed proportionately per the sites’ unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.</p> <ul style="list-style-type: none"> • Credit recovery • Literacy, math, and STEM intervention and support • Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders • a-g completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps <p>Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses.</p>	<p>(a) \$565,914 (b) \$123,086 Total – \$689,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$388,138 (b) \$79,131 Total – \$467,269</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>

<p>Action 2.02 The 42 Apex sections will no longer be allocated to school sites via LCAP funding. LCAP will continue to allocate funding for APEX software.</p>	<p>(a) \$250,000 Total – \$250,000</p> <p>(a) Sup/Co</p> <p>(a) Services and Operating Expenditures</p>	<p>(a) \$229,400 Total – \$229,400</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditures</p>
<p>Action 2.03 Provide 79 intervention classes for students who need additional support in English and math – e.g. Foundations in Math, literacy classes, and Academic Performance classes that support “at risk” grade 9-12 students.</p>	<p>(a) \$1,331,782 (b) \$564,218 Total – \$1,896,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$1,195,809 (b) \$477,878 Total – \$1,673,687</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>
<p>Action 2.04/2.05/2.06 (2.04) Provide Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites, based on the number of EL students, to provide primary language support to the EL student, serving the EL1 and EL 2 students first. (2.05) Provide EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation. Strengthen EL Coordinator professional learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and on-going literacy/language support, and improve coordination of services to enhance quality of EL services to students and their parents. Hire administrator to oversee the EL program and focus on improving student outcomes. (2.06) Retain Bilingual Technicians (BT). District BT may also assist in completing state and local reports and monitoring progress data. Continuation of the EL Task Force in 2019-20 school year.</p>	<p>(a) \$2,069,309 (b) \$1,614,819 (c) \$462,367 Total – \$4,146,495</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Certificated Salaries</p>	<p>(a) \$1,930,598 (b) \$1,278,937 (c) \$473,276 Total – \$3,682,811</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Certificated Salaries</p>

<p>Action 2.07 Unduplicated students, on average, enter the KHSD reading below grade level. Students from lower-income homes have limited access to books (Berk, 2009). As part of a multifaceted approach to increase student achievement and reading levels, KHSD will provide Teacher-Librarians at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.</p>	<p>(a) \$1,673,193 (b) \$676,712 Total – \$2,349,905</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits</p>	<p>(a) \$1,668,079 (b) \$634,510 Total – \$2,302,589</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits</p>
<p>Action 2.08 Additional hours of high-quality learning experiences are positively related to student achievement (Hanover Research, 2013). Stakeholders report that unduplicated students benefit from the expanded library hours at school sites. The KHSD will continue to support expanded learning opportunities by providing funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites. South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter (\$14,000 per site = \$112,000) North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence (\$10,000 per site = \$60,000) Stockdale, Centennial, Frontier and Liberty (\$7,000 per site = \$28,000) Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may be open late in the evenings and on Saturdays) to fulfill the primary expectation of serving the unduplicated students. The funding may also include bilingual literacy support for EL students.</p>	<p>(a) \$164,271 (b) \$35,729 Total – \$200,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$129,659 (b) \$51,624 Total – \$181,283</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>
<p>Action 2.09 Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses. Access is the redesigned literacy course. Access was developed and implemented in the 2015-16 school year. Pre-Access and Access 2 were developed in the 2016-17 school year.</p>	<p>(a) \$60,000 Total – \$60,000</p> <p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>	<p>(a) \$34,697 Total – \$34,697</p> <p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>

<p>Action 2.10/2.11</p> <p>Technology integration in a classroom moves through different levels. The higher the levels of an activity the greater the educational benefit (Dr. Ruben R. Puentedura, Ph.D.) In order for the increased technology to improve the student outcomes of low income students, teachers will receive professional development to reach these higher levels of learning.</p> <p>KHSD will support teachers in the utilization of site level technology, student devices, and software programs to enhance student engagement and learning. Teacher leaders will also support professional development activities related to technology at their sites. KHSD will continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.</p>	<p>(a) \$102,669 (b) \$22,331 (c) \$35,000 Total – \$160,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$99,407 (b) \$47,760 (c) \$0 Total – \$147,167</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>
<p>Action 2.12</p> <p>Low income students and students of color are less likely to own computers and use the internet than their peers. Technology can produce significant gains in student achievement (Stanford Center for Opportunity in Education, 2014). Kern High will continue to strengthen the technology infrastructure and provide student devices to support and enhance learning in the classroom through high speed internet connections, devices, and programs that promote student engagement.</p> <p>This action may include the following sub-actions:</p> <ul style="list-style-type: none"> ○ Replacing server equipment, switches and other hardware ○ Increasing computer access ○ Supporting Science, Technology, Engineering, and Math (STEM) classes ○ Expanding labs ○ Increasing the use of portable devices in the classroom (Chromebooks) ○ Supporting the use of instructional technologies ○ Expanding bandwidth to support a robust network 	<p>(a) \$3,275,940 (b) \$28,040 (c) \$1,073,664 Total – \$4,377,644</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Books and Supplies (b) Services and Operating Expenditures (c) Capital Outlay</p>	<p>(a) \$3,476,941 (b) \$75,288 (c) \$954,663 Total – \$4,506,892</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Books and Supplies (b) Services and Operating Expenditures (c) Capital Outlay</p>
<p>Action 2.13 is longer funded out of the LCAP.</p>	<p>N/A</p>	<p>N/A</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2 and Actions affected by the pandemic.

Action 2.01 – Due to the pandemic summer school offerings were offered virtually and on a limited basis for the most at risk students.

Action 2.04 and 2.06 – Due to the pandemic and a hiring freeze, classified positions were not filled.

Action 2.08, 2.09 and 2.11 – Due to the pandemic these actions were impacted, and activities were either adapted or suspended.

Action 2.12 – Technology funding was utilized for distance learning.

Goal 2 addressed state priorities 4 (Pupil Achievement), 5 (Pupil Engagement), 8 (Other Pupil Outcomes), and Local Priorities 2a and 2b. Funding was allocated to support State Priorities 4, 5, 8 and Local Priorities 2a and 2b in the Learning Continuity Attendance Plan.

- ✓ KHSD allocated 150 intervention classes for students who need additional support in English, math-e.g., Foundations in Math, Pre-Access/Access literary classes. Students will be assessed to provide a baseline of student's needs.
- ✓ KHSD purchased Rosetta Stone language program licenses for level 1 and 2 English Learners (EL).
- ✓ KHSD supported EL teams developing, and refining plans created under the guidance of Dr. Luis Cruz to provide support and intervention for ELs to address learning loss and ensure student success.
- ✓ KHSD purchased headphones with microphones for EL students.
- ✓ KHSD allocated funding for technology resources and tools for all students and staff to be successful in a distance learning environment.

Funding not utilized for Goal 2 was redirected to provide resources and materials for unduplicated students during the pandemic:

- ✓ Intervention sections for summer school
- ✓ Additional technology resources for EL students.

(Reference the Learning Continuity and Attendance Plan beginning on page 69 for detailed description.)

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were deemed effective pre-pandemic.

- ✓ Action 2.01 – 2,980 credits were earned by EL students enrolled in the EL summer intervention classes, summer 2019. 13,375 total credits were earned by students enrolled in the summer intervention courses.
- ✓ Action 2.02 – 6,269 students completed an Apex course, with a completion rate of 98%.
- ✓ Action 2.03 – 2,000 students were enrolled in Mathematics, Access, English, Apex, Science, Strategies, Academic Achievement, intervention courses.
- ✓ Actions 2.04/2.05/2.06 – The reclassification rate decreased due the pandemic and the suspension of the ELPAC testing. KHSD reclassification rate was 24% (584 students) which outperformed the County 14% and the State 13.8%.

- ✓ 2.07 and 2.08 – Prior to the pandemic (March 2020), 36,434 hours were logged by students who utilized the extended library hours, staffed by certificated and classified staff, for their academic needs.
- ✓ Action 2.09 - Access classes are provided with an extensive classroom library of high interest, leveled books, which encourage students to read to improve their reading skills.
- ✓ Actions 2.10 and 2.11 - Hands-on technology training for classified and certificated staff were provided throughout the year.
- ✓ Action 2.12 – School sites with the highest number of unduplicated pupils were served first and over 5,000 Chromebooks were purchased. The infrastructure was strengthened to meet the needs of students and staff.

Challenges that were identified for Goal 2:

- ✓ The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring 2020 and the implementation of distance learning.
- ✓ Cyber High implementation for English Learners was not implemented due to a potential supplanting issue.
- ✓ The assignment of IAs and BIAs has been evaluated to maximize the placement of IAs and BIAs to better serve our English Learners.
- ✓ Mathematics data demonstrated a slight increase and KHSD is striving to implement strategies to increase academic proficiency.

Goal 3

KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses that include all core subjects – English, Math, Social Studies, and Science – and Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7 and 8

Local Priorities: 3a and 3b

Annual Measurable Outcomes

Expected	Actual																		
<p>(Local Priority 3a) Increase in CTE survey responses of agree or strongly agree by 1% as compared to last year’s responses. “My student’s school is preparing my student for a future career path.”</p>	<p>(Local Priority 3a) MET</p> <table><tr><th colspan="4">KHSD LCAP Parent Survey “My student’s school is preparing my student for a future career path.” Based on 2,657 responses</th></tr><tr><th></th><th>2018-19</th><th>2019-2020</th><th>Percentage Increase / Decrease</th></tr><tr><td>Agree or Strongly Agree</td><td>81%</td><td>84%</td><td>+3%</td></tr></table>	KHSD LCAP Parent Survey “My student’s school is preparing my student for a future career path.” Based on 2,657 responses					2018-19	2019-2020	Percentage Increase / Decrease	Agree or Strongly Agree	81%	84%	+3%						
KHSD LCAP Parent Survey “My student’s school is preparing my student for a future career path.” Based on 2,657 responses																			
	2018-19	2019-2020	Percentage Increase / Decrease																
Agree or Strongly Agree	81%	84%	+3%																
<p>(Local Priority 3b) Increase Project BEST graduation rate and participation by 2%, as measured by previous year’s rates.</p>	<p>(Local Priority 3b) NOT MET</p> <table><tr><th colspan="3">Project BEST Participants 2018 / 2019</th></tr><tr><th></th><th>2018-19</th><th>2019-20</th></tr><tr><td>Total</td><td>652</td><td>613</td></tr></table> <table><tr><th colspan="3">Project BEST Graduates</th></tr><tr><th>2017-18</th><th>2018-19</th><th>Percentage Increase / Decrease</th></tr><tr><td>106 (92.1%)</td><td>154 (89.5%)</td><td>-2.6%</td></tr></table>	Project BEST Participants 2018 / 2019				2018-19	2019-20	Total	652	613	Project BEST Graduates			2017-18	2018-19	Percentage Increase / Decrease	106 (92.1%)	154 (89.5%)	-2.6%
Project BEST Participants 2018 / 2019																			
	2018-19	2019-20																	
Total	652	613																	
Project BEST Graduates																			
2017-18	2018-19	Percentage Increase / Decrease																	
106 (92.1%)	154 (89.5%)	-2.6%																	

(Priority 4a)

Increase California Assessment of Student Performance and Progress (CAASPP) scores by 1%, as measured by previous year's score rates.

(Priority 4a) NOT MET

California Assessment of Student Performance and Progress (CAASPP)

Students Exceeded or Standards Met

All Students English Language Arts Spring 2018	All Students English Language Arts Spring 2019	Percentage Increase/ Decrease
53%	51 %	-2%
Mathematics 2018	Mathematics 2019	
21%	21%	0%

**California Assessment of Student Performance and Progress
(CAASPP)
Spring 2019**

All 11 th Grade Students 9,163 Students Tested in 2018 9,253 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
Standards Exceeded:	20%	20%	7%	7%
Standards Met:	29%	31%	15%	14%
Standards Nearly Met:	25%	26%	22%	23%
Standards Not Met:	26%	23%	56%	56%

Economically Disadvantaged Students 11th Grade Students 6,291 Students Tested in 2018 6,547 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
Standards Exceeded:	14%	14%	4%	3%
Standards Met:	28%	31%	12%	12%
Standards Nearly Met:	27%	26%	21%	21%
Standards Not Met:	30%	29%	62%	62%
English Learners 11 th Grade Students 494 Students Tested in 2018 415 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
Standards Exceeded:	1%	0.24%	0%	0.23%
Standards Met:	2%	2.4%	1%	1%
Standards Nearly Met:	15%	14%	4%	5%
Standards Not Met:	83%	84%	95%	94%
Reclassified-Fluent Proficient (R-FEP) 11 th Grade Students 3,326 Students Tested in 2018 3,487 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring	English Language Arts / Literacy Spring	Mathematics Spring 2018	Mathematics Spring 2019

	2018	2019		
Standards Exceeded:	17%	17%	4%	4%
Standards Met:	33%	33%	14%	14%
Standards Nearly Met:	28%	30%	26%	24%
Standards Not Met:	22%	23%	58%	59%
Students with Disabilities 11th Grade Students 696 Students Tested in 2018 711 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
Standards Exceeded:	1%	1%	1%	0%
Standards Met:	5%	6%	2%	1%
Standards Nearly Met:	17%	21%	5%	4%
Standards Not Met:	77%	72%	93%	95%
Ethnicity: African American 11th Grade Students 513 Students Tested in 2018 508 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
Standards Exceeded:	13%	11%	4%	3%
Standards Met:	20%	27%	8%	7%
Standards Nearly Met:	28%	22%	16%	18%

Standards Not Met:	40%	40%	72%	72%
Ethnicity: American Indians or Alaska Native 11th Grade Students 63 Students Tested in 2018 48 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
Standards Exceeded:	17%	19%	8%	4%
Standards Met:	40%	21%	20%	15%
Standards Nearly Met:	15%	21%	30%	13%
Standards Not Met:	28%	40%	43%	69%
Ethnicity: Asian 11th Grade Students 250 Students Tested in 2018 256 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
Standards Exceeded:	43%	41%	26%	41%
Standards Met:	29%	30%	25%	31%
Standards Nearly Met:	15%	15%	24%	16%
Standards Not Met:	13%	16%	25%	13%
Ethnicity: Native Hawaiian or Pacific Islander 11th Grade Students 14 Students Tested in 2018 21 Students Tested in 2019				
Standards	English Language	English Language	Mathematics Spring 2018	Mathematics Spring 2019

	Arts / Literacy Spring 2018	Arts / Literacy Spring 2019		
Standards Exceeded:	36%	29%	13%	5%
Standards Met:	29%	33%	7%	25%
Standards Nearly Met:	15%	14%	13%	25%
Standards Not Met:	22%	24%	67%	45%
Ethnicity: Filipino 11 th Grade Students 141 Students Tested in 2018 112 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematic Spring 2019
Standards Exceeded:	43%	47%	29%	27%
Standards Met:	38%	32%	25%	34%
Standards Nearly Met:	14%	14%	24%	18%
Standards Not Met:	4%	8%	22%	21%
Ethnicity: Hispanic 11 th Grade Students 6,093 Students Tested in 2018 6,292 Students Tested in 2019				
Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
Standards Exceeded:	16%	16%	4%	4%
Standards Met:	30%	31%	13%	13%

Expected	Actual				
	Standards Nearly Met:	27%	25%	22%	22%
	Standards Not Met:	28%	28%	61%	62%
	Ethnicity: White 11 th Grade Students 1,933 Students Tested in 2018 1,826 Students Tested in 2019				
	Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
	Standards Exceeded:	30%	30%	13%	12%
	Standards Met:	30%	33%	21%	20%
	Standards Nearly Met:	21%	19%	24%	25%
	Standards Not Met:	19%	19%	43%	43%
	Ethnicity: Two or More Races 11 th Grade Students 105 Students Tested in 2018 115 Students Tested in 2019				
	Standards	English Language Arts / Literacy Spring 2018	English Language Arts / Literacy Spring 2019	Mathematics Spring 2018	Mathematics Spring 2019
	Standards Exceeded:	30%	36%	11%	18%
	Standards Met:	27%	30%	20%	13%
	Standards Nearly Met:	22%	18%	25%	26%
	Standards Not Met:	20%	17%	44%	44%

Expected	Actual															
(Priority 4b) Academic Performance Index (API) - N/A	(Priority 4b) N/A															
(Priority 4c) Career and Technical Education (CTE) Concentrators will increase by 1%.	(Priority 4c) NOT MET <table><tr><th colspan="4">KHSD Career Technical Concentrator CALPADS Academic Year 2018-19 / 2019-20</th></tr><tr><th>Year</th><th>2018-19</th><th>2019-20</th><th>Percentage Increase / Decrease</th></tr><tr><td>Concentrators Only</td><td>27.0 % (11,044)</td><td>27.7% (11,059)</td><td>+0.7%</td></tr></table>	KHSD Career Technical Concentrator CALPADS Academic Year 2018-19 / 2019-20				Year	2018-19	2019-20	Percentage Increase / Decrease	Concentrators Only	27.0 % (11,044)	27.7% (11,059)	+0.7%			
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Year	2018-19	2019-20	Percentage Increase / Decrease													
Concentrators Only	27.0 % (11,044)	27.7% (11,059)	+0.7%													
(Priority 4c) Increase CTE completion rate by 1% for all levels and all categories, as measured by previous year’s participation rate.	(Priority 4c) MET <table><tr><th colspan="4">KHSD Career Technical Completers CALPADS Academic Year 2018-19 / 2019-20 Count by Pathways</th></tr><tr><th>Year</th><th>2018-19</th><th>2019-20</th><th>Percentage Increase / Decrease</th></tr><tr><td>Completers (excludes Concentrators)</td><td>7.60% (3,104)</td><td>8.60% (3,582)</td><td>+1.0%</td></tr></table>	KHSD Career Technical Completers CALPADS Academic Year 2018-19 / 2019-20 Count by Pathways				Year	2018-19	2019-20	Percentage Increase / Decrease	Completers (excludes Concentrators)	7.60% (3,104)	8.60% (3,582)	+1.0%			
KHSD Career Technical Completers CALPADS Academic Year 2018-19 / 2019-20 Count by Pathways																
Year	2018-19	2019-20	Percentage Increase / Decrease													
Completers (excludes Concentrators)	7.60% (3,104)	8.60% (3,582)	+1.0%													
(Priority 4f) AP scores 3 or better will increase by 1%.	(Priority 4f) NOT MET <table><tr><th colspan="3">Kern High School District National Clearinghouse AP Scores</th></tr><tr><th>Years</th><th>Number of Exam Takers Tested</th><th>Scores 3 or Better</th></tr><tr><td>2016-17</td><td>6,904</td><td>3,351 (48.5%)</td></tr><tr><td>2017-18</td><td>6,916</td><td>3,519 (50.8%)</td></tr><tr><td>2018-19</td><td>6,881</td><td>3,525 (51.2%)</td></tr></table>	Kern High School District National Clearinghouse AP Scores			Years	Number of Exam Takers Tested	Scores 3 or Better	2016-17	6,904	3,351 (48.5%)	2017-18	6,916	3,519 (50.8%)	2018-19	6,881	3,525 (51.2%)
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2017-18	6,916	3,519 (50.8%)														
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Expected	Actual																								
<p>(Priority 7a) All students will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).</p>	<p>(Priority 7a) MET There are 4,750 course sections offered to students at KHSD sites. These sections include 671 section funded by LCAP based on the highest need schools first.</p> <table border="1" data-bbox="1276 354 1785 987"> <thead> <tr> <th>KHSD Content Area Courses 2019-2020</th><th>Number of Sections</th></tr> </thead> <tbody> <tr> <td>Art / Dance / Music Drama/Theater</td><td>459</td></tr> <tr> <td>English Language Arts</td><td>627</td></tr> <tr> <td>Foreign Languages</td><td>193</td></tr> <tr> <td>Health Education</td><td>75</td></tr> <tr> <td>Mathematics</td><td>539</td></tr> <tr> <td>Physical Education</td><td>146</td></tr> <tr> <td>Special Designated Subjects</td><td>23</td></tr> <tr> <td>Science</td><td>387</td></tr> <tr> <td>History/Social Science</td><td>478</td></tr> <tr> <td>Career Technical Education</td><td>1,221</td></tr> <tr> <td>Other Instruction-Related Assignments</td><td>602</td></tr> </tbody> </table>	KHSD Content Area Courses 2019-2020	Number of Sections	Art / Dance / Music Drama/Theater	459	English Language Arts	627	Foreign Languages	193	Health Education	75	Mathematics	539	Physical Education	146	Special Designated Subjects	23	Science	387	History/Social Science	478	Career Technical Education	1,221	Other Instruction-Related Assignments	602
KHSD Content Area Courses 2019-2020	Number of Sections																								
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Other Instruction-Related Assignments	602																								
<p>(Priority 7b) All unduplicated students will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).</p>	<p>(Priority 7b) MET Counselors reviewed all students' transcripts and worked with students on their four-year plan in order to determine appropriate course schedules and intervention-class needs. Students' intervention needs are addressed first, followed by graduation requirements and courses to ensure college/career readiness.</p>																								
<p>(Priority 7c) All students with exceptional needs will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).</p>	<p>(Priority 7c) MET Case Managers reviewed transcripts of students with special needs and worked with students on their four-year plan in order to determine appropriate coursework, per their Individual Education Plan (IEP) schedules, and intervention-class needs. Students' intervention needs are addressed first, followed by graduation requirements and courses to ensure college/career readiness.</p>																								

Expected	Actual																												
<p>(Priority 8a) Decrease Ds and Fs, overall, by 0.5% to reduce need for remediation, increase course completion rates, and increase a-g rates.</p>	<p>(Priority 8) NOT MET</p> <table><tr><th colspan="3">Fall Grade Distribution (All Students) Fall Semester 2019/2020</th></tr><tr><th>Grades</th><th>2018-19</th><th>2019-20</th></tr><tr><td>As</td><td>36.2%</td><td>36.4%</td></tr><tr><td>Bs</td><td>26.6%</td><td>25.9%</td></tr><tr><td>Cs</td><td>19.4%</td><td>18.9%</td></tr><tr><td>Ds</td><td>9.7%</td><td>9.7%</td></tr><tr><td>Fs</td><td>8.1%</td><td>9.1%</td></tr></table> <p>(Data obtained by Kern High School District’s student information system)</p>	Fall Grade Distribution (All Students) Fall Semester 2019/2020			Grades	2018-19	2019-20	As	36.2%	36.4%	Bs	26.6%	25.9%	Cs	19.4%	18.9%	Ds	9.7%	9.7%	Fs	8.1%	9.1%							
Fall Grade Distribution (All Students) Fall Semester 2019/2020																													
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Ds	9.7%	9.7%																											
Fs	8.1%	9.1%																											
<p>(Priority 8b) a-g completion rates will increase by 1% and African American and Hispanic student group completion rates will increase by 2%.</p>	<p>(Priority 8b) NOT MET for AFRICAN AMERICAN student group MET for HISPANIC student group and KHSD.</p> <table><tr><th colspan="4">Kern High School District a-g Completion Rates Four-Year Adjusted Cohort Rate</th></tr><tr><th>Year</th><th>2018-19</th><th>2019-20</th><th>Percentage Increase / Decrease</th></tr><tr><td>African American</td><td>37.0%</td><td>33.3%</td><td>-3.7%</td></tr><tr><td>Hispanic</td><td>37.1%</td><td>40.8%</td><td>+3.7%</td></tr><tr><td>White</td><td>43.8%</td><td>45.5%</td><td>+1.7%</td></tr><tr><td>KHSD</td><td>40.3%</td><td>42.7%</td><td>+2.4%</td></tr><tr><td>State</td><td>50.3%</td><td>50.9%</td><td>+0.6%</td></tr></table>	Kern High School District a-g Completion Rates Four-Year Adjusted Cohort Rate				Year	2018-19	2019-20	Percentage Increase / Decrease	African American	37.0%	33.3%	-3.7%	Hispanic	37.1%	40.8%	+3.7%	White	43.8%	45.5%	+1.7%	KHSD	40.3%	42.7%	+2.4%	State	50.3%	50.9%	+0.6%
Kern High School District a-g Completion Rates Four-Year Adjusted Cohort Rate																													
Year	2018-19	2019-20	Percentage Increase / Decrease																										
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Actions / Services		
Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 3.01 KHSD's low-income students have lower graduation rates than all students. In addition, a lower percentage of low-income students are prepared on the College and Career Indicator than all students. Students in Career and Technical Education (CTE) Pathways, especially low-income students, are more likely to graduate from high school and enroll in post-secondary education (Dougherty, 2016). CTE reduces dropout and increases on time graduation (American Education Research Journal, 2017). Therefore, it is important for the KHSD to provide high quality CTE courses and pathways for students. Maintain Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students.	(a) \$5,953,729 (b) \$1,266,826 (c) \$2,713,979 (d) \$406,549 (e) \$808,618 (f) \$140,718 Total – \$11,290,419 (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures (f) Capital Outlay	(a) \$5,126,973 (b) \$1,123,737 (c) \$2,553,845 (d) \$1,001,654 (e) \$953,594 (f) \$50,300 Total – \$10,810,103 (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures (f) Capital Outlay
Action 3.02 Continue to expand Career Choices to include all schools. Currently we have 17 school sites that are implementing Career Choices. The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.	(a) \$235,000 Total - \$235,000 (a) Sup/Con (a) Books and Supplies	(a) \$236,842 Total – \$236,842 (a) Sup/Con (a) Books and Supplies

<p>Action 3.03 Only 1 in 10 people from low-income families have a bachelor's degree by age 25, while half of all people from high-income families do (Bailey and Dynarski, 2011). Stakeholders agree that KHSD low-income students need college and career planning and guidance. To help in this effort, KHSD will provide Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum. All sophomores will have the option of taking a pre-college assessment.</p>	<p>(a) \$399,582 Total – \$399,582</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditure</p>	<p>(a) \$323,873 Total – \$323,873</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditures</p>
<p>Action 3.04 Provide funding to maintain Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following student opportunities:</p> <ul style="list-style-type: none"> • 6 weeks of career development • 6 weeks of paid work experience (15 hours) 	<p>(a) \$18,000 (b) \$150,000 (c) \$28,000 (d) \$4,000 Total – \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies</p>	<p>(a) \$15,736 (b) \$128,670 (c) \$22,572 (d) \$3,727 Total – \$170,705</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies</p>

<p>Action 3.05 Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going culture among African American male students and increase their college-going rate.</p> <ul style="list-style-type: none"> • Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year • Transportation allotment (districtwide) = \$15,000 • Site allocation (Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West) for 16 sites = \$160,000. <p>Provide incentives and resources, support mentoring, and coordinate services.</p>	<p>(a) \$12,320 (b) \$2,680 (c) \$160,000 (d) \$15,000 Total – \$190,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>	<p>(a) \$21,240 (b) \$1,457 (c) \$43,635 (d) \$38,366 Total – \$104,698</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>
<p>Action 3.06 Low-socioeconomic status (SES) students are less likely to complete their college education. (National Center for Education Statistics, 2015) In our efforts to help low-income students be college and career ready, KHSD will continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students.</p> <p>A focus is to provide avenues for “seamless transitioning” into college or career. Also, the Resource Counselor will work closely with the Foster Youth Liaison to increase FY college-going rate by ensuring priority enrollment in Summer School and in college and by closely monitoring student progress to determine appropriate and timely interventions to close existing achievement gaps, particularly with our underrepresented student groups: African American and Hispanic.</p>	<p>(a) \$108,399 (b) \$40,900 Total – \$149,299</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$111,529 (b) \$40,143 Total – \$151,672</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>

Action 3.07 Provide professional development to further support Advancement Via Individual Determination (AVID) and integrate AVID strategies into daily instruction. Also, provide professional development through subject-area conferences and workshops. College tutors will be hired to provide tutoring for all comprehensive and continuation sites.	(a) \$45,996	(a) \$3,901
	(b) \$152,497	(b) \$134,908
	(c) \$57,507	(c) \$8,577
	(d) \$44,000	(d) \$68,149
	Total –	Total –
	\$300,000	\$215,535
	(a) Sup/Con	(a) Sup/Con
	(b) Sup/Con	(b) Sup/Con
	(c) Sup/Con	(c) Sup/Con
	(d) Sup/Con	(d) Sup/Con
	(a) Certificated Salaries	(a) Certificated Salaries
	(b) Classified Salaries	(b) Classified Salaries
	(c) Benefits	(c) Benefits
	(d) Books and Supplies	(d) Books and Supplies

<p>Action 3.08 Continue to support Expository Reading and Writing Course (ERWC) sections to increase preparedness for college level English. Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. In addition to ERWC support, the district will provide an online subscription to software that increases student writing outcomes by identifying unoriginal work, providing grammar, mechanics, usage and style feedback, allowing teachers to provide feedback and grades based in standards- aligned rubrics.</p>	<p>(a) \$24,641 (b) \$5,359 (c) \$90,000 (d) \$160,000 Total – \$280,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>	<p>(a) \$0 (b) \$0 (c) \$64,368 (d) \$146,350 Total – \$210,718</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>
<p>Action 3.09 will no longer be funded out of the LCAP.</p>	<p>N/A</p>	<p>N/A</p>

<p>Action 3.10 “Effective professional development enables educators to develop the knowledge and skills they need to address students’ learning challenges.” (Mizell, 2010) KHSD will prepare students to score “Standard Exceeded” or “Standard Met” on the Smarter Balanced assessments in English and math. Continue to provide professional development in the effective teaching of the Common Core State Standards.</p> <ul style="list-style-type: none"> ○ Continue aligning current practices in instruction and assessment to Smarter Balanced. ○ Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention. ○ Provide online simulation software for Science standards. ○ Purchase an online subscription providing social science teachers with innovative lessons, activities, videos and primary sources. 	<p>(a) \$569,901 (b) 123,953 (c) 137,250 Total – \$831,104</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures</p>	<p>(a) \$209,337 (b) \$35,015 (c) \$193,051 (d) \$292,000 Total – \$729,403</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>
<p>Action 3.11 Fund summer outreach to retain or recover “at-risk” students.</p> <ul style="list-style-type: none"> • Determine students with the greatest intervention need • Provide graduation options for 5th year seniors <p>\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty \$15,000 for Alternative Education \$10,000 for Migrant Program</p> <p>Provide the following allocations for counseling during the summer session. Comprehensive Sites: 224 hours per site Continuation Sites: 224 hours (one allocation for the 5 continuation sites) Education Options (Kern Learn and Discovery): 60 hours</p>	<p>(a) \$376,907 (b) \$82,533 Total – \$459,440</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$268,576 (b) \$63,724 Total – \$332,300</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>

<p>Action 3.14/3.15 Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest unduplicated students first. Provide expert vendor to support grant writing and research = \$60,000. Provide expert vendor to administer teacher, staff and parent/family surveys = \$68,000 Site team survey analysis = \$99,000</p>	<p>(a) \$124,795 (b) \$44,520 (c) \$227,000 Total – \$396,315</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$145,373 (b) \$49,011 (c) \$130,372 Total – \$324,756</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3 Actions affected by the pandemic:

Action 3.01, 3.03, 3.04, 3.05, 3.07, 3.08 – Due to the pandemic these actions were impacted, and activities were either adapted or suspended.

Action 3.10 – Due to the pandemic, spring planned professional development was either postponed and/or moved to a virtual platform.

Goal 3 addressed state priorities 4 (Pupil Achievement), 7 (Course Access), 8 (Other Pupil Outcome), and local priorities 3a (Parent Involvement), and 3b (Parent Involvement). Funding was allocated to support State Priorities 4, 7, 8 and Local Priority 3a and 3b in the Learning Continuity and Attendance Plan.

- ✓ KHSD will fund college and career readiness learning opportunities for students.
- ✓ KHSD will be offering summer school courses to further meet the needs of all students with an emphasis for at risk students, foster youth and socioeconomically disadvantaged students to address their learning loss due to the pandemic.
- ✓ KHSD will provide APEX software and licenses for credit recovery.

Funding not utilized for Goal 3 was redirected to provide resources and materials for unduplicated students during the pandemic.

- ✓ College and career readiness learning opportunities
- ✓ Additional software programs (Canvas, Zoom, Screencastify and Padlet)
- ✓ Distance-learning instruction was aligned with in-person learning instruction

(Reference the Learning Continuity and Attendance Plan beginning on page 69 for detailed description.)

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were deemed effective pre-pandemic.

- ✓ Action 3.01 – Highlights CTE course enrollment, which currently offers 134 a-g courses. KHSD reported to CALPADS in 2019-20 that 11,059 students completed a CTE concentrator class and 3,582 students completed a CTE completer course. Dual Enrollment courses, offered through California State University, Bakersfield, and Kern Community College District, are provided at all 18 school sites and 1 continuation site. Kern Community College enrolled 16,426 KHSD students and 49,278 credits were earned. California State University, Bakersfield enrolled 2,693 KHSD students and earned 8,079 credits.
- ✓ Action 3.02 - The Career Choices curriculum has been integrated into 17 comprehensive and 4 continuation sites-
- ✓ Action 3.03 - Naviance (college/career readiness computer program) is used at all comprehensive sites and alternative sites. In the fall of 2019, there were 19,380 KHSD student logins to Naviance. In the fall 2019, 6,421 (61.8%) sophomore students were administered the Pre-American College Test (Pre-ACT); this is an increase of 11.5% from fall 2018. 3,459 fee waivers reimbursements were provided for AP exam takers in the spring 2019.
- ✓ Action 3.04 - Quest for Success is serving 84 students, and 90% of student participants are unduplicated students. Students enrolled in the Quest for Success program experienced a 90% completion rate.
- ✓ Action 3.05 - The 2018-19 graduation rate for Project BEST participants was 89.5%. This compares to 85.2% for KHSD African Americans and 83.5% for KHSD male African Americans.
- ✓ Action 3.06 - The District Resource Counselor develops and promotes programs to increase college and career readiness. The Resource Counselor also helped coordinate counseling programs, including PBIS-MTSS counseling teams and served as a liaison for our post-secondary partners and other inter-agency partners.
- ✓ Action 3.07 - 1,645 students were enrolled in AVID courses. 74.0% (1,218) of AVID students were unduplicated.
- ✓ Action 3.08 - The Expository Reading and Writing Course (ERWC) served 4,398 students, of which 71.5% were unduplicated. ERWC is an intervention course to eliminate the need for remediation in college English.
- ✓ Action 3.10 - KHSD has contracted with Solution Tree to provide professional development for teachers to meet the challenges of implementing the new standards, strengthening their instructional practices to ensure high levels of daily instruction, and providing effective intervention for students not meeting the standards.
- ✓ Action 3.11 - An active summer outreach for recovering out of school youth and at-risk students was implemented in the summer of 2020 with 2,442 outreach contacts made to students; 1,113 (office visits), home visits (196), and telephone calls (1,133) students/parents.
- ✓ Action 3.14/3.15 - To better serve our students, there is an active search for additional funding (grants) to provide academic and extra-curricular activities, focusing on the unduplicated students. KHSD was awarded six Target Soccer Grants, and CTE Facilities Grant.

Challenges that were identified for Goal 3:

- ✓ The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring 2020 and the implementation of distance learning.

- ✓ Increasing California Assessment of Student Performance and Progress (CAASPP) for Mathematics data demonstrated a slight increase and KHSD is striving to implement strategies to increase academic proficiency.
- ✓ Action 3.10 - KHSD has contracted with Solution Tree to provide professional development for teachers to meet the challenges of implementing the new standards, strengthening their instructional practices to ensure high levels of daily instruction, and providing effective intervention for students not meeting the standards.
- ✓ Action 3.11 - An active summer outreach for recovering out of school youth and at-risk students was implemented in the summer of 2020 with 1,305 outreach contacts made to students; (52), and telephone calls (1,253) students/parents.
- ✓ Action 3.14/3.15 - To better serve our students, there is an active search for additional funding (grants) to provide academic and extra-curricular activities, focusing on the unduplicated students. KHSD was awarded six Target Soccer Grants, and CTE Facilities Grant.
- ✓ Challenges that were identified for Goal 3:
- ✓ The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring 2020 and the implementation of distance learning.
- ✓ Increasing California Assessment of Student Performance and Progress (CAASPP) for Mathematics data demonstrated a slight increase and KHSD is striving to implement strategies to increase academic proficiency.

Goal 4

KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: 8

Annual Measurable Outcomes

Expected	Actual																
<p>(Priority 3a) Increase by 1% the number of “parents that feel welcomed and connected to their student’s school”, as measured by LCAP parent survey.</p>	<p>(Priority 3a) MET</p> <table><tr><th colspan="4">KHSD LCAP Parent Survey Parent Responses (2,657)</th></tr><tr><th colspan="4">“Parents that feel welcomed and connected to their student’s school”</th></tr><tr><th>Year</th><th>Spring 2019</th><th>Spring 2020</th><th>Percentage Increase / Decrease</th></tr><tr><td>“Not a problem at all” or “Small Problem”</td><td>87%</td><td>89%</td><td>+2%</td></tr></table>	KHSD LCAP Parent Survey Parent Responses (2,657)				“Parents that feel welcomed and connected to their student’s school”				Year	Spring 2019	Spring 2020	Percentage Increase / Decrease	“Not a problem at all” or “Small Problem”	87%	89%	+2%
KHSD LCAP Parent Survey Parent Responses (2,657)																	
“Parents that feel welcomed and connected to their student’s school”																	
Year	Spring 2019	Spring 2020	Percentage Increase / Decrease														
“Not a problem at all” or “Small Problem”	87%	89%	+2%														
<p>(Priority 3a) Parents feel that the school actively seeks their input about decisions related to their child’s education and parent participation at the district and site levels.</p>	<p>(Priority 3a) NOT MET</p> <table><tr><th colspan="4">KHSD LCAP Parent Survey Parent Responses (2,657)</th></tr><tr><th colspan="4">Parents feel that they have opportunities to take part in decisions made at their child’s school.</th></tr><tr><th>Year</th><th>Spring 2019</th><th>Spring 2020</th><th>Percentage Increase / Decrease</th></tr><tr><td>Agree or Strongly Agree</td><td>84%</td><td>85%</td><td>+1%</td></tr></table>	KHSD LCAP Parent Survey Parent Responses (2,657)				Parents feel that they have opportunities to take part in decisions made at their child’s school.				Year	Spring 2019	Spring 2020	Percentage Increase / Decrease	Agree or Strongly Agree	84%	85%	+1%
KHSD LCAP Parent Survey Parent Responses (2,657)																	
Parents feel that they have opportunities to take part in decisions made at their child’s school.																	
Year	Spring 2019	Spring 2020	Percentage Increase / Decrease														
Agree or Strongly Agree	84%	85%	+1%														
<p>(Priority 3b) Parents of unduplicated students feel that they have opportunities to take part in decisions made at their child’s school by increasing parent participation. Increase LCAP parent survey responses by 1%.</p>	<p>(Priority 3b) MET</p> <table><tr><th colspan="4">KHSD LCAP Parent Survey Unduplicated Students Parent Responses (2,657)</th></tr><tr><th colspan="4">Parents feel that they have opportunities to take part in decisions made at their child’s school.</th></tr><tr><th>Year</th><th>Spring 2019</th><th>Spring 2020</th><th>Percentage Increase / Decrease</th></tr><tr><td>Agree or Strongly Agree</td><td>86%</td><td>88%</td><td>+2%</td></tr></table>	KHSD LCAP Parent Survey Unduplicated Students Parent Responses (2,657)				Parents feel that they have opportunities to take part in decisions made at their child’s school.				Year	Spring 2019	Spring 2020	Percentage Increase / Decrease	Agree or Strongly Agree	86%	88%	+2%
KHSD LCAP Parent Survey Unduplicated Students Parent Responses (2,657)																	
Parents feel that they have opportunities to take part in decisions made at their child’s school.																	
Year	Spring 2019	Spring 2020	Percentage Increase / Decrease														
Agree or Strongly Agree	86%	88%	+2%														

Expected	Actual
<p>(Priority 3b) Increase by 1% the number of “parents that feel supported and engaged in their student’s academic progress”, as measured by LCAP parent survey.</p>	<p>(Priority 3b) N/A The 2020 LCAP parent survey administered by Panorama did not include this question in the survey.</p>
<p>(Priority 3c) Maintain current level of LCAP stakeholder meetings and provide other meetings or resources to support parents – including parents of pupils of the unduplicated count and exceptional needs.</p>	<p>(Priority 3c) MET KHSD LCAP stakeholder engagement is on-going.</p> <ul style="list-style-type: none"> • Monthly LCAP Advisory Council meetings • Bi-monthly Student Advisory Council meetings • Community Public Forums • LCAP Annual Survey <ul style="list-style-type: none"> • Certificated and classified responses (2,054) • Parent/stakeholder responses (2,657) • Student responses Climate Survey (29,586) • Faculty Association and other faculty groups • Principal Advisory Council • Assistant Principals of Instruction • District Parent Advisory Committee (DPAC) • KHSD Community Specialists • Head Counselors & Guidance Leadership, KHSD • Kern High School Teacher’s Association (KHSTA) • Classified Association (CSEA) • Special Education Parent/Management Advisory • Project BEST Advisors, KHSD • English Learner Coordinators, KHSD • Foster Counselors, KHSD

Expected	Actual																
<p>(Priority 3c) Parents of exceptional need students feel that they have opportunities to take part in decisions made at their child’s school by increasing 1% parent participation.</p>	<p>(Priority 3c) MET</p> <table><tr><td colspan="4">KHSD LCAP Parent Survey Exceptional Needs Students Parent Responses (2,657)</td></tr><tr><td colspan="4">Parents feel that they have opportunities to take part in decisions made at their child’s school.</td></tr><tr><td>Year</td><td>Spring 2019</td><td>Spring 2020</td><td>Percentage Increase / Decrease</td></tr><tr><td>Agree or Strongly Agree</td><td>84%</td><td>85%</td><td>+1%</td></tr></table>	KHSD LCAP Parent Survey Exceptional Needs Students Parent Responses (2,657)				Parents feel that they have opportunities to take part in decisions made at their child’s school.				Year	Spring 2019	Spring 2020	Percentage Increase / Decrease	Agree or Strongly Agree	84%	85%	+1%
KHSD LCAP Parent Survey Exceptional Needs Students Parent Responses (2,657)																	
Parents feel that they have opportunities to take part in decisions made at their child’s school.																	
Year	Spring 2019	Spring 2020	Percentage Increase / Decrease														
Agree or Strongly Agree	84%	85%	+1%														
<p>(Priority 5a) Maintain attendance rate of 96% or higher.</p>	<p>(Priority 5a) NOT MET</p> <table><tr><td colspan="2">KHSD Attendance Rated</td></tr><tr><td>2017-18</td><td>95.3%</td></tr><tr><td>2018-19</td><td>95.8%</td></tr><tr><td>2019-20</td><td>94.36%</td></tr></table>	KHSD Attendance Rated		2017-18	95.3%	2018-19	95.8%	2019-20	94.36%								
KHSD Attendance Rated																	
2017-18	95.3%																
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2019-20	94.36%																

Expected	Actual																																																								
<p>(Priority 5b) Decrease chronic absenteeism rate by 0.5% or lower than the state average.</p>	<p>(Priority 5b) NOT MET</p> <table><tr><th colspan="4">Kern High School District 2017-18 / 2018-19 Chronic Absenteeism Rate</th></tr><tr><th>Ethnicity</th><th>2017-18</th><th>2018-19</th><th>Percentage Increase / Decrease</th></tr><tr><td>African American</td><td>19.3%</td><td>20.5%</td><td>+1.2%</td></tr><tr><td>American Indian or Alaska Native</td><td>20.2%</td><td>18.2%</td><td>-2.0%</td></tr><tr><td>Asian</td><td>6.2%</td><td>3.8%</td><td>-2.4%</td></tr><tr><td>Filipino</td><td>3.6%</td><td>4.3%</td><td>+0.7%</td></tr><tr><td>Hispanic or Latino</td><td>13.5%</td><td>13.2%</td><td>-0.3%</td></tr><tr><td>Pacific Islander</td><td>16.7%</td><td>10.0%</td><td>-6.7%</td></tr><tr><td>White</td><td>15.4%</td><td>14.2%</td><td>-1.2%</td></tr><tr><td>Two or More Races</td><td>16.2%</td><td>16.5%</td><td>+0.3%</td></tr><tr><td>Not Reported</td><td>14.1%</td><td>12.3%</td><td>-1.8%</td></tr><tr><td>Kern High (All)</td><td>14.0%</td><td>13.6%</td><td>-0.4%</td></tr><tr><td>Kern County</td><td>12.2%</td><td>11.5%</td><td>-0.7%</td></tr><tr><td>Statewide</td><td>11.1%</td><td>12.0%</td><td>+0.9%</td></tr></table>	Kern High School District 2017-18 / 2018-19 Chronic Absenteeism Rate				Ethnicity	2017-18	2018-19	Percentage Increase / Decrease	African American	19.3%	20.5%	+1.2%	American Indian or Alaska Native	20.2%	18.2%	-2.0%	Asian	6.2%	3.8%	-2.4%	Filipino	3.6%	4.3%	+0.7%	Hispanic or Latino	13.5%	13.2%	-0.3%	Pacific Islander	16.7%	10.0%	-6.7%	White	15.4%	14.2%	-1.2%	Two or More Races	16.2%	16.5%	+0.3%	Not Reported	14.1%	12.3%	-1.8%	Kern High (All)	14.0%	13.6%	-0.4%	Kern County	12.2%	11.5%	-0.7%	Statewide	11.1%	12.0%	+0.9%
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<p>(Priority 5b) Decrease truancy rate by 1% from previous year’s rate.</p>	<p>(Priority 5b) N/A Truancy is no longer reported by California Department of Education. See Goal 4, Priority 5b (Chronic Absenteeism Rates)</p>																																																								
<p>(Priority 5c) Middle School Dropout Rate</p>	<p>(Priority 5c) N/A</p>																																																								

Expected	Actual																				
<p>(Priority 5d) Decrease dropout rate (by cohort) by 1% from previous year’s rate and African American and Hispanic by 1% in order to close existing achievement gaps.</p>	<p>(Priority 5d) NOT MET</p> <table><tr><th colspan="4">Kern High School District 2018-19 / 2019-20 Four-Year Adjusted Cohort Outcome Dropout Rate</th></tr><tr><th></th><th>2018-19</th><th>2019-20</th><th>Increase/ Decrease</th></tr><tr><td>African American (Students)</td><td>14.8%</td><td>18.8%</td><td>+4.0%</td></tr><tr><td>Hispanic (Students)</td><td>11.1%</td><td>11.6%</td><td>+0.5%</td></tr><tr><td>Kern High (All)</td><td>10.7%</td><td>11.7%</td><td>+1.0%</td></tr></table>	Kern High School District 2018-19 / 2019-20 Four-Year Adjusted Cohort Outcome Dropout Rate					2018-19	2019-20	Increase/ Decrease	African American (Students)	14.8%	18.8%	+4.0%	Hispanic (Students)	11.1%	11.6%	+0.5%	Kern High (All)	10.7%	11.7%	+1.0%
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<p>(Priority 5e) Increase graduation rate by 1% from previous year’s rate.</p>	<p>(Priority 5e) NOT MET See Goal 2, Priority 5e</p>																				

Expected	Actual																																																								
<p>(Priority 6a) Decrease suspension rate by 0.5%, districtwide and for all significant student groups, from previous year’s rate with particular focus on African American male students with disabilities.</p>	<p>(Priority 6a) NOT MET for Asian Pacific Islander, and Two or More Races</p> <table><tr><th colspan="4">Kern High School District 2018-19 / 2019-20 Suspension Rate</th></tr><tr><th>Kern High School District</th><th>2018-19</th><th>2019-20</th><th>Increase / Decrease</th></tr><tr><td>All</td><td>9.3%</td><td>8.1%</td><td>-1.2 %</td></tr><tr><td>African American</td><td>20.1%</td><td>17.6%</td><td>-2.5%</td></tr><tr><td>African American Males</td><td>24.4%</td><td>21.7%</td><td>-2.7%</td></tr><tr><td>African American Males with Special Needs</td><td>27.8%</td><td>26.8%</td><td>-1.0%</td></tr><tr><td>American Indian / Alaska Native</td><td>8.2%</td><td>9.5%</td><td>+1.3%</td></tr><tr><td>Asian</td><td>3.4%</td><td>3.3%</td><td>-0.1%</td></tr><tr><td>Filipino</td><td>4.3%</td><td>2.9%</td><td>-1.4%</td></tr><tr><td>Hispanic or Latino</td><td>8.8%</td><td>7.7%</td><td>-1.1%</td></tr><tr><td>Pacific Islander</td><td>8.8%</td><td>8.8%</td><td>0.0%</td></tr><tr><td>White</td><td>8.7%</td><td>7.7%</td><td>-1.0%</td></tr><tr><td>Two or More Races</td><td>9.5%</td><td>9.3%</td><td>-0.2%</td></tr><tr><td>Not Reported</td><td>9.6%</td><td>4.2%</td><td>-5.4%</td></tr></table>	Kern High School District 2018-19 / 2019-20 Suspension Rate				Kern High School District	2018-19	2019-20	Increase / Decrease	All	9.3%	8.1%	-1.2 %	African American	20.1%	17.6%	-2.5%	African American Males	24.4%	21.7%	-2.7%	African American Males with Special Needs	27.8%	26.8%	-1.0%	American Indian / Alaska Native	8.2%	9.5%	+1.3%	Asian	3.4%	3.3%	-0.1%	Filipino	4.3%	2.9%	-1.4%	Hispanic or Latino	8.8%	7.7%	-1.1%	Pacific Islander	8.8%	8.8%	0.0%	White	8.7%	7.7%	-1.0%	Two or More Races	9.5%	9.3%	-0.2%	Not Reported	9.6%	4.2%	-5.4%
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(Priority 6b) Decrease expulsion rate districtwide, and for all significant student groups, from previous year’s rate with particular focus on African American male students with disabilities.	(Priority 6b) NOT MET <table><tr><th colspan="4">Kern High School District 2018-19 / 2019-20 Expulsion Rate</th></tr><tr><th>Kern High School District</th><th>2018-19</th><th>2019-20</th><th>Increase / Decrease</th></tr><tr><td>All</td><td>0.04%</td><td>0.04%</td><td>0.00%</td></tr><tr><td>African American</td><td>0.24%</td><td>0.11%</td><td>-0.13%</td></tr><tr><td>African American Males</td><td>0.15%</td><td>0.15%</td><td>0.00%</td></tr><tr><td>African American Males with Special Needs</td><td>0.33%</td><td>0.29%</td><td>-0.04%</td></tr><tr><td>American Indian / Alaska Native</td><td>0.00%</td><td>0.00%</td><td>0.00%</td></tr><tr><td>Asian</td><td>0.00%</td><td>0.00%</td><td>0.00%</td></tr><tr><td>Filipino</td><td>0.00%</td><td>0.19%</td><td>+0.19%</td></tr><tr><td>Hispanic or Latino</td><td>0.04%</td><td>0.03%</td><td>-0.01%</td></tr><tr><td>Pacific Islander</td><td>0.95%</td><td>0.00%</td><td>-0.95%</td></tr><tr><td>White</td><td>0.01%</td><td>0.05%</td><td>+0.04%</td></tr><tr><td>Two or More Races</td><td>0.00%</td><td>0.20%</td><td>+0.20%</td></tr><tr><td>Not Reported</td><td>0.00%</td><td>0.00%</td><td>0.00%</td></tr></table>	Kern High School District 2018-19 / 2019-20 Expulsion Rate				Kern High School District	2018-19	2019-20	Increase / Decrease	All	0.04%	0.04%	0.00%	African American	0.24%	0.11%	-0.13%	African American Males	0.15%	0.15%	0.00%	African American Males with Special Needs	0.33%	0.29%	-0.04%	American Indian / Alaska Native	0.00%	0.00%	0.00%	Asian	0.00%	0.00%	0.00%	Filipino	0.00%	0.19%	+0.19%	Hispanic or Latino	0.04%	0.03%	-0.01%	Pacific Islander	0.95%	0.00%	-0.95%	White	0.01%	0.05%	+0.04%	Two or More Races	0.00%	0.20%	+0.20%	Not Reported	0.00%	0.00%	0.00%
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Expected	Actual			
(Priority 6c) Increase by 2% students’ responses: “I am happy to be at this school.”	(Priority 6c) NOT MET			
	Kern High School Climate Survey 2018-2019 to 2019-2020 Semester 1 29,586 Responses	% of Total Yes 2018-2019	% of Total Yes 2019-2020	Increase / Decrease
	I am happy to be at this school.	68% (revised % from 2018- 19)	69%	+1.0%
(Priority 6c) Increase by 2% students’ responses: “The teachers at the school treat me fairly.”	(Priority 6c) NOT MET			
	Kern High School Climate Survey 2018-2019 to 2019-2020 Semester 1 29,586 Responses	% of Total Yes 2018-2019	% of Total Yes 2019-2020	Increase / Decrease
	The teachers at this school treat students fairly.	65% (revised % from 2018-19)	65%	0%
(Priority 6c) Increase by 2% students’ responses: “Students on my campus care about me.”	(Priority 6c) NOT MET			
	Kern High School Climate Survey 2018-2019 to 2019-2020 Semester 1 29,586 Responses	% of Total Yes 2018-2019	% of Total Yes 2019-2020	Increase / Decrease
	Students on my campus care about me.	72%	73%	+1
(Priority 6c) Increase by 2% students’ responses: “I feel as though activities I participate in at school make the school or community a better place.”	(Priority 6c) NOT MET			
	Kern High School Climate Survey 2018-2019 to 2019-2020 Semester 1 29,586 Responses	% of Total “Yes” 2018-2019	% of Total “Yes” 2019-2020	Increase / Decrease
	I feel as though the activities I participate in at school make the school or community a better place.	67%	67%	0%
(Priority 6c) Increase by 2% students’ responses: “I know where to go for help with my problems at this school.”	(Priority 6c) NOT MET			
	Kern High School Climate Survey 2018-2019 to 2019-2020 Semester 1 29,586 Responses	% of Total Yes 2018-2019	% of Total Yes 2019-2020	Increase / Decrease
	I know where to go for help with my problems at this school.	75% (revised % from 2018- 19)	75%	0%

Expected	Actual								
(Priority 6c) Decrease by 2% students’ responses: “I felt unsafe at school within the last 60 days.”	(Priority 6c) NOT MET <table><tr><th>Kern High School Climate Survey 2018-2019 to 2019-2020 Semester 1 29,586 Responses</th><th>% of Total Yes 2018-2019</th><th>% of Total Yes 2018-2019</th><th>Increase / Decrease</th></tr><tr><td>“I felt unsafe at school within the last 60 days.”</td><td>16%</td><td>15%</td><td>-1.0%</td></tr></table>	Kern High School Climate Survey 2018-2019 to 2019-2020 Semester 1 29,586 Responses	% of Total Yes 2018-2019	% of Total Yes 2018-2019	Increase / Decrease	“I felt unsafe at school within the last 60 days.”	16%	15%	-1.0%
Kern High School Climate Survey 2018-2019 to 2019-2020 Semester 1 29,586 Responses	% of Total Yes 2018-2019	% of Total Yes 2018-2019	Increase / Decrease						
“I felt unsafe at school within the last 60 days.”	16%	15%	-1.0%						
(Priority 8) Increase course completion rate with a “C” or better by .5% as compared to previous year’s completion rate.	(Priority 8) NOT MET <div><table><tr><th colspan="2">KHSD Semester 1 Course Completion Rate a “C” or better.</th></tr><tr><td>2018-19</td><td>81%</td></tr><tr><td>2019-20</td><td>81%</td></tr></table></div>	KHSD Semester 1 Course Completion Rate a “C” or better.		2018-19	81%	2019-20	81%		
KHSD Semester 1 Course Completion Rate a “C” or better.									
2018-19	81%								
2019-20	81%								

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 4.01 “The fundamental purpose of PBIS-MTSS is to make schools more effective, efficient and equitable learning environments for all students.” (Rob Horner) KHSD will continue district-wide implementation of Positive Behavior Intervention and Supports (PBIS-MTSS) and Multi-Tiered Systems of Support (MTSS) at all KHSD school sites. KHSD will retain 6 Teachers on Special Assignments (TOSAs) and one District Student Support Coordinator, Program Specialist and clerical staff to sustain professional development and build capacity with scaled implementation. The District will also place the important PBIS-MTSS work in the newly formed Department of Student Behavior and Supports, so as to couple intervention and supports alongside student discipline. KHSD will provide 5 On Campus Intervention (OCI) sections at each comprehensive site and 4 sections at each of the 5 alternative sites.</p>	<p>(a) \$3,687,371 (b) \$113,118 (c) \$873,885 (d) \$240,000 (e) \$740,213 Total – \$5,654,587</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures</p>	<p>(a) \$3,035,569 (b) \$49,654 (c) \$1,143,591 (d) \$307,990 (e) \$883,530 Total – \$5,420,334</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures</p>
<p>Action 4.02 Low-income students, English Learners, and Foster Youth have high suspension rates (California School Dashboard). In order to implement interventions and social emotional learning supports, KHSD will provide 25 PBIS-MTSS Interventionists for Tier II small group support and direct student services. Interventionists may provide additional training, support site leadership to build school’s multi-tiered program of support and ensure fulfillment of CEIS and PBIS-MTSS plans. A Tier II Interventionist will be assigned to each school site. In addition, KHSD will staff one Lead Interventionist and one Student Support Coordinator and clerical staff to help manage professional development, evidence-based interventions, coordination, and framework implementation for 24 sites.</p>	<p>(a) \$1,602,896 (b) \$992,280 Total – \$2,595,176</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits</p>	<p>(a) \$1,419,588 (b) \$867,521 Total – \$2,287,109</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits</p>

<p>Action 4.03 Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS-MTSS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.</p>	<p>(a) \$251,695 (b) \$93,843 Total – \$345,538</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$256,210 (b) \$91,838 Total – \$348,048</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>
<p>Action 3.12 Low income students, English Learners, and Foster Youth have higher chronic absenteeism rates compared to all students (California School Dashboard.) Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites. Facilitate truancy-prevention programs/practices at KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest “at risk” students first.</p> <p>The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:</p> <ul style="list-style-type: none"> • Monitor student attendance. • Analyze truancy and chronic absenteeism and truancy rates. • Provide parents with up-to-date information on their student’s attendance. 	<p>(a) \$124,602 (b) \$44,478 (c) \$232,000 Total – \$401,080</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures</p>	<p>(a) \$127,440 (b) \$43,405 (c) \$0 Total – \$170,845</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures</p>

<p>Action 3.13 Provide additional support at school sites for truancy prevention, intervention for chronic absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.</p> <ul style="list-style-type: none"> • 3 Administrative sections per site (54 sections total) • Classified sections, maintain current FTE, 4.375 total 	<p>(a) \$919,978 (b) \$308,481 (c) \$604,262 Total – \$1,832,721</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits</p>	<p>(a) \$862,968 (b) \$113,492 (c) \$414,482 Total – \$1,390,942</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits</p>
<p>Action 4.04 KHSD will maintain 18 Parent & Family Centers that are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:</p> <ul style="list-style-type: none"> • Support and monitor students' academic success • Use technology to support student learning • Learn how to promote positive behaviors in the home and at school • Become an active volunteer/parent leader for KHSD • Learn how to navigate school, district, and community services and resources • Promote communication and collaboration between parents and school sites 	<p>(a) \$806,325 (b) \$563,963 (c) \$75,000 Total – \$1,445,288</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$763,159 (b) \$537,450 (c) \$83,546 Total – \$1,384,155</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>

<p>Action 4.05 Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include the following:</p> <ul style="list-style-type: none"> • Learning about college enrollment and career opportunities • Learning to use Synergy ParentVUE to monitor student grades and academic progress • Learning about Common Core and other curricular programs, including state testing, CTE, and other elective programs • Learning how to set up an effective home-study environment • Learning how to set and attain goals for post-secondary careers and/or education 	<p>(a) \$71,483 (b) \$22,267 (c) \$31,250 Total – \$125,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$2,384 (b) \$1,050 (c) \$44,899 Total – \$48,333</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>
<p>Action 4.06 Continue to provide 11 full-time counselors and 2 part-time counselors that began in the 2017-18 school year. At the school sites listed below, the counselors will help to “increase and improve” services to unduplicated students. Focus of services may include caseload reduction for general student support services but will remain within the guidelines for the sites’ counseling programs and PBIS-MTSS implementation, specific or co-facilitation of Tiers II and III interventions within the mentioned PBIS-MTSS, and FY and EL support. School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p>(a) \$1,240,030 (b) \$484,029 Total – \$1,724,059</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$1,239,353 (b) \$459,540 Total – \$1,698,893</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>

<p>Action 4.07 KHSD will continue to maintain all staffing time for Community Specialists (as per 2013-2014 staffing level) at school sites to provide outreach to unduplicated students and their families. Community Specialists (most sites include a full time community specialist and some include a part time employee) work with Guidance Counselors, Tier I PBIS-MTSS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS-MTSS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).</p>	<p>(a) \$717,245 (b) \$613,284 Total - \$1,330,529</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits</p>	<p>(a) \$532,205 (b) \$375,129 Total – \$907,334</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits</p>
<p>Action 4.08 Continue to provide 2 district PBIS-MTSS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:</p> <ul style="list-style-type: none"> • Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy. • Support programs and strategies to reduce chronic absenteeism. • Provide truancy intervention to the most chronically absent. • Participate in SARB. • Lead parenting meetings and classes. • Implement dropout recovery and prevention strategies. 	<p>(a) \$69,860 (b) \$56,516 (c) \$30,000 Total – \$156,376</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$113,425 (b) \$69,333 (c) \$0 Total – \$182,758</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>

Action 4.09/4.10

Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to unduplicated students and to foster their academic achievement through progress monitoring, as well as foster parent involvement.

Continue to fund ten comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs.

(a) \$215,173
(b) \$81,555
(c) \$90,000
(d) \$92,500
(e) \$36,274
(f) \$15,478
(g) \$72,548
(h) \$634,485
Total –
\$634,485

(a) Sup/Con
(b) Sup/Con
(c) Sup/Con
(d) Sup/Con
(e) Title I
(f) Title I
(g) Base
(h) Base

(a) Certificated
Salaries
(b) Benefits
(c) Books and
Supplies
(d) Services and
Operating
Expenditures
(e) Certificated
Salaries
(f) Benefits
(g) Certificated
Salaries
(h) Benefits

(a) \$191,264
(b) \$73,471
(c) \$59,355
(d) \$40,455
(e) \$36,274
(f) \$15,478
(g) \$72,548
(h) \$30,957
Total –
\$519,802

(a) Sup/Con
(b) Sup/Con
(c) Sup/Con
(d) Sup/Con
(e) Title I
(f) Title I
(g) Base
(h) Base

(a) Certificated
Salaries
(b) Benefits
(c) Books and
Supplies
(d) Services and
Operating
Expenditures
(e) Certificated
Salaries
(f) Benefits
(g) Certificated
Salaries
(h) Benefits

<p>Action 4.11 Provide on-going training in implicit/unconscious bias, cultural responsiveness, and equity per CEIS plan and KHSD focus areas. In addition, this action will provide allocation for professional development in the following areas:</p> <ul style="list-style-type: none"> • Student Support Team(s). • Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites. • Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service. • Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or Parent & Family Center staff.) 	<p>(a) \$78,029 (b) \$16,971 Total – \$95,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$1,689 (b) \$7,583 Total – \$9,272</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>
<p>Action 4.12 KHSD will maintain the currently employed KHSD School Social Workers and hire 6 additional Social Workers, for PBIS-MTSS Tiers II and III supports with progress monitoring and student case management. Assignments will continue to be based on site readiness for systems alignment and consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions. In addition, KHSD will also retain their 3 district nurses and hire 3 additional nurses, and one clerical staff to support overall student wellness for KHSD and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will continue to be based at the school sites with the highest percentage unduplicated students and assigned to regional coverage areas.</p>	<p>(a) \$509,480 (b) \$2,007,287 (c) \$1,274,781 Total – \$3,791,548</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits</p>	<p>(a) \$2,365,924 (b) \$37,571 (c) \$1,137,715 Total – \$3,541,210</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits</p>

<p>Action 4.14 Coordinate with Bakersfield Adult School to expand family literacy opportunities by increasing adult ESL classes to serve more areas. Currently classes are being offered at the following locations:</p> <ul style="list-style-type: none"> ● Lamont Family Resource Center; day and evening ● South Chester Partnership; day ● Stine Elementary; evening ● Paramount Farms, Lost Hills; evening ● Kern High School Sites: <ul style="list-style-type: none"> ○ Bakersfield ○ Foothill ○ Golden Valley ○ Mira Monte ○ North ○ South ○ West <p>\$100,000 (approximate cost) per teacher X 2 =\$200,000</p>	<p>(a) \$123,203 (b) \$38,124 (c) \$38,673 Total – \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits</p>	<p>(a) \$112,277 (b) \$43,798 (c) \$54,439 Total – \$210,514</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits</p>
<p>Action 4.15 Provide translating services at meetings where non-English speaking parents are present – district and school sites.</p>	<p>(a) \$8,057 (b) \$7,646 (c) \$4,297 (d) \$20,000 Total – \$40,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Services and Operating Expenditures</p>	<p>(a) \$0 (b) \$0 (c) \$0 (d) \$7,760 Total – \$7,760</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Services and Operating Expenditures</p>

<p>Action 4.16 Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations. The group's composition will continue to represent the district's stakeholders. It will monitor data and progress of the LCAP goals and actions through regular convening.</p>	<p>(a) \$11,600 Total – \$11,600</p> <p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>	<p>(a) \$5,989 Total – \$5,989</p> <p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>
<p>Action 4.17 Retain Supervising Administrator of LCAP to manage the following operations:</p> <ul style="list-style-type: none"> • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Interagency Facilitation/Partnership • Local Control Accountability Plan (LCAP) <p>School improvement: Improving unduplicated student outcomes and increasing achievement as measured by the California School Dashboard</p>	<p>(a) \$128,843 (b) \$45,401 Total – \$174,244</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$131,540 (b) \$44,239 Total – \$175,779</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>
<p>Action 4.18 Continue to support the following leadership and mentoring programs, principally serving "at risk" youth:</p> <ul style="list-style-type: none"> • AmeriCorps and Youth 2 Leaders = \$154,000 • Latina Leaders = \$40,000 • Fine Art Projects = \$150,000 • Fine Arts- Mariachi Instruments = \$20,000 • Garden Pathways: \$40,000 • Sons, Brothers/Sisterhood Rising = \$25,000 • School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000 • Young Women Empowered for Leadership = \$140,000 	<p>(a) \$126,489 (b) \$27,511 (c) \$395,000 Total – \$549,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$13,713 (b) \$2,168 (c) \$293,779 Total – \$309,660</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>

Action 4.19

Stakeholders have voiced a need for additional transportation/buses. Students report the lack of transportation as the number one reason for missing school and/or not participating in after-school activities and programs. Schools with low-income students tend to have lower attendance rates, and the addition of buses and/or school vans will provide more access to school and school-related activities for our schools with the highest rate of unduplicated students.

(a) \$1,200,233
Total –
\$1,200,233

(a) Sup/Con

(a) Capital Outlay

(a) \$1,194,890
Total –
\$1,194,890

(a) Sup/Con

(a) Capital Outlay

<p>Contingent Action Contingent upon receiving additional funding, KHSD will explore supporting the following existing actions. KHSD has prioritized by categorizing allocations in Contingent Plan B and Contingent Plan C.</p> <p><u>Contingent Plan B:</u></p> <ul style="list-style-type: none"> a) Additional allocation for technology to purchase hands-on technology devices for students. (Please refer to Action 2.12 for narrative on pages 197-200.) b) Allocation for Advancement Placement (AP) exams reimbursement fees for unduplicated students. (Please refer to Action 3.03 for narrative on pages 212-214.) c) Additional allocation for support in the PBIS-MTSS process by hiring Substance Abuse Counselors. (Please refer to Action 4.02 for narrative on pages 248-250.) d) Include funding for School Climate Survey Student Focus Groups. (Please refer to Action 3.15 for narrative on pages 231-233.) e) Additional allocation for college mentoring via Cal-SOAP. (Please refer to Action 4.18 for narrative on pages 282-286.) <p><u>Contingent Plan C:</u></p> <ul style="list-style-type: none"> a) Additional allocation for Extended Library Hours (Please refer to Action 2.08 for narrative on pages 191-194.) b) Additional allocation for support in the PBIS-MTSS process by hiring 2 TOSAs for Alternative Education and Special Education sites. (Please refer to Action 4.01 for narrative on pages 244-247.) c) Additional allocation for Student Advocacy Centers (which will include portables and equipment for the centers) for top 6 LCFF comprehensive school sites. (Please refer to Action 4.01 for narrative on pages 244-247.) d) Additional allocation for parent education and activities. (Please refer to Action 4.01 for narrative on pages 244-247.) e) Allocation for Foster Youth for transportation. (Please refer to Action 4.10 for narrative on pages 270-273.) f) Additional allocation for Foster Youth mentoring via Youth 2 Leaders. (Please refer to Action 4.18 for narrative on pages 282-286.) 	<ul style="list-style-type: none"> (a) \$1,439,014 (b) \$312,986 (c) \$2,399,633 (d) \$280,000 Total – \$4,431,633 <ul style="list-style-type: none"> (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con <ul style="list-style-type: none"> (a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures 	<ul style="list-style-type: none"> (a) \$195,800 (b) \$375,862 (c) \$208,567 (d) \$1,114,378 (e) \$1,310,891 Total – \$3,205,498 <ul style="list-style-type: none"> (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con <ul style="list-style-type: none"> (a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 4 and Actions affected by the pandemic:

- ✓ Action 3.12 – Funding for A2A program was purchased under a different funding source.
- ✓ Action 3.13 – Due to the pandemic and a hiring freeze certificated and classified positions were not filled.
- ✓ Action 4.01– Professional development activities were postponed.
- ✓ Action 4.02 – Six classified positions were hired later than anticipated.
- ✓ Action 4.04, 4.05, 4.10, 4.11, 4.15, 4.16, and 4.18 – Spring activities were postponed.
- ✓ Action 4.07 – Four classified FTE positions were not filled.
- ✓ Action 4.12 – Certificated positions were not filled due to a hiring freeze.

Goal 4 addressed state priorities 3 (Parent Involvement), 5 (Pupil Engagement), 6 (School Climate), 8 (Other Pupil Outcomes). Funding was allocated to support State Priorities 3, 5, and 8 in the Learning Continuity and Attendance Plan.

- ✓ KHSD will maintain existing multi-tiered systems of support (MTSS).
- ✓ KHSD will support leadership and mentoring programs, principally serving at risk youth.
- ✓ KHSD will continue to support District Foster Youth and Homeless Liaison to promote and oversee the increase and improved services to unduplicated students.
- ✓ KHSD will maintain Parent and Family Centers that are designed to provide KHSD Parents/Guardians with opportunities for parent education and school leadership.

Funding not utilized for Goal 4 was redirected to provide resources and materials for the unduplicated student during the pandemic:

- ✓ Multi-tiered systems of support (MTSS) for students and staff
 - ✓ Parent technology resources
 - ✓ Pupil and family outreach
- (Reference the Learning Continuity and Attendance Plan beginning on page 69 for detailed description.)

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were deemed effective pre-pandemic.

Measurable Outcomes show positive effects from PBIS-MTSS. Action 4.01, 4.02, 3.12, 3.13, 4.03, 4.06, 4.07, 4.08, 4.11 and 4.12.

The California Dashboard Fall 2019 reported that KHSD outperformed the state average (89.8%) in graduation rate with the exception of Pacific Islanders in which the graduation rate for both KHSD and the State of California was 85.9%.

- ✓ Expulsion rates have dropped from 0.16% 2015-16 to 0.04% in 2019-20 districtwide.
- ✓ 4 sub-groups had a 0% expulsion rate (American Indian/Alaska Native, Asian, Pacific Islander and Not Reported).
- ✓ 7 sub-groups had $\leq 0.24\%$ (African American, African American Males, Filipino, Hispanic or Latinos, White and Two or More Races)
- ✓ 1 subgroup had 0.29% (African American Males with Special Needs)
- ✓ Suspension rates have dropped from 10% 2015-16 to 8.1% in 2019-20 districtwide.
- ✓ 9 sub-groups decreased their suspension rate (African American, African American males, African American males with special needs, Asian, Filipino, Hispanics or Latinos, White, Two or More Races, and Not Reported).

Since the inception of PBIS-MTSS in 2014-15 the following has occurred:

- ✓ 3 schools (57%) have demonstrated a cumulative 4-year reduction in suspension.
- ✓ 2 schools (9%) have demonstrated consecutive reduction for 4 years in a row, 10 schools (43%) have demonstrated consecutive reduction for 3 of the last 4 years.
- ✓ 12 schools (52%) have demonstrated cumulative reductions in the percentage of students with multiple suspensions.
- ✓ Actions 4.04, 4.05, 4.07, 4.08, 4.09, 4.10, 4.14, 4.15, and 4.16 – These actions are dedicated to engaging parents by providing parent education classes, parent liaisons, language translations, and educational field trips for students and parents/guardians. Measurable Outcomes indicate an increase in parent engagement. Parent engagement is a vital factor in student success in Goal 4. The opening of the 18 Parent and Family Centers in the last four years have contributed to these increases. In the fall of 2019, there were 8,143 visitors utilizing the Parent and Family Centers and 62 parent activities. Stakeholder feedback confirms the positive impact of the Parent and Family Centers

Challenges that were identified for Goal 4:

- ✓ The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring 2020 and the implementation of distance learning.
- ✓ Engagement of students and parents during the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Comprehensive school sites are allocated 1,002 sections for class size reduction for the 2020-21 school year. Allocation is given proportionately to the sites' Local Control Funding Formula (LCFF), ELs, FY, and socioeconomically disadvantaged students.	\$23,547,000.00	\$21,053,027.00	Y
Continuation school sites are allocated 11 teaching sections and 20 administrative sections. These sections, both teaching and administrative, are distributed according to need of ELs, FY, and socioeconomically disadvantaged students.	\$915,016.00	\$892,024.00	Y
KHSD has allocated 150 intervention class sections for students who need additional support in English and math – e.g., Foundations in Math, Pre-Access/Access literacy classes, and Academic Performance classes that support at risk grade 9-12 students. Funds are provided for the purchase of resources and materials for Pre-Access/Access to allow teachers to enhance their ability to meet the literacy needs of their students with most of the funding being used to build and maintain classroom libraries with high-interest books.	\$3,585,000.00	\$2,938,551.00	Y

<p>KHSD unduplicated students enter the KHSD on average below grade level in reading and math. In order to improve the reading and math levels of unduplicated students, KHSD will take the following actions:</p> <ul style="list-style-type: none"> ✓ Retain STAR Renaissance and Edmentum contracts to continue to test and monitor the progress of all students in all grades, 9-12, and all incoming grade 9 students (current grade 8). The STAR Renaissance test diagnoses reading and math levels, as well as provides on-going assessment for appropriate and effective instructional intervention. ✓ Edmentum will specifically be used in math courses to fill gaps in students' math knowledge so they will be successful in meeting the California math standards. The implementation of Edmentum will increase unduplicated students' math performance. 	\$482,301.00	\$314,025.00	Y
<p>KHSD will continue to provide professional development for certificated and classified staff, focusing on the California Standards for Teaching Profession and the following six interrelated domains for teaching practices:</p> <ul style="list-style-type: none"> ✓ Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning ✓ Understanding and Organizing Subject Matter for Student Learning ✓ Planning Instruction and Designing Learning Experiences for All Students ✓ Assessing Students for Learning ✓ Developing as a Professional Educator <p>KHSD will fund professional development related to the implementation of distance learning, including the use of technology resources and tools.</p> <p>This action will provide guideposts for KHSD teachers from summer planning teams, pre-service, in-service and beyond. The action is being provided on an LEA-wide basis and will benefit all students, with emphasis on our low-income, ELs, and FY.</p>	\$2,306,650	\$1,818,048.00	Y

<p>KHSD will continue to provide certificated and classified support staff for ELs, including:</p> <ul style="list-style-type: none"> ✓ District EL Administrator ✓ Site EL Coordinators ✓ District and Site Bilingual Technicians (BT) ✓ Instructional Aides (IA) <p>Bilingual Instructional Aides (BIA) support and services provided to ELs include:</p> <ul style="list-style-type: none"> ✓ Overseeing EL instruction at their school sites ✓ Coordinating EL services to enhance the quality to students and parents ✓ Monitoring academic progress of EL students ✓ Determining appropriate interventions for students performing below expectation ✓ Maintaining proper alignment of curriculum ✓ Ensuring instructional practices that result in reclassification ✓ Providing and maintaining on-going literacy/language support ✓ District- and site-level EL Task Forces 	\$4,187,074.00	\$4,067,104.00	Y
<p>KHSD will continue to fund college and career readiness learning opportunities and supports for students, including:</p> <ul style="list-style-type: none"> ✓ Maintaining the Career Choices freshman course that provides career exploration, long-term educational and career planning, and dual enrollment opportunities. ✓ Providing Naviance, a college/career readiness program to be used as a complementary resource to the Career Choices program and to be integrated into the 9-12 curriculum. All sophomores will have the option of taking a pre-college assessment. ✓ Maintaining Career Technical Education (CTE) programs at the Regional Occupation Center (ROC), the new Career Technical Education Center (CTEC) and CTE pathways at school sites to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry-specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students. ✓ Providing funding at continuation sites to maintain Quest for Success, a career-development program that includes work experience for the student. ✓ Maintaining District Counselor to promote and oversee the “increase and improvement” of services to unduplicated students. 	\$14,769,893.00	\$14,596,600.00	Y

KHSD will continue to provide transportation services for FY and students experiencing homelessness at their school of origin.	\$249,789.00	\$249,789.00	Y
<p>KHSD will provide EL intervention classes during summer school to maximize transition and reclassification rates for ELs. To further meet the needs of at risk youth, particularly EL, FY, and low income, additional summer school sections will be allocated to provide appropriate intervention and support and will be distributed proportionately per the sites' unduplicated count. The following priority needs will determine where additional sections may be allocated with priority registration being given to unduplicated pupils.</p> <ul style="list-style-type: none"> ✓ Credit recovery ✓ Literacy, math, and STEM intervention and support ✓ Academic "bridge" courses that acclimate and orient incoming, at risk 9th graders a-g completion and promotion (supporting "C" and at-risk students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps ✓ Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and dual enrollment courses 	\$689,000.00	\$689,000.00	Y
KHSD will prepare and implement health and safety protocols and protective measures, including the procurement of equipment and supplies, for a safe transition back to an in-person learning environment.	\$6,220,525.00	\$6,412,785.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In-person instruction was offered in a limited capacity for a small cohorts of at-risk students, beginning in October 2020, but due to Covid-19 state guidelines distance learning resumed for students within a few weeks. It wasn't until April 2021, when in-person instruction resumed per Covid-19 state guidelines. All actions in this section were adapted to meet the needs of students in a distance-learning environment for the majority of the school year. The projected in-person learning funding allocated for this section was \$56,952,248 and the estimated actuals projection was \$53,030,953. The difference of \$3,921,295 was due to in-person instruction not beginning until April 2021.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instruction success:

- ✓ All school sites, district office, and divisions of KHSD have on file and posted on their websites their COVID-19 Site Specific Plan for reopening; all stakeholders can review.
- ✓ All safety precautions were aligned with the state recommendations and were in effect for the return of in-person instruction.
- ✓ Distance-learning instruction was aligned with in-person learning instruction.
- ✓ The enthusiasm of staff and students returning back to in-person instruction.
- ✓ State standard curriculum was adapted to allow a smooth transition from distance learning environment to in-person learning.
- ✓ No school wide closures due to Covid-19 infections for students and staff.

In-person instruction challenges:

- ✓ Kern County has been designated as a Purple Tier county for the for the majority of the school year; schools may not reopen for grades 7-12 if the county is in Purple Tier.
- ✓ Transportation challenges (limited seating on the school buses.)
- ✓ Low student motivation.
- ✓ Lack of space to bring back more students.
- ✓ Maintaining consistent attendance.
- ✓ 32% of KHSD students returned to in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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<p>KHSD will provide technology resources and tools for all students and staff to be successful in a distance learning environment. KHSD will continue to strengthen the technology infrastructure and provide devices to support and enhance learning through internet connectivity, devices, and programs that promote student engagement. This action may include the following sub-actions:</p> <ul style="list-style-type: none"> ✓ Replacing server equipment, switches, and other hardware ✓ Increasing device access and connectivity ✓ Supporting Science, Technology, Engineering, and Math (STEM) classes ✓ Supporting the use of instructional technologies ✓ Expanding bandwidth to support a robust network ✓ Procuring Software (Canvas, Zoom, Exploring Learning Gizmos, turnitin.com, etc.) and integration ✓ Providing eBooks 	\$21,744,806.00	\$21,744,806.00	Y
<p>KHSD funded summer curriculum teams in art, band, choir, theatre, physical education, Project Lead the Way (PLTW) biomedicine, PLTW engineering, PLTW computer science, math, English, Pre-Access/Access literacy, ELD, science, social studies, French, Spanish, agriculture, media/graphic arts, wood shop, business, photo, video production, independent study, career tech, special education mild/moderate, and special education moderate/severe.</p>	\$2,030,714.00	\$2,030,714.00	Y
<p>KHSD will retain district TOSAs in English, math, science, social science, English language development (ELD), and AVID. TOSAs will continue to provide academic and professional development for first- and second-year teachers as well as veteran teachers. TOSAs will also provide needed professional development to teachers who support unduplicated students in order to close the achievement gap.</p>	\$834,924.00	\$804,157.00	Y
<p>KHSD will provide Apex software and licenses for credit recovery, a-g completion, academic advancement and/or intervention/enrichment. The funding will be principally directed to unduplicated pupils to increase their success.</p>	\$300,000.00	\$279,400.00	Y
<p>KHSD will support teachers in the utilization of site level technology, student devices, and software programs to enhance student engagement and learning. The district will continue to fund an operational budget and Software Technician to provide district-wide professional development and specific trainings on the use of technology and software programs.</p>	\$160,000.00	\$167,076.00	Y

<p>KHSD will maintain existing multi-tiered systems of support (MTSS), including personnel, professional development and supplies for the 2020-21 school year. MTSS personnel include:</p> <ul style="list-style-type: none"> ✓ 25 School Social Workers ✓ 15 Nurses with an additional 5 to be hired ✓ 24 Interventionists ✓ 8 Substance Abuse Specialists ✓ 6 administrative staff ✓ 6 TOSAs ✓ 1 Resource Counselor for Social Emotional Learning/Restorative Practices ✓ 1 Behavior Analyst ✓ 25 School Psychologists (Special Education) ✓ 22 Mental Health Clinicians (Special Education) <p>MTSS personnel support Tier I, II and III efforts through progress monitoring, student case management, professional development and implementation of evidence-based interventions. These also couple intervention and supports alongside student discipline. Assignments will continue to be based on site readiness for systems alignment with consideration given to LCFF percentage and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions.</p>	\$21,897,482.00	\$21,727,926.00	Y
<p>KHSD will continue to support the following leadership and mentoring programs, principally serving at risk youth:</p> <ul style="list-style-type: none"> ✓ AmeriCorps ✓ Y2L (FY and students experiencing homelessness) ✓ Latinx mentoring (LISTOS and PODER) ✓ African American mentoring (Project BEST and YWEL) ✓ Garden Pathways/Sons & Brothers and Sisterhood Rising ✓ Aspire/New Vision ✓ Cal-SOAP <p>KHSD will continue to maintain District Student Liaison to promote and oversee the “increase and improvement” of services to unduplicated students.</p>	\$1,598,251.00	\$1,591,700.00	Y

<p>KHSD will continue to maintain District Foster Youth and Homeless Liaison to promote and oversee the “increase and improvement” of services to unduplicated students. Continue to provide supports and services to FY and students experiencing homelessness including:</p> <ul style="list-style-type: none"> ✓ Reviewing AB 167 graduation contracts for approval ✓ Providing referrals for counseling services ✓ Providing referrals for food, medical and dental (students experiencing homelessness) ✓ Connecting students with community resources and partners ✓ Providing passes for public transportation ✓ Providing necessary school supplies to be successful ✓ Providing necessary clothing and toiletries for school (students experiencing homelessness) ✓ Providing district-wide field trips (when field trips resume) <p>Additional duties and responsibilities of the District Foster Youth and Homeless Liaison to help with providing supports and services to students include:</p> <ul style="list-style-type: none"> ✓ Working closely with community partners and participating in the following regular meetings: <ul style="list-style-type: none"> *Education Liaison at Foster Youth Services *Group Home Coalition *Dream Center *iFoster *Foster Family Agency Consortium *Department of Human Services *Child Family Team *KCSOS *Y2L ✓ Holding quarterly meetings with designated FY counselors from each school site ✓ Coordinating district-wide field trips for FY (when field trips resume) ✓ Coordinating Youth Empowering Success! (YES!) Program ✓ Arranging transportation to school of origin ✓ Identifying educational rights holders and appoint surrogates, as needed ✓ Providing in-service to school employees about FY legislation ✓ Providing In-service to school employees about McKinney-Vento 	\$642,755.00	\$642,755.00	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions in this section were deemed to be effective in a distance learning environment. Students were provided with technology resources to be able to access distance learning classes. Summer school (2020-2021) will be offered to all students and they will have access to broad courses of

studies. The projected distance learning funding allocated for this section was \$49,208,932 and the estimated actuals projection was \$47,036,122. The difference of \$2,172,810 was due to KHSD utilizing other resources to purchase technology for students and staff.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

These unprecedented times that KHSD faced due to the worldwide pandemic launched KHSD into distance learning mode beginning in spring 2020 and continuing in summer 2020 and the 2020-21 school years with a brief opening of schools in the fall for small cohorts of at-risk students. KHSD has experienced many challenges as well as success in implementing distance learning in the following areas.

Continuity of Instruction Successes:

- ✓ Districtwide 90-minute blocks with three classes meeting daily on a rotating basis.
- ✓ Daily scheduled academic collaboration time.
- ✓ In-person curriculum aligned with distance learning curriculum.
- ✓ Teachers and students provided with the resources to teach in a distance learning environment.
- ✓ KHSD Teachers on Special Assignments (TOSAs) providing and guiding teachers with distance learning.
- ✓ Creativity with visual and performing arts courses.

Continuity of Instruction Challenges:

- ✓ Low student engagement and motivation (lack of student participation.)
- ✓ Bridging in-person learning to distance learning.
- ✓ Building a sense of belonging and community with students in a virtual environment.
- ✓ Providing hands-on instruction and learning experiences.
- ✓ Finding a balance between academic needs and SEL needs in a distance learning environment.

- ✓ Rural areas experienced frequent power outages.
- ✓ Students with several family members utilizing technology at the same time.

Access to Devices and Connectivity Successes:

- ✓ Distance Learning Professional Development
- ✓ Chromebook availability to students and staff
- ✓ Hotspot availability to students and staff
- ✓ Technology resources for students, parent and staff

Access to Devices and Connectivity Challenges:

- ✓ Students unable to log into student accounts
- ✓ Rural areas experienced internet issues

Pupil Participation and Progress Successes:

- ✓ Daily Engagement Reports (DER) for each student in synchronous and asynchronous learning with a daily ungraded assignment.
- ✓ School sites providing distance learning opportunities for extra-curricular activities.
- ✓ School sites providing distance learning opportunities for student engagement for school site events and school site traditions.

Pupil Participation and Progress Challenges:

- ✓ Students are very reluctant to engage verbally via on-line instruction.
- ✓ Students unable to fully engage due to family responsibilities.
- ✓ Athletic teams and events have not been available as a motivating factor for academic success.

Staff Roles and Responsibilities Successes:

- ✓ Staff roles and responsibilities adapting to the learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face.
- ✓ Counselors have provided SEL via Zoom.
- ✓ Virtual tutoring for students in the afternoon.
- ✓ Tutoring offered for all courses and in Spanish and Arabic.
- ✓ Planning instruction and/or services for synchronous and asynchronous learning.
- ✓ Collaboration amongst colleagues.
- ✓ Monitoring student progress and activity and providing academic support.

- ✓ Distance learning professional development successes.
- ✓ Staff eagerness to participate in professional development.
- ✓ Professional development opportunities for staff were readily available.
- ✓ Professional development opportunities for distance learning began in the spring of 2020.
- ✓ Summer PLC/PLT teams aligned standards-based curriculum to KHSD on-line platform, Canvas, for 150 courses.
- ✓ Team efforts with Kern County Superintendent of Schools to offer professional development opportunities.

- ✓ Professional development was relevant and hands-on.
- ✓ On-site resource teachers provided individual professional development for struggling teachers.

Distance Learning Professional Development Challenges:

- ✓ Urgency of providing professional development for distance learning.
- ✓ Providing training for technology resources in a limited time frame.

Support for Pupils with Unique Needs Successes

- ✓ Additional communication for families with pupils having unique needs.
- ✓ Instructional breakout rooms help teachers provide individual instruction.
- ✓ Continuous efforts to meet the needs and provide services for pupils with unique needs.
- ✓ Supporting ELs in a distance learning environment, Immersive Reader has been implemented in Canvas to allow students to access the content in their primary language.
- ✓ Providing headsets to assist students with listening to academic content in their primary language and to record responses when practicing their English skills.
- ✓ Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA) were utilized to provide support to ELs while they are participating in asynchronous learning and to check-in on ELs who have disengaged from distance learning.
- ✓ Special Education Case Carriers reviewed the options and strategies most appropriate for the student to address progress on goals and needed supports.
- ✓ All students with IEPs were provided the option of at-home devices as an offer of Free Appropriate Public Education (FAPE), including assistive technology devices and/or services as dictated by a student's individual needs.
- ✓ Teletherapy offered as an option for student services.
- ✓ After scheduled school hours, additional support for specialized academic instruction (SAI) and assessments was available.
- ✓ Additional curriculum was purchased for moderate/severe population and vocational education programs.
- ✓ Mentoring/tutoring designed to help foster youth and homeless pupils. Success is seen when in the classroom when attention is given to encourage growth and character-building development.

Support for Pupils with Unique Needs Challenges

- ✓ Students with special needs need extra help with technology.
- ✓ Lack of student engagement for pupils with unique needs.
- ✓ State and federal mandated testing has posed many challenges.
- ✓ Providing differentiated instruction for pupils with unique needs via distance learning.
- ✓ The 2020-21 school was the first year that we did full inclusion, not knowing that the pandemic would continue into the 2020-2021 school year, so these students not only have had to adjust to being in larger classes, but they have had to adjust to distance learning in classes with curriculum and expectations without that face-to-face support.
- ✓ Students with unique needs receiving a "D" or "F" for the 1st semester 2020.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
KHSD will provide Teacher-Librarians at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services. KHSD will continue to support expanded learning opportunities by providing funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and particularly for those students who may not have Internet access at home. When it is not feasible for the library to be open (i.e., in a distance learning model), school sites can continue to support students through virtual means using district approved platforms (Microsoft Teams, Google Hangout/Meet, Zoom, etc.) individually or in small groups. Funding allocation will be based on the number of unduplicated students at the school sites. Additionally, college tutors will be hired to provide tutoring for all comprehensive and continuation sites virtually and in person when possible.	\$2,940,535.00	\$2,868,473.00	Y

<p>KHSD will retain district Education Options Administrator who coordinates truancy prevention programs with KCSOS, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites. The district will facilitate truancy-prevention programs/practices at KHSD comprehensive and continuation sites, assessing needs, and focusing on the needs of highest at risk students first. KHSD will continue to provide 4 district PBIS-MTSS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:</p> <ul style="list-style-type: none"> ✓ Reinforce truancy-prevention efforts districtwide by supporting district and schoolwide efforts to reduce truancy. ✓ Support programs and strategies to reduce chronic absenteeism. ✓ Provide truancy intervention to the most chronically absent. ✓ Participate in SARB. ✓ Lead parenting meetings and classes. ✓ Implement dropout recovery and prevention strategies. 	\$796,496.00	\$786,047.00	Y
<p>KHSD will provide additional support at school sites for truancy prevention, intervention for chronic absenteeism, positive behavioral interventions, MTSS, restorative practices, parent engagement and support, and technology support.</p> <ul style="list-style-type: none"> ✓ 3 Administrative sections per site (54 sections total) ✓ Classified sections, maintain current FTE, 4.375 total 	\$1,581,449.00	\$1,545,864.00	Y
<p>KHSD will continue to provide 11 full-time counselors and 2 part-time counselors to “increase and improve” services to unduplicated students. Focus of services may include caseload reduction for general student support services but will remain within the guidelines for the sites’ counseling programs and PBIS-MTSS implementation, specific for co-facilitation of Tiers II and III interventions within the mentioned PBIS-MTSS, and FY and EL support.</p>	\$1,776,568.00	\$1,774,919.00	Y
<p>KHSD will continue to maintain Community Specialists (as per 2013- 2014 staffing level) at school sites to provide outreach to unduplicated students and their families. Community Specialists work with Guidance Counselors, Tier I PBIS-MTSS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying at risk students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS-MTSS implementation strategies, and supporting MTSS.</p>	\$1,311,229.00	\$976,605.00	Y

KHSD will fund summer outreach and counseling hours to retain or recover at risk students. ✓ Determine students with the greatest intervention needs. ✓ Provide graduation options for 5th year seniors.	\$578,656.00	\$581,605.00	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The projected pupil learning loss funding allocated for this section was \$8,984,933 and the estimated actuals projection was \$8,533,513. The difference of \$451,420 was overestimation of staff salaries and benefits. All actions were deemed to be effective and modified to meet the needs of students and staff in a distance learning environment.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Analysis of pupil learning loss successes:

- ✓ Utilization of district and school site standards-based measurement tools to determine what students need to learn.
- ✓ Parents/guardians have access to all of their students' Canvas courses and assignments, assessments, due dates, notes, etc.
- ✓ The ability for parents/guardians to observe synchronous class presentations with the students.
- ✓ Learning loss mitigation plans to identify and assess learning loss.
- ✓ After school tutoring program.
- ✓ Digital programs to help mitigate learning.
- ✓ KHSD staff ability to monitor the effectiveness of services and supports provided to address learning loss throughout the school year through STAR Renaissance data, formative assessments, summative assessments, and qualitative/anecdotal data.
- ✓ Utilizing data collected by teachers to collaborate with colleagues, drive instruction, and determine student needs in terms of intervention and/or enrichment.
- ✓ Evaluating quantitative and qualitative data collected to drive instruction.

- ✓ Extended library hours used to provide virtual tutoring for all school sites.

Analysis of pupil learning loss challenges

- ✓ Difficulty of learning loss until that loss is measurable in a quantifiable way.
- ✓ Due to the pandemic the limitation of offering in-person learning for summer school 2020 courses

- ✓ Providing non-traditional summer school offerings for students for credit recovery.
- ✓ Limitation of space and transportation for in-person learning for summer school.
- ✓ Isolation, depression, despair some students are experiencing due to the pandemic.
- ✓ Career and Technical courses not able to provide hands-on experiences.
- ✓ Students not engaging in daily instruction.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental Health, Social and Emotional Well-Being, and School Nutrition successes:

- ✓ Proving intense social-emotional learning (SEL) mental health support for students during the 2020-21 school year (i.e., anxiety, depression, grief, social-emotional needs, aggression, apathy, substance abuse, coping skills, bio-psychosocial needs, etc.)
- ✓ Providing relief and support, as needed, working closely with site administration, interagency community partners, and teaching/counseling leadership to ascertain student and/or staff need for intervention and support so that we can respond in a timely and appropriate fashion.
- ✓ Maintaining the anonymous reporting system Sprigeo for all students and staff to use for each school site.
- ✓ Integrating social and emotional resources for students and teachers via Canvas.
- ✓ All school sites had access to school psychologists, school social workers, school guidance counselors, and school mental health clinicians

The mental health professionals and counselors work with students, families, staff, and interagency partners to assess and support mental health challenges that may arise, and work to address possible barriers to student learning. Services included individual counseling, family counseling, group counseling/skills groups, suicide prevention/intervention services, crisis intervention services, case management/progress monitoring, school social work services, and/or referral to community partners.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and Family Engagement and Outreach successes

- ✓ During the pandemic, parent and family center liaisons have stayed connected with KHSD families providing ongoing information and referring parents to the following resources:
- ✓ The District's Resources for Parents and Families webpage, which highlights resources that are available during school closure for COVID-19. Resources are posted in one place for parents and families to quickly access relevant information.
- ✓ KHSD Distance Learning Resources page and technical support line information.

- ✓ KHSD nutritional services and student lunch distribution process information.
- ✓ KHSD bus route Wi-Fi access information.
- ✓ Technology training opportunities: Canvas, Synergy, ParentVUE, Zoom, Chromebook use, how to set up an email account.
- ✓ Districtwide virtual parent education workshops and one-on-one coaching programs conducted by Psychologist Rocio Magallanes. Special focus was embedded in the programs to address the new social, mental health, and educational needs and challenges that families are experiencing during COVID-19.
- ✓ KHSD virtual parent engagement nights at various school sites – conducted by social workers and interventionists. The program aims to provide services for families especially during this time. Some topics covered are mental health (anxiety and depression, what it looks like and how to help your child), substance abuse (trends in vaping and marijuana) and working with behavior in the home.
- ✓ Rosetta Stone English virtual classes for KHSD parents.
- ✓ Juntos program classes and Parent Institute for Quality Education sessions for KHSD parents.
- ✓ Childcare resource and referral information for families in need of childcare, including statewide hot line.
- ✓ Free or discounted internet and Wi-Fi service information for families in need of support in this area.
- ✓ City and county-wide meal distribution/food giveaway and California Pandemic-EBT card information.
- ✓ Connecting families in need with community collaborators such as Garden Pathways, United Way, Community Action Partnership of Kern, Boys' & Girls' Club, Dignity Health, and Youth 2 Leaders.
- ✓ Student/Family Kern County COVID-19 Resources – a running resource list for foster youth and homeless students impacted by COVID-19 and school closures.
- ✓ Mercy and Memorial Hospital Community Wellness Program calendar – online classes and workshops.
- ✓ CA COVID-19 Response Website – resources for emotional support and well-being, tips to manage stress, and information for financial help.
- ✓ CDE Facebook Virtual Support Circle Event for Parents during COVID-19, led by State Superintendent Tony Thurmond.
- ✓ California Governor's Office of Emergency Services – informational Spanish videos on COVID.
- ✓ Local/State disaster relief assistance for immigrants.
- ✓ Kern County Superintendent of Schools/Federal COVID-19 mobile testing units.
- ✓ Kern County rental and mortgage assistance due to COVID-19.
- ✓ Drive thru and virtual health resource fairs.
- ✓ District and site level parent meetings (DPAC, DELAC, Title I, LCAP Advisory Council, African American Parent Advisory Council, School Site Councils, and site boosters) met virtually on a regular basis.
- ✓ Stakeholder interaction continued by providing virtual platforms.
- ✓ School sites continued to offer extra-curricular activities virtually.
- ✓ Student mentoring programs were offered virtually.
- ✓ Tutoring programs were offered virtually for students.
- ✓ Daily announcements for students were built into the school day to keep students informed.
- ✓ Canvas platform provided students with engagement activities.

Pupil and Family Engagement and Outreach challenges

- ✓ Student and family contact information not updated.
- ✓ Parents not feeling comfortable with technology.
- ✓ Students feeling isolated because of distance learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School nutrition Success

- ✓ The continuous ability for students to receive nutritious meals regardless of the instructional learning mode.
- ✓ Meals were delivered to homes of Special Education students with transportation service in their IEP.
- ✓ Distribution of meals were not confined to their school site but available at the nearest school site.
- ✓ Coordinating with feeder schools to provide meals to all students.

Challenges in providing school nutrition

- ✓ Providing areas for social distancing for food distribution.
- ✓ Lack of social interaction during the traditional lunch hours amongst students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-person Instruction	KHSD will retain the Kern High School Induction Program (KHIP), which helps prepare teachers to meet the challenges that face first- and second-year teachers.	\$950,000.00	\$937,591.00	Y
Mental Health and Social and Emotional Well-Being	Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS-MTSS implementation at their school site. Work will include building MTSS – e.g., facilitating implementation of Student Study Teams (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.	\$356,851.00	\$345,357.00	Y
Stakeholder Engagement	KHSD will maintain 18 Parent & Family Centers that are designed to provide KHSD Parents/Guardians with	\$1,456,755.00	\$1,415,711.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	<p>opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:</p> <ul style="list-style-type: none"> ✓ Support and monitor students' academic success. ✓ Use technology to support student learning. ✓ Learn how to promote positive behaviors in the home and at school. ✓ Become an active volunteer/parent leader for KHSD. Learn how to navigate school, district, and community services and resources. ✓ Promote communication and collaboration between parents and school sites. 			
Stakeholder Engagement	Provide funding at individual school sites for parent workshops such as Parent Institute for Quality Education (PIQE), Parent Project, Teen Project, Juntos, enrichment and outreach projects, college visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach.	\$346,370.00	\$326,370.00	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The additional action section allocation was \$3,109,976 and the estimated actuals projection was \$3,025,029. The difference of \$84,947 was overestimation of staff salaries and benefits and the return of in-person learning was delayed until April 2021. All actions were deemed to be effective and modified to meet the needs of students and staff in a distance learning environment.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The established four goals in the LCAP, which align with KHSD’s Strategic Priorities, remain the foundation of the LCAP. After an in-depth analysis state and local priority metrics changed to identify not just districtwide data results but to include data for student groups when applicable. Addressing learning loss is a priority for KHSD within the LCAP actions.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

There are 39 state priority metrics in the 2021-2022 LCAP that will be assessing the pupil learning loss districtwide as well as for student groups. KHSD has implemented on-going assessment by assigning action managers to review actions on a regular basis. Action managers also present to stakeholder to provide them with updates on their assigned actions. Action can be modified to address learning loss as needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In 2020-2021, Kern High School District received \$82,071,27 based on the enrollment of Foster Youth, English learner, and low-income students. Kern High School District addressed how funding allocation was used to increase or improve services for high needs students in the Learning Continuity Plan. KHSD budgeted an additional \$34,373,543 in the Learning Continuity and Attendance Plan totaling \$116,444,813 principally directed the unduplicated students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Prior to the pandemic KHSD began the process of analyzing and reflecting on student outcome with stakeholders to help model the 2021-2024 LCAP. Stakeholders realized that identified needs that had already been noted were heightened due to the unprecedented circumstances that

arose from the pandemic. Then established four goals in the LCAP remain the foundation of the LCAP. After an in-depth analysis, state and local priority metrics changed to identify not just districtwide data results but also data for student groups when applicable. The LCAP actions in 2021-2022 to 2023-2024 will address the learning loss experienced due to the pandemic.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kern High School District	Dr. Brandi Ball Director of Equity and Inclusion	brandi_ball@kernhigh.org 661-827-3328

Plan Summary LCAP 2020-2021

General Information

A description of the LEA, its schools, and its students.

Serving 42,370 students (5.6% African American, 0.6% American Indian or Alaska Native, 2.9% Asian, 1.2% Filipino, 69.0% Hispanic or Latino, 0.3% Pacific Islander, 18.5% White, 1.1% two or more races, and 0.8% not reported) and encompassing approximately 3,500 square miles, the Kern High School District (KHSD) remains the largest 9-12 high school district in the State of California. It is comprised of 18 comprehensive high schools, 5 alternative education schools, 5 Special Education centers, 2 Career and Technical Education (CTE) sites, a blended learning program (Kern Learn), the Bakersfield Adult School, and 1 charter school (Kern Workforce 2000 Academy). The Bakersfield Adult School serves 9,000 annually; over 18,000 students participate in the district's CTE programs; and 492 students are served in the district's charter school. While neither the adult school nor the charter school are represented in this Local Control Accountability Plan (LCAP), both show the district's steadfast commitment to serving all its students and fully supporting its community.

Following are KHSD percentages of the three "high need" student groups, as designated by the state:

- ✓ English Learners (8.5%)
- ✓ Foster Youth (0.7%)
- ✓ Socioeconomically Disadvantaged (73.6%)

Counting each student once, even if the student meets more than one of these criteria, forms the "unduplicated count." The KHSD unduplicated count is 73.6%. Following are distinctions that refine the composition of the district's students:

- ✓ Homeless (0.8%)
- ✓ Migrant (2.2%)
- ✓ Students with Disabilities (11.7%)
- ✓ Reclassified Fluent English Proficient (36.1%)

9 of the 18 sites (Arvin, East, Foothill, Golden Valley, Mira Monte, North, Shafter, South, and West) are comprised of, at minimum, 83% unduplicated students, 4 of the 5 alternative education sites (Central Valley, Nueva, Tierra Del Sol, and Vista) have a student population of, at minimum, 89% unduplicated students.

These figures reflect the level of challenges to be met in order to ensure that all students are successful in school and validate LCAP funding allocations to “improve or increase” services so that all students graduate from high school, prepared to succeed in college and the workforce. Fundamental to the district’s mission is providing a comprehensive, viable, and rigorous curriculum to all students, with appropriate intervention that support the completion of the core program as well as allows students to access higher-level course work. Intervention programs include Access literacy program; a focus on Foundations Mathematics classes. Positive Behavior and Intervention Supports, which support the social-emotional learning of the student; and Multi-Tiered System of Supports, a framework to provide targeted support to struggling students. In addition, the district provides on-going professional development to all teachers for the state standards to be implemented effectively and to meet the social-emotional needs of the students.

Showing its commitment to achieving optimal learning environments for all students, the district continues to dedicate substantial funding to class-size reduction. In the 2020-21 school year, 947 teaching sections were allocated specifically to class-size reduction. In addition, the district values an ethnically diverse and experience-rich teaching staff that reflects the demographic composition of its student body. It searches for teachers in various areas of the United States, including Historically Black Colleges and Universities (HBCUs), to meet the hiring demands and increase the diversity of the teaching staff. In partnership with California State University, Bakersfield (CSUB), KHSD is in its third year of implementation of a teacher residency program to attract more teachers of color so that students have “sufficient role models” and aspire to enter the teaching profession themselves (EdSource, 2018). The Kern High Teacher Residency (KHTR) program has graduated 41 credentialed teachers since 2018, mostly of Hispanic backgrounds; 37 were hired by KHSD, and because of program alignment with district goals and expectations, the newly hired residents were fully prepared to teach in KHSD. KHSD also offers an education pathway that supports the local credentialing programs at Bakersfield High, West High, and Career Technical Education Center.

The district believes that working with its education partners cultivates a strong community, where students may smoothly transition, thrive, and succeed from one academic level to the next. The district works closely with Bakersfield College (BC), Cerro Coso College (CCC), and California State University Bakersfield (CSUB) to align systems and programs in order to support the continuing education of all students. Dual enrollment opportunities and articulated classes are increasing as a result, and steadily more students are enrolling in college and/or are prepared for the workforce.

Correspondingly, the district works closely with its middle school districts to place students in the correct classes once they get to high school and to offer the appropriate intervention and support programs so that students have meaningful and productive high school years.

Finally, the district’s parents and guardians are invaluable partners, essential to the health and success of the students and their schools. Accordingly, the district continues to provide funding for the 18 Parent and Family Centers as well as for parent-support programs that reinforce communication, enrichment, and outreach efforts. These programs help parents and guardians to become strong education advocates and remain well informed about all educational opportunities for their students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

California School Dashboard 2020-2021- (limited data is available due to the pandemic.)

College and Career Indicator (CCI):

41.9% of Socioeconomically Disadvantaged students were deemed prepared for College and Career

Graduation Rates:

88.7% (All Students)

87.3%: Socioeconomically Disadvantaged

93.1%: Asian
95.1%: Filipino
88.1%: Hispanic
97.1%: Native Hawaiian or Pacific Islander
90.0%: White
92.4%: Two or More Races

KHSD graduation is slightly higher than State of California's graduation rate.

California School Dashboard 2019-2020 - (Due to the limited data availability for 2020-2021, we are reporting 2019-2020 data.)

Suspension Rates: Conditions and Climate

5.1% Decline: Foster Youth suspension rate
3.4% Decline: American Indian
2.7% Decline: Students with Disabilities

Academic Performance: English Language Arts (ELA)

6.3-point increase: African American
4.8-point increase: English Learner
13.9-point increase: Students with Disabilities
6.5-point increase: Hispanic
6.8-point increase: Socioeconomically Disadvantaged
8.3-point increase: Two or More Races
3.0-point increase: White
3.0-point increase: Filipino

Academic Performance: Mathematics

16.1-point increase: Homeless
4.7-point increase: Two or More Races
7.2-point increase: Filipino

English Learner Progress

34.4% making progress towards English Language proficiency
32.1% EL who progressed at least one English Language Performance Indicator (ELPI) level

College and Career

4.4% increase: All
2.8% increase: English Learner
10.7% increase: Foster Youth
4.5% increase: Students with Disabilities
3% increase: American Indian
4.6% increase: Hispanic
3.2% increase: Two or More Races
4.6% increase: Socioeconomically Disadvantaged
4.9% increase: White
42.4% prepared: Class of 2017
42.5% prepared: Class of 2018
46.9% prepared: Class of 2019

Graduation

5.3% increase: American Indian

2.4% increase: White

10.5% increase: Pacific Islander

Local Indicators

- ✓ The State Seal of Biliteracy: 1,047 graduating students, class of 2019-2020, achieved this honor. This is a 20.0% increase from 2018-2019.
- ✓ Graduates Meeting UC/CSU Requirements: 3,723 graduating students, class of 2019-2020, met UC/CSU requirements. This is a 5.9% increase from 2018-2019.
- ✓ Golden State Seal of Merit graduation Diploma
- ✓ Diploma: 3,323 graduating students, class of 2019-2020, achieved this honor. This is a 12.7% increase from 2018-2019.
- ✓ KHSD 2019-2020 graduation rate (88.3%) was higher than the County of Kern graduation rate (86.6%) and the State of California rate (87.6%).
- ✓ English Language Reclassification Rates: KHSD 2020-2021 reclassification rate (17.3%) was higher than the County of Kern reclassification rate (9.9%) and the State of California rate (8.6%).
- ✓ Advanced Placement (AP) Exam: 53.8% scored a “3” or better on the AP exam in 2019-2020 compared to 51.2% in 2018-2019.
- ✓ California State University Bakersfield (CSUB) Dual Enrollment Courses: 750 students enrolled in 38 classes at 14 school sites in 2019-2020. This is an 11.3% increase of student enrollment from 2018-2019.
- ✓ Kern Community College District (KCCD): 5,312 students enrolled in 222 classes at 23 school sites in 2019-2020. This is a 19.4% increase of student enrollment from 2018-2019.
- ✓ Advancement Via Individual Determination (AVID): Students enrolled in AVID for the 2019-2020 school year had a higher attendance rate (95%) compared to all students’ attendance rate (94%). 88% of AVID students met their UC/CSU requirements compared to all students, (42.7%.) 79% of AVID students applied to a 4-year university and 73% received an acceptance letter to attend.

KHSD continues to promote excellence at each academic level and for all its students. KHSD’s primary goal is for all students to graduate, prepared to succeed at their next level of learning, whether it be postsecondary education and/or entrance into the workforce by continuing the following strategies:

- ✓ Provide funding for class-size reduction to ensure optimal learning environments for all students.
- ✓ Broaden recruitment efforts to search for diversity and talent, continue its recruitment strategy to hire the best teachers and continue to fund the Kern High Teacher Residency Program as KHSD values an ethnically diverse, experience-rich, and well-qualified teaching staff.
- ✓ Provide additional LCFF sections in summer school for EL support and to provide EL support through Access, summer school, and other intervention mechanisms that will help students reclassify, recover credits and/or access higher-level courses, and meet their a-g requirements.
- ✓ Support Access in order to increase literacy rates.
- ✓ Provide adequate intervention programs to ensure graduation and access into higher level, college preparatory courses. These programs include Access (previously mentioned), Advancement Via Individual Determination (AVID), Edmentum (an online support program for math Foundations 1 and 2), Apex (an online credit recovery and course advancement program), Naviance (an online college and career planning program), STAR Renaissance (an online progress monitoring program specifically for math and literacy), and summer school.
- ✓ Provide Career and Technical Education (CTE) programs.
- ✓ Provide avenues for Dual Enrollment (DE).
- ✓ Provide mentoring programs for students.
- ✓ Provide Positive Behavioral Intervention and Supports (PBIS) a multi-tiered support system that fosters positive student relationships and positive school climates.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard state indicators for which performance for any students group was two or performance level below of the “All” student” performance.

All Students 2019-2020

Mathematics: Orange

Suspension Rate: Orange

Graduation Rate: 2019-2020

All Students: Yellow

Homeless: Red

English Language Arts: 2019-2020

All Students: Yellow

Foster Youth: Red

Homeless: Red

Due to the pandemic no data indicators were reported on the 2020-2021 Dashboard.

Action Steps:

To improve student outcomes in mathematics and suspension rates, KHSD has established the following goals:

- ✓ Increasing communication and collaboration across the district
- ✓ KHSD school sites are continuing to implement Multi-Tiered Systems of Support (MTSS), providing support and intervention to help students with academic or social difficulties
- ✓ Continuing to build numeracy skills for all students to achieve algebra success

KHSD provides district and school site resources for students identified as Homeless and Foster Youth. At the district level, the Homeless and Foster Youth Liaison coordinates with school site counselors to provide guidance, resources and services for our Homeless and Foster Youth students.

Tailored programs such as Youth Empowering Success (YES), tutoring and mentoring programs, Youth 2 Leaders and AmeriCorps are available to our students.

In response to student learning loss as a result of the pandemic, KHSD will be providing a robust summer school offering with priority given to our Homeless and Foster Youth. In fall 2021, KHSD will be offering expanded learning opportunities before and after school for all students. Foster Youth and Homeless students who have transportation issues to access academic or social-emotional resources are provided transportation options. In addition, school sites continue to implement MTSS to support students with academic or social-emotional challenges. KHSD will continue to address performance gaps for Homeless and Foster Youth through LCAP goals and actions.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

KHSD employs 1,998 teachers. The LCAP and its goals and actions are aligned with the “Strategic Priorities” of the Kern High School District Board of Trustees to “maintain and support exemplary staff and provide effective instructional and extra-curricular programs.”

LCAP has provided the following teaching sections.

- ✓ 947 LCFF sections for Class Size Reduction (Goal 1)
- ✓ 56 Science sections (Goal 1)
- ✓ 70 Access sections (literacy classes) (Goal 1)
- ✓ 11 Sections for continuation sites (Goal 1)
- ✓ 79 Intervention sections (Goal 2)
- ✓ Distance Learning Summer EL intervention sections (Goal 2)
- ✓ Distance Learning Summer School sections (Goal 2)
- ✓ 110 On Campus Intervention sections (Goal 4)

LCAP has provided the following support resources for teaching staff.

- ✓ Kern High Induction Program (KHIP) for new teacher support (Goal 1)
- ✓ Professional development (Goals 1, 3, and 4)
- ✓ District Teachers on Special Assignment (Goals 1 and 4)
- ✓ Computerized programs (STAR Renaissance, Edmentum, Apex, and Naviance) (Goal 2)
- ✓ Resources for all core and elective classes (Goals 1, 2, 3, and 4)
- ✓ Technology (computers, Chromebooks, technology teaching tools) (Goal 2)

LCAP has provided the following resources to “enhance student support (“KHSD “Strategic Priorities”).

- ✓ Smaller class sizes (Goals 1 and 2)
- ✓ Student-based projects in science and the visual and performing arts (Goal 1)
- ✓ Technology (computers, Chromebooks, technology) (Goal 2)
- ✓ A wide variety of class offerings (Goals 1, 2, 3, and 4)
- ✓ Additional support for English Learners (EL), Foster Youth (FY) and all unduplicated students (Goals 1,2,3, and 4)
- ✓ Extended library hours (Goal 2)
- ✓ Foster Youth site mentoring (Goal 4)
- ✓ Positive Behavioral Intervention and Supports (PBIS) at all school sites (Goal 4)
- ✓ Multi-Tiered System of Supports (MTSS) at all school sites (Goal 4)
- ✓ Expansion of Career Technical Education (CTE) and pathways (Goal 3)
- ✓ Classes for college and career readiness (Goals 1, 2, 3, and 4)
- ✓ Advancement Via Individual Determination (AVID) (Goal 3)
- ✓ Mentoring programs (Goal 4)
- ✓ Project Black Excellence in Scholarship and Teaching (BEST) / Black Student Union (BSU) (Goal 3)
- ✓ Young Women Empowered for Leadership (YWEL) Program (Goal 4)
- ✓ Latinos In Stride to Obtain Success (LISTOS) Program (Goal 4)
- ✓ Providing Opportunity for Development, Empowerment and Resilience (PODER) Program (Goal 4)

- ✓ Expansion of a-g classes (Goals 1, 2, 3, and 4)
- ✓ Additional counselors (Goal 4)
- ✓ District Student Liaison (Goal 4)
- ✓ Nurses (Goal 4)
- ✓ District Teachers on Special Assignment for Social Emotional Learning (Goal 4)
- ✓ On Campus Intervention (OCI) sections (Goal 4)
- ✓ Student Advocacy Centers (SAC) (Goal 4)
- ✓ Community Specialists (as per 2013-2014 staffing level) (Goal 4)
- ✓ Restorative Practices/Social Emotional Learning Resource Counselor (Goal 4)
- ✓ Intervention Counselors (Goal 4)
- ✓ District Lead Interventionist (Goal 4)
- ✓ Interventionists (Goal 4)
- ✓ Substance Abuse Specialist (Goal 4)
- ✓ Social Workers (Goal 4)

LCAP has provided the following parent engagement resources to “strengthen school/community relations” (KHSD “Strategic Priorities”):

- ✓ 18 Parent Centers (Goal 4)
- ✓ Community Specialists housed at Parent and Family Centers (Goal 4)
- ✓ Parent activities, which include meetings, parent classes, college field trips (Goal 4)
- ✓ District Parent Liaison (Goal 4)
- ✓ LCAP Advisory Council (Goal 4)
- ✓ English as Second Language classes (Goal 4)

The above-mentioned actions support and enhance student performance and prepare students to meet the challenges of high school and beyond. Finally, the LCAP continues to be a collaborative effort between the Kern High School District and its valued stakeholders. The LCAP Advisory Council, comprised of individuals who represent the district’s stakeholders, meets monthly, and the LCAP Student Advisory Council, comprised of 4 students from each comprehensive and alternative site, meets 4 times a year. In addition, the district provides additional opportunities for stakeholders, including students, to come together to discuss the LCAP’s goals and progress, as well as provide appreciated input. The Superintendent and his administrative team extend their gratitude and thanks for the dedication and efforts of all parents, partners, and stakeholders in the development of this LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

The following KHSD school sites have been identified as comprehensive support and improvement (CSI) sites:

Kern Workforce 2000 Academy
Mira Monte High School

Support for Identified Schools

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

KHSD administrators representing Alternative Education, Innovative Programs, Instruction, Instructional Services, and LCAP work with schools identified for CSI. Sites examine state and local data to conduct a needs assessment, complete a root cause analysis, identify resource inequities, and create CSI plans. KHSD works with the Kern County Superintendent of Schools and utilizes strategies learned in the Continuous Improvement Process to assist CSI sites.

KHSD works with CSI sites to conduct a needs assessment and root cause analysis to identify resource inequities using state and local data, including various surveys (LCAP Annual Parent and Staff Surveys, Student School Climate Survey, and CA Healthy Kids Survey) that are administered to stakeholders. The results of this assessment and analysis guide CSI planning to continue to build the capacity of staff and improve student outcomes that are in alignment with the district LCAP and outlined in the site's School Plan for Student Achievement (SPSA). While SPSAs vary based on each site's needs, some commonalities can be found in a focus on graduation rates through credit recovery, academic support/intervention, and student outreach (LCAP Goals 1, 2, 3, and 4); college and career readiness, including career technical education and dual enrollment (LCAP Goal 3); technology and instructional resources (LCAP Goals 1 and 3); and professional development for staff (LCAP Goals 1, 3, and 4).

Monitoring and Evaluating Effectiveness

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

KHSD works with CSI sites to determine, reflect upon, and modify metrics using state and local data aligned with the KHSD LCAP for measuring progress and improvement to monitor the implementation of CSI plans and the effectiveness of processes and activities. KHSD continues to build the capacity of identified CSI site administrators to access data to drive decisions and determine effectiveness of processes and activities. Stakeholder groups will continue to be included throughout this process.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Regular stakeholder engagement remains a high priority for the Kern High School District (KHSD) in order to foster mutually respectful, supportive, and collaborative environments for on-going 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 2019-2020 and 2020-2021 school year, KHSD has provided various public venues for stakeholders to convene and provide input. Stakeholder engagement was held in-person until March 2020. At this point, all stakeholder engagement was held virtually due to the pandemic; in-person will resume when it is deemed safe. Specific groups that met are listed below:

LCAP Advisory Council (Monthly)

Student Advisory Council (Quarterly)

- ✓ LCAP Action Managers (Monthly)
- ✓ District Parent Advisory Council (Semiannually)
- ✓ District African American Parent Advisory Council (Semiannually)
- ✓ District English Learner Advisory Council (Quarterly)
- ✓ Principals' Advisory Council (PAC) (Quarterly)
- ✓ Assistant Principals of Instruction and Administration (Quarterly)
- ✓ Guidance Leadership (Semiannually)
- ✓ Head Counselors and Counselors, including Foster Youth Liaisons (Semiannually)
- ✓ KHSD Community Counselors (Semiannually)
- ✓ Kern High School Teachers' Association (KHSTA) (Semiannually)
- ✓ Classified Association (CSEA) (Semiannually)
- ✓ Special Education Parent/Management Advisory (Semiannually)
- ✓ Kern High schools District SELPA administration was consulted regarding specific supports for students with disabilities (Semiannually)
- ✓ KHSD superintendent responded in writing to the English Language Advisory and District Parent Advisory Council written comments (Annually)
- ✓ KHSD Superintendency and/or their designee has reviewed all SPSAs in the district and they are in alignment with the LCAP (Annually)
- ✓ English Learner Coordinators (Semiannually)

Other opportunities are as follows:

- ✓ Kern High School District Webpage (www.kernhigh.org)
- ✓ Annual Parent, Certificated and Classified Staff Surveys
- ✓ Student Quarterly Climate Surveys
- ✓ California Healthy Kids Survey
- ✓ KHSD LCAP Infographic

The LCAP Advisory Council is an independent, non-partisan, and broadly representative body, consisting of entities representing various community and student interests, including Foster Youth, English Learners, low income students, students with exceptional needs, at-risk students and families, representing these student groups. KHSD employees, industry and community partners, and student leaders. The principal charge of the Advisory Council is to reflect upon the students' needs and offer advice and recommendations for the development of the LCAP.

The LCAP Advisory Council is appointed by the KHSD Superintendent and membership is reviewed annually. Members typically serve two years; however, time may be extended with the approval of the Superintendent. The Student Advisory Council is a district-wide group that gives voice to the students' interests and needs. Each of the 18 comprehensive 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. KHSD recognizes that its students have the intrinsic desire for the following: a sense of influence, a sense of competency, a sense of belonging, and 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 Stakeholder Engagement.

**KHSD LCAP Advisory Council
2019-2020**

October 3, November 7, December 5,
January 9, February 6, and March 5

2020-2021

July 23, August 13, August 27, October 22,
November 12, December 5, February 11,
March 4, April 8, and May 6

**KHSD Certificated and Classified
(On-going Dialogue)**

KHSD Employee Groups (Classified and
Certificated), Principals' Advisory Council,
Assistant Principals, Counselors, EL
Coordinators, LCAP Project Managers

**KHSD LCAP Community Public Forums
2019-2020**

Arvin - October 8
Foothill - October 24
Mira Monte - November 6
Bakersfield - December 7
West - January 14
North - January 17
South - January 31
Golden Valley - February 4
Shafter - February 5
East - February 20
2020-2021 (Virtually)
February 23 and 24
March 8 and March 9

Public Comment Sessions

May 20, 27, and June 7

**KHSD Student Advisory Council
2019-2020**

September 28, December 11, February 1,
April 30

2020-2021

October 1, December 2, February 11, March
24, April 14, 21 and 28, May 12 and 19

Surveys

Certificated and Classified Survey
Student Climate Survey
Healthy Kids Survey
Distance Learning Survey

**KHSD Parent Advisory Groups
2019-2020 / 2020-2021**

Special Education Department Community
Meeting - April 2019-2020 and 2020-2021
African American Parent Advisory Council –
May 2021

**English Language Advisory and District Parent Advisory Council
2019-2020**

September 27, February 25, March 25, April 19, and May 20

2020-2021

October 26, November 16, March 1, April 12, May 3 and 17

POST DRAFT: KHSD to tentatively post initial draft version of 2021-2024 LCAP on KHSD website, <https://www.kernhigh.org>. The initial edit window (May 15-June 7) is for consultation and engagement, solicitation of feedback, comments, and recommendations from all relevant stakeholders of the POST DRAFT.

A summary of the feedback provided by specific stakeholder groups.

From meetings and conversations with KHSD's various stakeholders, the following needs have been identified:

- ✓ Focus on targeted Instruction (learning loss due to the pandemic.)
- ✓ Create more opportunities for credit recovery.
- ✓ Reduce class size.
- ✓ Increase technology use to enhance learning.
- ✓ Strengthen literacy skills.
- ✓ Increase support for English Learners, Foster Youth and Homeless.
- ✓ Hire to build a diverse teaching staff.
- ✓ Provide cultural awareness training for all staff.
- ✓ Enhance student support services.

- ✓ Maintain support structures like PBIS-MTSS to create positive school climates.
- ✓ Increase student engagement and improve student learning outcomes.
- ✓ Continue implementation of programs such as Restorative Practices to develop positive and healthy student relationships.
- ✓ Increase the number of counselors, mentors, and adults on campus to support students' social-emotional needs.
- ✓ Maintain Parent and Family Centers to provide parent support and other meaningful resources to inform and engage parents.
- ✓ Continue to provide college and career readiness.
- ✓ Teach job readiness, e.g. "soft skills," goal setting, time management, and financial planning.
- ✓ Increase opportunities for Career Technical Education.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Increasing the use of technology to improve student learning remains a district and stakeholder priority and, as a result, technology infrastructure has steadily improved, allowing full Internet access to all classrooms and high-traffic student areas. Chromebooks (available to all students) and other digital devices are now more readily used to enhance daily instruction, and technology is used to support various alternative education programs, as well as facilities in Career Technical Education (CTE), including the Regional Occupation Center (ROC) and the Career Technical Education Center (CTEC) site that opened in the fall of 2020.

A critical need for all students, particularly English Learners, Foster Youth, and students living in low-income households, is having the literacy skills needed to succeed in all academic classes. Therefore, KHSD continues to use Access, the literacy-intervention course developed for students reading below grade level, to increase reading ability. STAR Renaissance is the program used to measure a student's Instructional Reading Level (IRL). As per STAR scores, Access has shown increases in reading level within an academic year. The district continues to provide support for Access through class-section allocation, supplies/materials and professional development.

To respond to the need for a diversified and strong teaching staff, the district has maintained efforts to recruit, hire, develop, and retain properly credentialed and assigned teachers, who represent the demographics of its student body. Based on stakeholder feedback, KHSD will continue to expand recruitment in California and to other parts of the country.

Also, based on stakeholder feedback, the district will increase culturally responsive teaching and Universal Design for Learning (UDL) professional development for staff to engender a greater sense of understanding of the district's unique community issues and provide adequate and appropriate support for students, parents, and families.

KHSD will continue to build strong student support systems that will improve the academic learning and social-emotional well-being of all students. KHSD will continue implementing evidence-based practices, such as PBIS to create positive school climates, further supported by professionals who will provide appropriate and timely student interventions. This year, 2020-2021, all 23 sites continue to implement PBIS-MTSS. Parent Centers (18 districtwide) operated at school sites to help parents become strong educational advocates for their students.

Goals and Actions

Goal 1

Goal 1	Kern High School District (KHSD) students will be taught by a fully credentialed, well trained, and diverse teaching staff, who provide rigorous and relevant instruction that prepares students for success at the next level of their learning.
Goal 1	The actions in Goal 1 will provide the stakeholders with clear alignment of the measurable outcomes (1a, 1b, 2a, 2b, 8 and Local Priority 1a).

An explanation of why the LEA has developed this goal.

Goal 1 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and stakeholders' consultation and recommendations:

KHSD STUDENTS WILL BE TAUGHT BY A HIGHLY QUALIFIED, WELL-TRAINED, AND DIVERSE TEACHING STAFF, WHO PROVIDE RIGOROUS AND ENGAGING INSTRUCTION THAT CONNECTS STUDENTS FOR SUCCESS AT THE NEXT LEVEL OF LEARNING.

- Recruit, hire, develop, and retain a highly qualified, diverse, and effective staff
- Commit to continuously develop and support a districtwide Professional Learning Community (PLC) culture that promotes collegiality, collaboration, and focus on student learning
- Provide districtwide and school-based staff development opportunities, aligned with district priorities and goals, to enhance employee performance and best practices
- Increase staffing as resources become available

Goal 1 aligns with the following data from the California School Dashboard (December 2019) and input from stakeholders:

English Learner Progress

- 34.4% making progress towards English language proficiency

English Language Arts

- All: 3.4 points below standard
- Foster Youth (FY): 90.8 points below standard
- Homeless: 86.5 points below standard
- English Learners (EL): 107.4 points below standard
- Students with Disabilities (SWD): 126.8 points below standard
- Socioeconomically Disadvantaged (SED): 208.6 points below standard

Mathematics

- All: 96.4 points below standard
- FY: 187.7 points below standard
- Homeless: 174.8 points below standard
- EL: 188.2 points below standard
- SWD: 208.6 points below standard

- SED: 117.4 points below standard

Local Indicator Basics

- Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Access to Broad Course of Studies

Other Indicators

- California Department of Education (CDE) DataQuest
- CDE EdData
- EL Reclassification Rates
- Kern High School Management System, Synergy, and PeopleSoft
- KHSD school sites' Master Schedules
- KHSD staff surveys
- Kern County Superintendent of Schools (KCSOS) Kern Integrated Data System (*KiDS*) Management System
- California Longitudinal Pupil Achievement Data System (CALPADS)
- California State Assignment Accountability System (CalSAAS)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1a) Decrease the number of teacher misassignments by course (as described by CDE guidelines) from the previous year.	Baseline: 2020-2021 (Source: CalSAAS) Status: 225 teacher misassignments)				Decrease the number of teacher misassignments by course annually from the previous year.
(Priority 1a) Decrease the number of EL teacher misassignments by course (as described by CDE guidelines) from the previous year.	Baseline: 2020-2021 (Source: CalSAAS) Status: 45 EL teacher misassignments)				Decrease the number of EL teacher misassignments annually from the previous year.
(Priority 1b) Maintain 100% access to appropriate instructional materials for all students.	Baseline: 2020-2021 (Source: School Site School Accountability Report Card) Status: No reported significant findings				Maintain 100% access to appropriate instructional materials for all students annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 2a) Implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.	Baseline: 2020-2021 (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey) Status: 3.0 (Initial Implementation)				5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.
(Priority 2b) 100% of EL students are able to access the CCSS and ELD standards (4.0 or above, full implementation) for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the State Board of Education Adopted Reflection Tool.	Baseline: 2020-2021 (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey) Status: 3.0 (Initial Implementation)				5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.
(Priority 8) The average Instructional Reading Level (IRL) will increase by 1.0 for each grade level per academic year.	Baseline: Established annually Quarter 1 (Pre) and Quarter 4 (Post) (Source: STAR Renaissance Reading Assessment) Status: Fall 2019 Instructional Reading Level (IRL) 9 th – 6.4 10 th – 6.7 11 th – 7.3 12 th – 7.6				Instructional Reading Level (IRL) will increase by 1.0 per academic year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 8) Increase a year of growth in math per STAR Renaissance assessment per academic year.	Baseline: Established annually Quarter 1 and Quarter 4 (Post) (Source: STAR Renaissance Math Assessment) Status: Fall 2019 Math Scaled Score 9 th – 746.2 10 th – 769.7 11 th – 792.2 12 th – 805.7				An increase of a year of growth in math per academic year.
(Local Priority 1a) Increase the number of teachers hired that reflect the demographic student groups of the district at an increase of 2% for Hispanic and 1% for African American per year.	Baseline: 2020-2021 (Source: KHSD, Synergy and People Soft management system) Status: African American: 3.8% Hispanic: 25.2%				An increase of 6% Hispanic and 3% African American newly hired teachers within the three-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing																																										
1A	Class Size Reduction	<p>According to CDE DataQuest, student graduates meeting University of California (UC) and California State University (CSU) requirements increased from 2016-2017 to 2019-2020 for the following student groups: EL 1.7%, FY 2.9%, and SED 5.1%. The need to continue class size reduction has been exacerbated by the pandemic and the effect of learning loss for all students. The number of KHSD students receiving a failing grade for fall semester 2019 compared to fall semester 2020 increased by 11.9%. During this same time period failing grades for EL increased by 18.9%, Foster Youth (FY) 16.3%, and Socioeconomically Economically Disadvantaged (SED) 13.6%.</p> <p>KHSD will continue to provide sections funded by LCFF for EL, FY, and SED students. A total of 947 sections will be allocated for the 2021-2022 school year. Local Control Funding Formula (LCFF) sections allocated to class size reduction (CSR) for the core classes (demonstrated on the chart below).</p> <table><tr><th colspan="6">KHSD School Sites LCFF Section Allocations 2021-2022</th></tr><tr><td>Arvin</td><td>77</td><td>Golden Valley</td><td>75</td><td>North</td><td>53</td></tr><tr><td>Bakersfield</td><td>73</td><td>Highland</td><td>60</td><td>Ridgeview</td><td>68</td></tr><tr><td>Centennial</td><td>34</td><td>Independence</td><td>42</td><td>Shafter</td><td>44</td></tr><tr><td>East</td><td>64</td><td>Kern Valley</td><td>11</td><td>South</td><td>65</td></tr><tr><td>Foothill</td><td>58</td><td>Liberty</td><td>30</td><td>Stockdale</td><td>36</td></tr><tr><td>Frontier</td><td>27</td><td>Mira Monte</td><td>76</td><td>West</td><td>54</td></tr></table>	KHSD School Sites LCFF Section Allocations 2021-2022						Arvin	77	Golden Valley	75	North	53	Bakersfield	73	Highland	60	Ridgeview	68	Centennial	34	Independence	42	Shafter	44	East	64	Kern Valley	11	South	65	Foothill	58	Liberty	30	Stockdale	36	Frontier	27	Mira Monte	76	West	54	\$22,254,500.00	Y
KHSD School Sites LCFF Section Allocations 2021-2022																																														
Arvin	77	Golden Valley	75	North	53																																									
Bakersfield	73	Highland	60	Ridgeview	68																																									
Centennial	34	Independence	42	Shafter	44																																									
East	64	Kern Valley	11	South	65																																									
Foothill	58	Liberty	30	Stockdale	36																																									
Frontier	27	Mira Monte	76	West	54																																									

Action #	Title	Description	Total Funds	Contributing																																										
1B	Science Class Size Reduction	<p>For the 2019-20 school year, KHSD reported to CALPADS that 889 students were enrolled in a Geology course (dual enrollment course); this is a 23.6% increase from 2017-2018 when 719 students were enrolled. Advanced Placement (AP) Biology enrolled 229 students in 2017-2018, and KHSD observed an increase of 117% in 2019-2020, enrolling 497 students. KHSD will continue to allocate 55 science sections for class size reduction for the comprehensive school sites.</p> <table><tr><th colspan="6">KHSD School Sites Science Section Allocations 2021-2022</th></tr><tr><td>Arvin</td><td>4</td><td>Golden Valley</td><td>4</td><td>North</td><td>3</td></tr><tr><td>Bakersfield</td><td>4</td><td>Highland</td><td>3</td><td>Ridgeview</td><td>4</td></tr><tr><td>Centennial</td><td>3</td><td>Independence</td><td>3</td><td>Shafter</td><td>2</td></tr><tr><td>East</td><td>3</td><td>Kern Valley</td><td>1</td><td>South</td><td>3</td></tr><tr><td>Foothill</td><td>3</td><td>Liberty</td><td>3</td><td>Stockdale</td><td>3</td></tr><tr><td>Frontier</td><td>3</td><td>Mira Monte</td><td>3</td><td>West</td><td>3</td></tr></table>	KHSD School Sites Science Section Allocations 2021-2022						Arvin	4	Golden Valley	4	North	3	Bakersfield	4	Highland	3	Ridgeview	4	Centennial	3	Independence	3	Shafter	2	East	3	Kern Valley	1	South	3	Foothill	3	Liberty	3	Stockdale	3	Frontier	3	Mira Monte	3	West	3	\$1,316,000.00	Y
KHSD School Sites Science Section Allocations 2021-2022																																														
Arvin	4	Golden Valley	4	North	3																																									
Bakersfield	4	Highland	3	Ridgeview	4																																									
Centennial	3	Independence	3	Shafter	2																																									
East	3	Kern Valley	1	South	3																																									
Foothill	3	Liberty	3	Stockdale	3																																									
Frontier	3	Mira Monte	3	West	3																																									

Action #	Title	Description	Total Funds	Contributing
1C	Continuation Sites Class Size Reduction/ Administrative Sections	<p>In 2019, all five continuation school sites were deemed Model Continuation Schools by California Continuation Education Association. As reported by CDE DataQuest graduation rates increased from 2016-2017 to 2018-2019 by 5.58%, and 22.0% of the students in the 2018-2019 cohort who returned back to their school site and graduated were one half a year (27.5 credits) behind in credits when entering continuation school site, and of those 7% were one year (55 credits) behind or more. In order to continue to improve student outcomes at continuation schools, KHSD will take the following actions:</p> <ul style="list-style-type: none"> • Maintain teaching sections (11) and administrative sections (20) above the allocated district sections for all five Continuation sites. <p>All five continuation sites received silver status by California PBIS Coalition for 2017-2018 and 2018-2019. Also reported by CDE DataQuest four of the five continuation sites (Central Valley, Nueva, Vista and Vista West) had a 0.00%, expulsion rate, and Tierra Del Sol was 0.23%. In order to continue to improve student outcomes at continuation schools, KHSD will take the following actions:</p> <ul style="list-style-type: none"> • The administrative sections will be utilized to fund a full-time Dean of Students of Behavioral and Support for Tierra Del Sol (6), Vista (6), Vista West (6), Central Valley (1) and Nueva (1) to support the academic and behavior intervention efforts of the continuation sites to deliver improved and increased services to their students. 	\$902,033.00	Y

Action #	Title	Description	Total Funds	Contributing																																										
1D	Literacy	<p>KHSD will continue to focus on literacy by maintaining additional staffing formula (70 sections) for Access, the literacy course, which provides necessary support and intervention for students reading between the 4th and 6th IRL according to STAR Renaissance assessment. The average IRL for students that are enrolled in Access sections for fall 2020 was 4.4. In fall 2020, 1,945 students were enrolled in an Access course. Of these students 84.6% (1,647) were identified as unduplicated, with 58.7% (1,143) students enrolled at the highest LCFF school sites. In order to improve literacy outcomes for students KHSD will take the following actions:</p> <ul style="list-style-type: none">Continue to work with Jill Hamilton-Bunch, Ph.D., Associate Professor of Education, Point Loma Nazarene University (Literacy Consultant) to facilitate KHSD Literacy Council.Provide resources and material for Access teachers to enhance their ability to meet the literacy needs of their students. <p>Access sections will be allocated to the following school sites in accordance with their LCFF percentage.</p> <table><tr><th colspan="6">KHSD School Sites Access Sections 2021-22</th></tr><tr><td>Arvin</td><td>6</td><td>Golden Valley</td><td>6</td><td>North</td><td>4</td></tr><tr><td>Bakersfield</td><td>6</td><td>Highland</td><td>4</td><td>Ridgeview</td><td>5</td></tr><tr><td>Centennial</td><td>2</td><td>Independence</td><td>3</td><td>Shafter</td><td>3</td></tr><tr><td>East</td><td>5</td><td>Kern Valley</td><td>1</td><td>South</td><td>5</td></tr><tr><td>Foothill</td><td>5</td><td>Liberty</td><td>2</td><td>Stockdale</td><td>2</td></tr><tr><td>Frontier</td><td>1</td><td>Mira Monte</td><td>6</td><td>West</td><td>4</td></tr></table>	KHSD School Sites Access Sections 2021-22						Arvin	6	Golden Valley	6	North	4	Bakersfield	6	Highland	4	Ridgeview	5	Centennial	2	Independence	3	Shafter	3	East	5	Kern Valley	1	South	5	Foothill	5	Liberty	2	Stockdale	2	Frontier	1	Mira Monte	6	West	4	\$1,705,000.00	Y
KHSD School Sites Access Sections 2021-22																																														
Arvin	6	Golden Valley	6	North	4																																									
Bakersfield	6	Highland	4	Ridgeview	5																																									
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Foothill	5	Liberty	2	Stockdale	2																																									
Frontier	1	Mira Monte	6	West	4																																									
1E	Ethnic Studies	<p>In a 2011 report for the National Education Association entitled The Academic and Social Value of Ethnic Studies, Christine Sleeter stated that: “There is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students. KHSD has a diverse student population (5.6% African American, 0.6% American Indian or Alaska Native, 2.9% Asian, 1.2% Filipino, 69.0% Hispanic or Latino, 0.3% Pacific Islander, 18.5% White, 1.1% two or more races, and 0.8% not reported), of which 71.5% are designated as unduplicated student. KHSD will be implementing ethnic studies courses in the fall of 2022-2023 school year and will utilize the 2021-2022 school year to plan, train staff and purchase supplemental resources.</p>	\$611,413.00	Y																																										

Action #	Title	Description	Total Funds	Contributing
1F	Professional Development	<p>“Teaching and learning are affected by many factors that are both intrinsic and external to the classroom. A vision of effective teaching equitably distributed in service of California's diverse student populations must therefore emphasize relationships (among multiple aspects of teaching and learning.” California Standards for the Teaching Profession, 2009)</p> <p>Effective professional development enables educators to develop the knowledge and skills they need to address students’ learning challenges. For the 2019-20 school year KHSD Teachers on Special Assignment (TOSAs) offered over 400 workshops to meet the needs of KHSD teachers. KHSD will provide professional development for certificated staff, focusing on the California Standards for the Teaching Profession and the following seven interrelated domains for teaching practices:</p> <ul style="list-style-type: none"> • Engaging and supporting all students in learning • Creating and maintaining effective environments for student learning • Understanding and organizing subject matter for student learning • Planning instruction and designing learning experiences for all students • Assessing students for learning • Developing as a professional educator • Equity, including implicit bias <p>KHSD will also provide professional development for classified staff that are assigned to the classrooms.</p>	\$1,604,854.00	Y

Action #	Title	Description	Total Funds	Contributing
1G	Teachers on Special Assignment (TOSAs)	<p>KHSD's Teachers on Special Assignment (TOSAs) provide targeted professional development learning, support site or district planning, and work directly with individuals and teams of teachers, utilizing the California Standards for the Teaching Profession as their framework. There has been a 26% increase in KHSD teaching staff from 2016-2017, when KHSD employed 1,653 teachers compared to 2,086 teaching staff for 2020-2021 school year. 76% of KHSD teachers (1,329) who responded to an annual survey in 2019 stated that professional development opportunities were relevant to the content that they teach.</p> <p>TOSAs assignments will include the following:</p> <ul style="list-style-type: none"> • 2 English • 2 Math • 1 Science • 1 Social Studies, • 1 English Language Development • 1 AVID 	\$1,089,492.00	Y
1H	Kern High Induction Program (KHIP)	<p>Since 2017-18, 681 teachers have participated in the Kern High School Induction Program (KHIP). Currently there are 275 teachers who are working towards obtaining their clear credentials and Cross-Cultural Language Academic Development (CLAD) certification and to be effectively trained to teach the diverse student populations at KHSD high schools, including how to differentiate instruction effectively so that all students reach optimal learning through high-quality instruction.</p> <p>The current cohort includes 125 general and special education teachers, 58 general and special education Interns, 57 Provisional Internship Permits (PIP) and Short-Term Staff Permits (STSP), and 35 Career and Technical Education (CTE) teachers.</p> <p>In addition, KHIP provides ongoing professional development and updated academic frameworks so that students receive rigorous and relevant instruction to prepare them for success at the next level of their learning. KHSD will retain the KHIP program, which helps prepare teachers to meet the challenges that face first- and second-year teachers.</p> <p>According to <i>Diversifying the Teaching Profession Through High-Retention Pathways</i>, "Teacher retention is crucial in reducing shortages of all teachers, including teachers of color. High turnover rates—or teachers moving schools and leaving the profession—have more than offset the successful recruitment of teachers of color in recent years as well as negatively impacting student achievement".</p>	\$890,000.00	Y

11	Teacher Recruitment / Teacher Recruitment Administrator	<p>“(The) research shows that all students benefit from having a more diverse teacher workforce, and specifically students of color who deserve to see teachers who look like them,” said Tony Thurmond (California State Superintendent of Public Instruction).</p> <p>KHSD continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned, and effective teaching staff, demographically reflective of the diverse student body of KHSD.</p> <ul style="list-style-type: none">• Target recruitment in areas of the US that offer candidates of ethnically diverse backgrounds.• Increase recruitment in California.• Provide hours for the Recruitment Administrator to coordinate recruitment efforts.• Maintain the KHSD Teacher Residency Program (KHTR), a teacher-credentialing program, in partnership with California State University, Bakersfield.• Offer an Education Pathway at one comprehensive high school. <p>The KHTR program began in the spring 2018 with 18 residents, and an additional 23 residents participated in fall 2019. 48.8% of the residents are Hispanic, 4.9% Asian, 2.4% African American, 36.6% white and 7.3% decline to report. Of the 41, 37 (90%) residents hired by KHSD are employed at the following school sites.</p> <table><tr><th colspan="3">KHSD School Sites Residents Hired</th></tr><tr><th>School Site</th><th>Number</th><th>LCFF School Percentage</th></tr><tr><td>Arvin</td><td>2</td><td>90.70%</td></tr><tr><td>Bakersfield</td><td>2</td><td>78.70%</td></tr><tr><td>Centennial</td><td>3</td><td>36.80%</td></tr><tr><td>East</td><td>2</td><td>86.80%</td></tr><tr><td>Foothill</td><td>4</td><td>90.30%</td></tr><tr><td>Frontier</td><td>1</td><td>25.90%</td></tr><tr><td>Golden Valley</td><td>3</td><td>89.20%</td></tr><tr><td>Highland</td><td>8</td><td>73.30%</td></tr><tr><td>Kern Valley</td><td>2</td><td>70.50%</td></tr><tr><td>Mira Monte</td><td>2</td><td>94.40%</td></tr><tr><td>North</td><td>2</td><td>83.00%</td></tr><tr><td>South</td><td>5</td><td>94.80%</td></tr><tr><td>West</td><td>1</td><td>94.80%</td></tr></table>	KHSD School Sites Residents Hired			School Site	Number	LCFF School Percentage	Arvin	2	90.70%	Bakersfield	2	78.70%	Centennial	3	36.80%	East	2	86.80%	Foothill	4	90.30%	Frontier	1	25.90%	Golden Valley	3	89.20%	Highland	8	73.30%	Kern Valley	2	70.50%	Mira Monte	2	94.40%	North	2	83.00%	South	5	94.80%	West	1	94.80%	\$747,000.00	Y
KHSD School Sites Residents Hired																																																	
School Site	Number	LCFF School Percentage																																															
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West	1	94.80%																																															

Action #	Title	Description	Total Funds	Contributing
		Increasing site participation increases overall understanding of the program's objectives and strengthens commitment to purpose (to increase teacher diversity for the district and develop/train the very best teachers for our students), with support, collaboration, and partnership.		
1J	Appropriate Instructional Materials	The School Accountability Report Card (SARC) verifies 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.	N/A	N/A

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 2

Goal 2	KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources which will equip students to be successful with all content standards and corresponding assessments.
Goal 2	The actions in Goal 2 will provide the stakeholders with clear alignment of the measurable outcomes (1c, 4e, 4f, 4h, 5e, Local Priority 2a, and 2b).

An explanation of why the LEA has developed this goal.

Goal 2 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and stakeholders' consultation and recommendations:

KHSD STUDENTS WILL LEARN IN CLEAN, SAFE, AND WELL-EQUIPPED SCHOOLS AND WILL BE PROVIDED WITH RELEVANT, INNOVATIVE, AND AMPLE INSTRUCTIONAL RESOURCES.

- Ensure a safe and supportive school environment
- Expand a quality guidance system to engage students in their learning
- Upgrade quality facilities and technology systems to industry standards
- Ensure campuses remain at optimal levels of utilization, operation, and appearance

KHSD STUDENTS WILL GRADUATE, READY AND PREPARED FOR THEIR INDIVIDUAL, POST-SECONDARY EXPERIENCE (COLLEGE OR CAREER).

- Improve student literacy skills
- Improve the graduation rate
- Focus on curriculum and programs to better prepare and connect students for work, career training, and/or college
- Improve student academic performance in all subject areas

Goal 2 aligns with the following data from the California School Dashboard and input from stakeholders:

- English Learner Progress
34.4% making progress towards English language proficiency
- English Language Arts Data Comparisons:
EL: 157.9 points below standards
English Only: 3.9 points above standards
- Graduation Rate
EL: 74.5%

Local Indicator Basics

- Implementation of Local Standards

- Access to Broad Course of Studies

Other Indicators

- California Department of Education (CDE) DataQuest
EL Reclassification Rates: 17.3%
Long-Term English Learners (LTEL): 51.3% of EL students
- Kern High School Management System, Synergy, and PeopleSoft
- KHSD school sites' Master Schedules (certificated and classified staff)
- California Assessment of Student Performance and Progress (CAASPP) System
- Kern County Superintendent of Schools (KCSOS) Kern *KiDS* Management System
- California State Assignment Accountability System (CalSAAS)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1c) Maintain 100% rating of “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) for all school sites.	Baseline: 2020-2021 (Source: School Site School Accountability Report Card) Status: 22 of 23 school sites maintained a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).				100% rating of “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) for all school sites annually.
(Priority 4e) Increase the percentage of EL who are progressing towards English Language proficiency by 5% each year based on previous year's rate.	Baseline 2020-2021 (Source: California School Dashboard) Status: 34.4%				Increase by 15% EL progressing towards English Proficiency within a 3-year time span.
(Priority 4e) Decrease the number of LTELs by 2% annually.	Baseline 2019-2020 (Source: CDE, DataQuest) Status: 51.3% (LTEL 6+ years)				Decrease LTELs percentage by 6% within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4f) Increase the reclassification rate of EL students by 3% each year, based on previous year's reclassification rate.	Baseline 2019-2020 (Source: CDE, DataQuest) Status: Reclassification Rate: 17.3%				Increase by 9% the EL reclassification rates within a 3-year time span.
(Priority 4h) EAP percentage of "ready" and "conditionally ready" as measured by the previous year's scores will increase by 1% districtwide, 1.5% for Hispanic and SED, 2% for AA, and Homeless, and 3% for EL and SWD.	Baseline 2018-2019 (Source: CAASPP) Status: Districtwide: 51.4% AA: 37.6% Hispanic: 47.2% EL: 2.6% FY: Data not available SED: 45.7% Homeless: 30.0% SWD: 7.5%				Increase EAP percentage of "ready" and "conditionally ready" as measured by the previous year's scores by 3% districtwide, 4.5% for Hispanic, and SED, and 6% for AA and Homeless, and 9% for EL and SWD.
(Priority 5e) Increase graduation rate by 1% district-wide, Hispanic, and SED, and 2% for AA, American Indian or Alaska Native, EL, and FY, and 3% Homeless and SWD.	Baseline: 2020-2021 (Source: California School Dashboard) Status: All: 88.7% African American: 81.7% American Indian or Alaska Native: 75.9% Hispanic: 88.8% EL: 74.5% FY: 70.2% Homeless: 67.8% SED: 87.3% SWD: 70.1%				Increase by 3%: District-wide, Hispanic and SED; 6%: African American and American Indian or Alaska Native. EL, and FY; 9%: Homeless, and SWD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local Priority 2a) 100% of EL will be enrolled in the appropriate level of designated English Language Development (ELD) courses or courses designated per their Individualized Educational Plan (IEP).	Baseline: 2020-2021 (KHSD management system, Synergy) Status: 71.9% Percentage of documented withdrawals: SWD: 3.0% Parent request: 20.1% Home Instruction: 0.09% Independent Study: 1.18% Workforce: 2.02% Discovery: 0.7%				Maintain 100% of EL students enrolled in appropriate level of ELD courses annually.
(Local Priority 2b) Decrease the failure rate of EL by 2% for ELD and core classes by providing Instructional Assistants (IAs) in ELD courses and Bilingual Instructional Assistants (BIA) in core classes to provide language support that will ensure students can successfully access the core curriculum.	Baseline: 2019-2020 Semester 1 (Source: KCSOS, <i>KiDS</i>) Status: 17.0%				Decrease 6% failure rate for EL students within a 3-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing																				
2A	English Learners	<p>Research demonstrates that “ELs in K-12 are far less likely to graduate high school, enroll in college, and complete college as compared to their non-EL peers” (Kanno & Cromley, 2013, 2015; Nuñez & Sparks, 2012). KHSD is committed to meet the academic needs of EL students, including dually identified (identified as Students with Disabilities and EL), newcomers (EL students less than a year in the country), and LTELs. In the last three years KHSD EL reclassification rates were higher than Kern County and state of California.</p> <table><tr><th colspan="4">English Learner Reclassification Rates</th></tr><tr><th></th><th>Kern High School District</th><th>Kern County</th><th>California</th></tr><tr><td>2017-2018</td><td>31.5%</td><td>15.5%</td><td>14.6%</td></tr><tr><td>2018-2019</td><td>40.1%</td><td>11.9%</td><td>13.8%</td></tr><tr><td>2019-2020</td><td>24.0%</td><td>14.5%</td><td>13.8%</td></tr></table> <p>Historically, EL students that reclassify “perform much better than current EL students, and they sometimes perform better than students who do not speak a foreign language at home.” (Public Policy Institute of California, May 2018) KHSD reclassified students are no exception. In 2018-19, 50.4% of KHSD reclassified students met or exceeded standards for ELA. This compares to 51.4% for All students and 2.65% for EL students.</p> <p>It is imperative that KHSD maintain services that will enhance academic achievement for EL students by providing the following:</p> <ul style="list-style-type: none">• KHSD will provide 33.75 full-time equivalent (FTE) for Bilingual Instructional Aides (BIA) and 3.75 FTE for Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to EL students, serving EL 1 and EL 2 students first.• KHSD will retain site EL Coordinators (19 sections) to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.• KHSD will retain 20.375 FTE for Bilingual Technicians (BT). District BT (1 FTE) may also assist in completing state and local reports and monitoring progress data.	English Learner Reclassification Rates					Kern High School District	Kern County	California	2017-2018	31.5%	15.5%	14.6%	2018-2019	40.1%	11.9%	13.8%	2019-2020	24.0%	14.5%	13.8%	\$4,252,177.00	Y
English Learner Reclassification Rates																								
	Kern High School District	Kern County	California																					
2017-2018	31.5%	15.5%	14.6%																					
2018-2019	40.1%	11.9%	13.8%																					
2019-2020	24.0%	14.5%	13.8%																					

Actions

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> KHSD will retain District Supervising Administrator (1 FTE) to oversee the implementation of the English Learner program. 		
2B	Literacy Intervention	<p>As part of a multifaceted approach to increase student achievement and reading levels, English Language Arts/Literacy CAASPP rates have increased from 49.07% in 2017-2018 to 51.04% in 2018-2019 that “Met” or “Exceeded” Standards.” According to the California School Dashboard in 2019, 10 school sites displayed a status of “increased significantly” and 5 school sites displayed a status of “increased”.</p> <p>KHSD will provide the following:</p> <ul style="list-style-type: none"> Teacher-Librarians at each site. Teacher-Librarians reinforce the school’s instructional framework by providing support to the core curriculum through complementary and supplementary resources and services. Expanded learning opportunities by providing funding to keep each site’s library open after hours and on Saturdays to support academic progress for all students. Beanstack program will be available districtwide to promote independent reading. <p>KHSD librarians have welcomed (2017-2018 to 2019-2020) over 66,000 students through extended library hours.</p> <p>Funding allocation will be based on the number of unduplicated students at the school sites.</p> <p>South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter (\$28,000 per site)</p> <p>North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence (\$20,000 per site)</p> <p>Stockdale, Centennial, Frontier and Liberty (\$14,000 per site)</p>	\$2,748,609.00	Y
2C	Learning Intervention	<p>Provide 80 intervention sections for students who need additional support in English and math – e.g., Foundations (math), literacy courses, and Academic Performance courses that support “at risk” grade 9-12 students. An additional 39 sections will be devoted to 9th grade math support courses allocated by school sites LCFF percentage. California School Dashboard in 2019 reported that districtwide KHSD students performed</p>	\$2,796,500.00	Y

Actions

Action #	Title	Description	Total Funds	Contributing
		<p>96.4 points below standards compared to statewide performance of 33.5 points below standards. KHSD SED students performed 117.4 points below standard, EL students 188.2 points below standards and FY 187.7 points below standards.</p> <p>In fall 2018, there were 1,603 students enrolled in 79 intervention sections, of which, 186 were identified as unduplicated. 87% of the enrolled students received a passing grade. The need to continue offering intervention sections has been impacted by learning loss experienced this school year due to the pandemic. Districtwide there was an 11.9% increase of students receiving a failing grade from fall 2019-2020 to 2020-2021 school year. Students identified as unduplicated also experienced a 13.6% in failing grades during this time period.</p>		
2D	Summer Intervention	<p>The summer school intervention sections have served 10,180 students, over the last three summer sessions. Of these students 55% of students enrolled were identified as unduplicated. Also offered were designated summer school sections for EL students, in which 1,124 enrolled. During this time span KHSD students earned 52,635 credits, completing 10,527 courses.</p> <p>These sections will be distributed proportionately per the sites' unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.</p> <p>KHSD will continue to offer summer school intervention sections and designated EL intervention sessions.</p> <ul style="list-style-type: none"> • EL intervention to maximize reclassification rate for LTELS • Credit recovery • Literacy, math, and STEM intervention and support • Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders • A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps 	\$1,235,400.00	Y

Actions

Action #	Title	Description	Total Funds	Contributing																								
		<ul style="list-style-type: none">Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses <p>The district will provide summer outreach to retain or recover “at- risk” students, determine students with the greatest intervention need, and provide graduation options for 5th year seniors districtwide. Funding will be allocated by LCCF student count, as follows: \$7,500 each for South, Mira Monte, Arvin, Foothill, West and East \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty \$15,000 for Alternative Education \$10,000 for Summer Migrant Program Outreach \$40,000 for EL Summer Outreach due to learning loss experienced for the 2020-21 school year The district will provide the following allocations for counseling during the summer session: Comprehensive Sites and Education Options: 224 hours per site Continuation Sites: 224 hours (one allocation for the 5 continuation sites) Education Options (Kern Learn and Discovery): 60 hours</p>																										
2E	Intervention Resources	<p>A four-year review of semester 1 grades (2016-2017 through 2019-2020) for KHSD students indicates that there was a decrease in the number of students who received a failing grade from 2016-2017 to 2019-2020 in one or more courses.</p> <table><tr><th colspan="4">Percentage Decrease of Students Receiving one or more “Fs” Semester 1, 2021</th></tr><tr><th>Student Group</th><th>2016-2017</th><th>2019-2020</th><th>Percentage Decrease</th></tr><tr><td>Districtwide</td><td>11.3%</td><td>10.0%</td><td>-1.3%</td></tr><tr><td>SED</td><td>11.5%</td><td>10.0%</td><td>-1.5%</td></tr><tr><td>English Learners</td><td>22.8%</td><td>18.3%</td><td>- 4.5%</td></tr><tr><td>Homeless</td><td>37.5%</td><td>20.4%</td><td>-17.1%</td></tr></table>	Percentage Decrease of Students Receiving one or more “Fs” Semester 1, 2021				Student Group	2016-2017	2019-2020	Percentage Decrease	Districtwide	11.3%	10.0%	-1.3%	SED	11.5%	10.0%	-1.5%	English Learners	22.8%	18.3%	- 4.5%	Homeless	37.5%	20.4%	-17.1%	\$1,183,573.00	Y
Percentage Decrease of Students Receiving one or more “Fs” Semester 1, 2021																												
Student Group	2016-2017	2019-2020	Percentage Decrease																									
Districtwide	11.3%	10.0%	-1.3%																									
SED	11.5%	10.0%	-1.5%																									
English Learners	22.8%	18.3%	- 4.5%																									
Homeless	37.5%	20.4%	-17.1%																									

Actions

Action #	Title	Description	Total Funds	Contributing
		<p>Due to an increase of learning loss and students receiving a failing grade for fall semester 1, 2020-2021 (due to the pandemic), KHSD will maintain the following interventions.</p> <ul style="list-style-type: none"> • STAR Renaissance licensing (from 2016-2017 to 2018-2019, 74,395 students were administered the STAR reading exam and 55,090 students in STAR math.) This data is utilized for student placement and growth in math and literacy classes. • Edmentum licensing will specifically be used in math courses to fill gaps in students' math knowledge so they will be successful in meeting the California math standards. (2016-2017 to 2018-2019, 1,769 modules were mastered.) • APEX licensing (15,179 students completed one or more courses from 2018-2019 to 2019-2020) • California Consultant (Aiding KHSD in seeking intervention resources.) • Exploring Learning Gizmos helps students develop a deep understanding of challenging concepts through inquiry and exploration. Students use Gizmos to interact with and explore hundreds of math and science topics ranging from heredity to trigonometry. • Boost Math resources (Foothill High School) 		
2F	Technology Resources	<p>Low income students and students of color are less likely to own computers and use the internet than their peers. Technology can produce significant gains in student achievement (Stanford Center for Opportunity in Education, 2014). Kern High will continue to strengthen the technology infrastructure and provide student devices to support and enhance learning in the classroom through high speed internet connections, devices, and programs that promote student engagement. This action may include the following sub actions:</p> <ul style="list-style-type: none"> • Replacing server equipment, switches and other hardware • Increasing computer access 	\$2,387,602.00	Y

Actions

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Supporting Science, Technology, Engineering, and Math (STEM) classes Increasing the use of portable devices in the classroom (Chromebooks) Supporting the use of instructional technologies Expanding bandwidth to support a robust network 		
2G	School Facilities	KHSD facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public-School Construction (OPSC). The FIT evaluates a school facilities' repair status with ratings of "exemplary", "good", "fair", or "poor."	N/A	N/A

Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 3

Goal 3	KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses that include all core subjects – English, Math, Social Studies, and Science – and Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.
Goal 3	The actions in Goal 3 will provide the stakeholders with clear alignment of the measurable outcomes (4a, 4b, 4c, 4d, 4g, 7a, 7b, 7c and Local Priority 3a).

An explanation of why the LEA has developed this goal.

Goal 3 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and stakeholders' consultation and recommendations:

KHSD STUDENTS WILL GRADUATE, READY AND PREPARED FOR THEIR INDIVIDUAL, POST-SECONDARY EXPERIENCE (COLLEGE OR CAREER).

- Improve student literacy skills
- Improve the graduation rate
- Focus on curriculum and programs to better prepare and connect students for work, career training, and college
- Improve student academic performance in all subject areas
- Increase percentage of students fulfilling college admission requirements
- Expand elective offerings, ensuring a complete and comprehensive course schedule for all students
- Enhance instructional alternatives, including online learning opportunities
- Provide additional regional CTE programs and expand facilities
- Provide instruction to allow students to meet accountability measures while focusing on 21st century learning

California School Dashboard:

College/Career Indicator (Prepared)

Districtwide: 46.7%

EL: 16.9%

SED: 41.9%

FY: 19.0%

SWD: 15.2%

Homeless:18.0%

Local Indicators

Access to a Broad Course of Studies

California Department of Education DataQuest

Other Indicators

- Kern High School Management System, Synergy, and PeopleSoft
- KHSD school sites' Master Schedules (certificated and classified staff)
- California Assessment of Student Performance and Progress (CAASPP)
- Kern County Superintendent of Schools (KCSOS) Kern *KiDS* Management System
- LCAP Annual Family Survey

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4a) Increase the percentage of students districtwide mastering grade-level standards (met or exceeded) on the English Language Arts (ELA), mathematics and California Science Test (CAST) assessment by 2% as measured by previous year's score rate and 3% for EL, SWD, and SED.	Baseline: 2018-2019 (Source: CAASPP) Status: ELA Districtwide: 51.1% EL: 2.7% SED: 45.2% SWD: 7.57% Status: Mathematics Districtwide: 21.0% EL: 1.15% SED: 15.1% SWD: 1.15% Status: CAST Districtwide: 19.6% EL: 1.26% SED: 15.37% SWD: 3.09%				Increase by 6% districtwide and 9% for EL, SED, and SWD, within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4b) Increase a-g completion rate by 1% districtwide, 2% for SED and Hispanic, and 3% for AA, EL, FY, Homeless, and SWD.	Baseline: 2020-2021 (Source: Ca DataQuest) Status: Districtwide: 42.7% AA: 33.2% Hispanic: 40.8% EL: 11.0% FY: 11.1% Homeless: 12.0% SWD: 6.8% SED: 37.7%				Increase by 3% a-g completion rate districtwide, 6% for SED and Hispanic, and 9% for AA, EL, FY, Homeless, and SWD within a 3-year time span.
(Priority 4c) Increase by 1% EL, FY and SWD and 2% for Homeless, SED, Hispanic, AA, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator. *Graduating seniors only.	Baseline: 2020-2021 (Source: California School Dashboard) Status: Districtwide: 39.5% AA: 33.3% Hispanic: 39.5% EL: 50.3% SED: 39.3% SWD: 65.7% FY: 44.7% Homeless: 39.8%				Increase by 3% EL, FY and SWD and 6% for Homeless, SED, Hispanic, AA, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator within a 3-year time span.
(Priority 4d) Increase by 1% the number of students completing CTE Pathway and a-g requirements.	Baseline: 2019-2020 (Source: Synergy, KHSD management system) Status: 6.2%				Increase by 3% within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4g) AP score of 3 or better will increase by 1%.	Baseline: 2019-2020 (Source: Ca DataQuest) Status: 53.8%				Increase by 3% within a 3-year time span.
(Priority 7a) All students will have access to a broad course of studies per school sites' master schedules.	Baseline: 2020-2021 (Source: Synergy, KHSD management system) Status: 100%				Maintain 100% access to a broad course of studies annually.
(Priority 7b) All unduplicated students will have access to a broad course of studies per school sites' master schedules.	Baseline: 2020-2021 (Source: Synergy, KHSD management system) Status: 100% of students identified as unduplicated.				Maintain 100% access to a broad course of studies annually.
(Priority 7c) All students with exceptional needs will have access to a broad course of studies per students' IEP and 504 plans.	Baseline: 2020-2021 (Source: Synergy, KHSD management system) Status: 100% of students identified as exceptional needs.				Maintain 100% access to a broad course of studies annually.
(Local Priority 3a) Increase CTE parent survey responses of agree or strongly agree by 1% as compared to last year's responses. "My student's school is preparing my student for a future career path."	Baseline: 2019-2020 (Source: LCAP Family-School Relationship Survey) Status: All Responses: 84% Unduplicated Responses: 87%				Increase by 3% the districtwide responses and unduplicated responses within a 3-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing
3A	Career Technical Education	<p>Students in Career and Technical Education (CTE) Pathways, especially low-income students, are more likely to graduate from high school and enroll in post-secondary education (Dougherty, 2016). CTE reduces dropout and increases on-time graduation (American Education Research Journal, 2017). CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment college credit to students.</p> <p>KHSD CTE course offerings and enrollment have increased substantially from 2017-2018 to 2019-2020. There has been a 12% increase of student enrollment in CTE pathway courses from 2017-2018 to 2019-2020 and 24.4% for students completing a career pathway. 84% of parents surveyed in spring 2019 stated that, "My student's school is preparing my students for a career path. This is a 3% increase from the previous year."</p> <ul style="list-style-type: none"> • Maintain the operation of Regional Occupation Center (ROC) and Career and Technical Education Center (CTEC) offering 37 career programs. • Maintain postsecondary partners and local industry partnerships at all 18 comprehensive school sites, 5 alternative education school sites, and the ROC/CTEC. 	\$14,941,556.00	Y

3B	College and Career Readiness	<p>KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career). KHSD students are better prepared to accomplish their goal of post-secondary education. For the last three years, KHSD students have outperformed county and statewide four-year adjusted cohort graduation rates.</p> <table><tr><th colspan="4">KHSD, Kern County and California Four-Year Adjusted Graduation Rate California DataQuest</th></tr><tr><th></th><th>2017-2018</th><th>2018-2019</th><th>2019-2020</th></tr><tr><td>KHSD</td><td>88.6%</td><td>89.3%</td><td>87.6%</td></tr><tr><td>Kern County</td><td>86.7%</td><td>87.7%</td><td>85.7%</td></tr><tr><td>Statewide</td><td>87.3%</td><td>88.0%</td><td>84.3%</td></tr></table> <p>California DataQuest also reported that for the 2019-2020 school year, the following student groups obtained below districtwide graduation rates: African American 81.2%, American Indian or Alaska Native 75.0%, Not Reported (Race/Ethnicity) 77.6%, English Learner 72.2%, Foster Youth 64.2%, Homeless 63.0%, and Students with Disabilities 69.7%. In order to mitigate these gaps KHSD will provide the following resources for their students and staff.</p> <ul style="list-style-type: none">• Career Choices program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.• Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.• Advanced Placement test fee reimbursement for unduplicated students.• Advancement Via Individual Determination (AVID) and college tutors.• Resource Counselor to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students as well as avenues and resources for “seamless transitioning” into college or career.• Dual Enrollment curriculum alignment, professional development, and materials.	KHSD, Kern County and California Four-Year Adjusted Graduation Rate California DataQuest					2017-2018	2018-2019	2019-2020	KHSD	88.6%	89.3%	87.6%	Kern County	86.7%	87.7%	85.7%	Statewide	87.3%	88.0%	84.3%	\$1,535,998.00	Y
KHSD, Kern County and California Four-Year Adjusted Graduation Rate California DataQuest																								
	2017-2018	2018-2019	2019-2020																					
KHSD	88.6%	89.3%	87.6%																					
Kern County	86.7%	87.7%	85.7%																					
Statewide	87.3%	88.0%	84.3%																					

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Quest for Success, a career-development program that includes work experience for the student offered at the five continuation sites. 		

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 4

Goal 4	KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.
Goal 4	The actions in Goal 4 will provide the stakeholders with clear alignment of the measurable outcomes (3a, 3b, 3c, 5a, 5b, 5c, 5d, 5e, 6a, 6b, 6c and KHSD Local Priority 8 by utilizing quantitative and qualitative data.)

An explanation of why the LEA has developed this goal.

Goal 4 is aligned with the KHSD Strategic Priorities, School Plan for Student Achievement (SPSA) and stakeholders' consultation and recommendations:

KHSD STUDENTS WILL LEARN IN CLEAN, SAFE, AND WELL-EQUIPPED SCHOOLS AND WILL BE PROVIDED WITH RELEVANT, INNOVATIVE, AND AMPLE INSTRUCTIONAL RESOURCES.

- Improve student attendance rates while helping students progress to graduation
- Expand a quality guidance system to engage students in their learning
- Implement academic and behavioral interventions to eliminate barriers for student success

KHSD STUDENTS WILL LEARN IN POSITIVE, WELCOMING, SAFE AND SUPPORTIVE ENVIRONMENTS, AND PARENTS, STUDENTS, AND COMMUNITY VOICES WILL BE VALUED IN ENHANCING STUDENT SUCCESS.

- Encourage parent participation in student achievement
- Expand effective communication with parents, agencies, and local businesses
- Promote, foster, and develop community connections through strong and effective communication and partnerships providing opportunities for shared input
- Increase articulation and coordination efforts with feeder districts and schools and with post-secondary institutions including Dual Enrollment Opportunities

Goal 4 aligns with the following data from the California School Dashboard:

- Suspension rates
- Local Indicator: Parent and Family Engagement

Local Indicators

- California Department of Education DataQuest
- Kern High School District's Management System, Synergy
- KHSD Student Climate Survey
- KHSD Annual LCAP Survey California Healthy School Survey

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3a) Increase by 1% the number of “parents that feel welcomed and connected to their student’s school”, as measured by LCAP parent survey.	Baseline: 2019-2020 Source: (LCAP Parent Survey) Status: Districtwide: 89%				Increase by 3% districtwide responses within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3a) Increase by 1% the number of “parents that feel that the school actively seeks their input about decisions”, as measured by LCAP parent survey.	Baseline: 2019-2020 Source: (LCAP Parent Survey) Status: Districtwide: 74%				Increase by 3% districtwide responses within a 3-year time span.
(Priority 3b) Increase by 1% the number of “parents that feel that the school actively seeks their input about decisions”, for parents or guardians of unduplicated students as measured by LCAP parent survey.	Baseline: 2019-2020 Source: (LCAP Parent Survey) Status: Unduplicated: 80%				Increase by 3% districtwide responses within a 3-year time span.
(Priority 3c) Increase by 1% the number of “parents that feel that the school actively seeks their input about decisions”, for parents or guardians of SWD students as measured by LCAP parent survey.	Baseline: 2019-2020 Source: (LCAP Parent Survey) Status: SWD: 84%				Increase by 3% districtwide responses within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 5a) Increase attendance rate by 1% for All, EL, SED, and SWD and 2% for FY and Homeless.	Baseline: 2020-2021 (Source: KCSOS, K/DS management system) Status All: 94.21% EL: 91.38% FY: 84.67% Homeless: 76.3% SED: 93.18% SWD: 90.93% Unduplicated: 93.15%				Increase by 3% for All, EL, SED, and SWD and 6% for FY and Homeless within a 3-year time span.
(Priority 5b) Decrease chronic absenteeism rate by 1.0% districtwide and 2% for EL, AA, and SWD and 3% FY and Homeless students from the previous year's rate.	Baseline: 2019-2020 (Source: Synergy, KHSD management system) Status: Districtwide: 13.6% FY: 28.6% EL: 16.7% AA: 19.7% SWD: 22.0% Homeless: 47.3%				Decrease chronic absenteeism rate by 3% districtwide and 6% for EL, AA, and SWD and 9% for FY and Homeless students within a 3-year time span.
(Priority 5c) Middle School Dropout Rate	N/A				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 5d) Decrease dropout rate (by cohort) by 1% districtwide and 2% for AA, American Indian or Alaska Native and 3% for AA male SWD, EL, FY, SWD, and Homeless students from the previous year's rate.	Baseline: 2019-2020 (Source: DataQuest) Status: Districtwide: 14.2% FY: 34.9% EL: 29.6% AA: 20.1% AA male students SWD: 34.8% American Indian or Alaska Native: 26.2% Homeless: 37.9% SWD: 30.4%				Decrease dropout rate by 3% districtwide and by 6% for AA, American Indian or Alaska Native and by 9% for AA male SWD, EL, FY, SWD, and Homeless students within a 3-year time span.
(Priority 6a) Decrease suspension rate by 1% districtwide, Hispanic, SED, SWD, and EL and by 2% for AA, AA SWD, FY, and Homeless.	Baseline: 2019-2020 (Source: DataQuest) Status: Districtwide: 8.1% African American (AA): 17.6% African American SWD: 26.7% EL: 10.8% FY: 24.4% Hispanic: 7.7% SED: 9.1% SWD: 14.1%				Decrease suspension rate by 3% districtwide, Hispanic, SED, SWD, and EL and by 6% for AA, AA SWD, FY, and Homeless within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 6b) Decrease expulsion rate districtwide and for all significant student groups from previous year's rate with focus on AA male SWD.	Baseline: 2019-2020 (Source: DataQuest) Status: Districtwide: 0.04% AA: 0.11% Filipino: 0.19% Two or More Races: 0.20% AA male SWD: 0.29%				Decrease expulsion rate annually districtwide and for all significant student groups, with focus on AA male SWD.
(Priority 6c) Increase by 2% students' responses: "I am happy to be at this school."	Baseline: 2019-2020 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 69%				Increase by 6% districtwide responses within a 3-year time span.
(Priority 6c) Increase by 2% students' responses: "I know teachers at my school treat me fairly."	Baseline: 2019-2020 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 65%				Increase by 6% districtwide responses within a 3-year time span
(Priority 6c) Increase by 2% students' responses: "Students on my campus care for me."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 73%				Increase by 6% districtwide responses within a 3-year time span
(Priority 6c) Increase by 2% students' responses: "I feel as though activities I participate in at school make the school or community a better place."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 67%				Increase by 6% districtwide responses within a 3-year time span

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 6c) Increase by 2% students' responses: "I know where to go for help with my problems at this school."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 75%				Increase by 6% districtwide responses within a 3-year time span
(Priority 6c) Decrease by 2% for all students' responses: "I felt unsafe at school within the last 60 days."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 15%				Decrease by 6% districtwide responses within a 3-year time span.
(Priority 8) Increase course completion rate with a "C" or better by 1% districtwide and SED and by 2% for FY and EL students compared to previous year's completion rates.	Baseline: Semester 1 2019-2020 Source:(KHSD, Synergy) Status: All: 80.8% FY: 64.1% EL: 67.8% SED: 78.2%				Increase by 3% districtwide and SED and by 6% for FY and EL within a 3-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing
4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	<p>Multi-Tiered System of Supports (MTSS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day, including Positive Behavioral Interventions and Supports (PBIS). It is a way to support students – especially students with disabilities – to create the kinds of schools where all students are successful.</p> <p>KHSD is committed to addressing student behavior through systems change. Within an MTSS, school counselors, school nurses, school social workers and school psychologists are primary providers of learning supports. (Florida Department of Education).</p> <p>Since implementing PBIS-MTSS districtwide, KHSD has experienced reduced expulsion discipline outcomes, and school personnel feel more effective. From 2017-2018 to 2019-2020 districtwide there has been a 0.04% (29 students) decline to 0.04% (17 students), EL 0.14% (5 students) to 0.06% (2 students), FY 0.62% (3 students) to 0.42% (2 students), and Students with Disabilities 0.14% (6 students) to 0.10% (5 students). All these students were identified as unduplicated. To help facilitate PBIS-MTSS, KHSD will maintain the following:</p> <ul style="list-style-type: none"> • 18 School Site PBIS Administrators • 4.375 FTE Truancy Clerks • Site allocations for PBIS activities (professional development and supplies) • 3 Clerical Staff • 9 Nurses 	\$4,726,401.00	Y

Action #	Title	Description	Total Funds	Contributing
4B	MTSS Tier 1	<p>MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. KHSD involuntary transfers to continuation sites have decreased from the fall 2017-2018 to fall 2019-2020 districtwide from 0.08% to 0.06%. Some student groups also have seen a decline of involuntary transfer to continuation; African American from 0.21% to 0.08%, and Hispanic from 0.08% to 0.06%.</p> <p>To help facilitate MTSS Tier 1, KHSD will maintain the following:</p> <ul style="list-style-type: none"> • 7 District Teachers on Special Assignment for Social Emotional Learning • 23 On Campus Intervention (OCI) sections, 18 comprehensive school sites (5 sections per site) and 5 continuation sites (4 sections per site). • 6 Student Advocacy Centers (SAC) • 18.125 FTE Community Specialists (as per 2013-2014 staffing level) • 1 Restorative Practices/Social Emotional Learning Resource Counselor and 13 Intervention Counselors (Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South and West) • Student engagement programs: <ul style="list-style-type: none"> ○ Fine Arts Projects ○ Mariachi / Folkloric pilot programs 	\$7,728,655.00	Y
4C	MTSS Tier 2	<p>Some students need academic support in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, Check-In/Check-Out (CICO) interventions are often part of Tier 2, as well. According to the Annual Student Climate Survey (2019-2020) 75% of the students stated that, "I have someone on campus who cares about my personal life as well as my academics," compared to 74% the previous year.</p> <p>This targeted support allows students to work toward catching up with their peers. To help facilitate MTSS Tier 2, KHSD will maintain the following:</p> <ul style="list-style-type: none"> • 1 District Lead Interventionist • 24 Interventionists for school sites • 1 District Lead Substance Abuse Specialist • 11 Districtwide Substance Abuse Specialist (6 funding by LCAP, 5 Coordinated Early Intervening Services (CEIS)) 	\$3,113,424.00	Y

Action #	Title	Description	Total Funds	Contributing
4D	MTSS Tier 3	<p>A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists. Suspension trends (rates) are as follows for the 23 School Sites (Comprehensive and Continuation Sites).</p> <ul style="list-style-type: none"> • 13 schools (57% have demonstrated a cumulative 4-year reduction in suspension since 2014-15) • 2 schools (9%) have demonstrated consecutive reduction for 4 years in a row, and 10 schools (43%) have demonstrated reductions for 3 of the last 4 years • 12 schools (52%) have demonstrated cumulative reductions in the percentage of students with multiple suspensions since 2014-2015 <p>. To help facilitate MTSS Tier 3, KHSD will maintain the following:</p> <ul style="list-style-type: none"> • 1 District Social Worker • 23 School Site Social Workers 	\$3,392,557.00	Y
4E	Parent & Student Outreach	<p>Schools and families have essential roles to play in promoting children's positive development and academic performance. When educators and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. (Colorado Department of Education)</p> <p>Since the conception of the KHSD Parent and Family Centers parent participation has increased. In 2016-2017 6,512 parents visited the Parent and Family Centers compared to 2019-2020 where there were 31,212 parent visitors.</p> <p>To help facilitate KHSD parent involvement KHSD will maintain:</p> <ul style="list-style-type: none"> • Operation and resources for 18 Parent & Family Centers • 18 Parent Center Community Specialists • Parent and Students Outreach • District Parent and Student Liaisons • Parent Leadership Programs 	\$2,346,000.00	Y

Action #	Title	Description	Total Funds	Contributing
4F	Mentoring	<p>A high school mentoring program helps develop critical social skills, encourages academic achievement, and provides positive, life-enriching experiences for students. Students who participate in high school mentoring programs have lower dropout rates, higher graduation rates, more self-esteem, and increased chances at professional success and much more. (realitycharger.org) Young Women Empowered for Leadership (YWEL) has demonstrated the benefits of the mentoring program. 2018-19 graduation rate for all KHSD African American students was 87.4% compared to 93.0% of African American females who participated at YWEL. Students who participated in Sons, Brothers and Sisterhood Rising saw a decline in discipline issues from 2018-2019 to 2019-2020. AmeriCorps mentors work with FY students and have seen an 1% increase in student attendance. 106 students participated in Project BEST in 2018-2019 and 154 participated in 2019-2020. The remaining mentoring programs are pilot programs and data is not available. KHSD will continue to provide the following mentoring programs targeting unduplicated students and other underperforming student groups.</p> <ul style="list-style-type: none"> • AmeriCorps • Youth to Leaders • Project BEST / BSU • Garden Pathways, Sons, Brothers and Sisterhood Rising • Young Women Empowered for Leadership (YWEL) • Cal-Soap College Tutors • Latinos In Stride to Obtain Success (LISTOS) • Providing Opportunity for Development, Empowerment and Resilience (PODER) • Student Climate and Leadership (Budding Leaders in partnership with California State University, Bakersfield) 	\$827,000.00	Y

Action #	Title	Description	Total Funds	Contributing
4G	Education Option Administrator and Outreach	<p>There are many factors that predict whether a student is likely to be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project). KHSD has seen a slight reduction in chronic absenteeism rates in the last three years districtwide (0.40%), Homeless (2.9%), Students with Disabilities (0.4%), English Learner (2.2%), Socioeconomically Disadvantaged (0.45%) and Foster Youth (0.8%). According to Manwaring, a senior education policy advisor for Children Now, a statewide child advocacy organization, "It may take a few years for the numbers to improve" (Edsource, January 2019).</p> <p>Under the guidance of the Educational Option Administrator the Interventionists have contacted 3,076 chronically absent KHSD students and their families via telephone calls and home visits and have held 1,331 school attendance review boards (SARBs) meetings during the 2017-2018, 2018-2019 and 2019-2020 school years. The board is composed of community members and school staff who meet regularly to diagnose and resolve persistent student attendance or behavior problems. In 2021, KHSD was chosen as a Model SARB winner by the California Department of Education.</p> <p>KHSD will retain the following positions to work alongside school sites to combat the issue of chronic absenteeism.</p> <ul style="list-style-type: none"> • Educational Option Administrator • 2 Interventionists 	\$632,133.00	Y
4H	Stakeholder Engagement	<p>KHSD's on-going engagement of stakeholders plays an intricate role in the progress and implementation of the LCAP in developing the goals, actions, expenditures, and metrics. Within the last three years KHSD Supervising Administrator and Coordinator have engaged stakeholders in LCAP Advisory Council (24 meetings), LCAP public forums (36 meetings), and on-going interaction with KHSD Employee Groups (Classified and Certificated), Principal's Advisory Council, Assistant Principals, Counselors, EL Coordinators, LCAP Project Managers and Kern County Superintendent of Schools, in order to obtain stakeholder feedback and create action plans as part of the continuous improvement process.</p> <p>KHSD has also provided annual surveys, California Healthy KIDS Survey and KHSD Student School Climate Survey to obtain feedback and action plan as part of the continuous improvement process. Stakeholder engagement includes regular meetings with English Language Advisory Council and District Parent Advisory Council (18 meetings), as well as meeting with the African American Parent Advisory Council and Special Education Department Community Advisory Committee. KHSD will retain the LCAP Supervising Administrator and the LCAP District Coordinator to facilitate the day-to-day LCAP process. As well as funding for translation services.</p>	\$436,058.00	Y

4I	Contingent Action	<p>Contingent Action Contingent upon receiving additional funding, KHSD will explore supporting the following existing actions and prioritizing the action based on need for the unduplicated students. The California State Legislature approved state budget in July 2021; items previously listed as contingent will be implemented for 2021-2022.</p> <ol style="list-style-type: none"> 1. As a supplemental resource for Action 1E, page 19 Resources for implementation of ethnic studies courses in the fall of 2022-2023 school year and will utilize the 2021-2022 school year to plan, train staff and purchase supplemental resources. 2. As a supplemental resource for Action 2E, page 31 (Operation and resources for 18 Parent & Family Centers) <ol style="list-style-type: none"> a. Universal Design for Learning- Resources for universally designed learning environments for co-teaching. As KHSD continues to work to create more equitable and inclusive learning environments, the Universal Design for Learning (UDL) framework will be important to effective Tier I instruction to “teach students to become expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed” (Novak, 2021) through “multiple means of engagement, multiple means of representation, and multiple means of action and expression.” (Novak 2021) The UDL framework begins with embracing learner variability and the removal of barriers to learning and providing “students options and choices that empower them to take control of their own learning and reach rigorous state-standards.” (Novak, 2021) 3. As a supplemental resource for Action 4E, page 49 (Parent and student Outreach) <ol style="list-style-type: none"> a. Family and Parent Centers – Provide additional resources for Family and Parent Centers. b. Site survey analysis and School Climate Groups - Provide additional resources to further explore school culture and climate. c. Stakeholders have voiced a need for additional transportation/buses. The negative effects of missing school are well known and studies (Allensworth and Easton, 2007) show that absenteeism in the freshman year can be predictive of high school completion. Research (Gottfried, 2014) suggests chronic absenteeism reduces math and reading achievement outcomes, reduces educational engagement, and decrease social engagement. School bus transportation provides a safe and reliable means of getting to school. In a more recent study, Gottfried (2014) determined that 	\$3,168,633.00	Y
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Action #	Title	Description	Total Funds	Contributing
		school bus riders had fewer absent days over the school year and were less likely to be chronically absent compared with children who commuted to school in any other way. The majority of students at Mira Monte High School (94.4%) and Arvin High School (90.7%) get to school via school buses. Additional buses allow for more bus stops and better home to school service for the regular school day and extended learning opportunities. The most recent data provided by Dataquest on Chronic absenteeism rates verifies that, EL (18.1%), FY (30.8%) and SED (15.6%) have higher absentee rates than district wide (13.7%).		

Goal Analysis [2021-2022]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.24%	\$88,572,568

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

KHSD will explore supporting the following existing actions and prioritizing the action based on need for the unduplicated students. KHSD 2020-2021 enrollment of unduplicated students is 72.4%, with 9 of the 18 comprehensive sites at 80% or higher and all 5 continuation sites at 80% or higher. The high unduplicated student count, districtwide, means students who are at-risk and living below the poverty line attend all schools; hence, LCFF funding is used to provide all students access to the core curriculum and to advanced course work, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level. In conjunction with KHSD stakeholders and staff, all actions, except for 1J and 2G, which pertain to the Williams Act, are principally directed toward addressing the needs of our foster youth (FY), English learners (EL), and Socioeconomically Economically Disadvantaged (SED).

Goal 1:

Class size Reduction sections (Actions 1A, 1B and 1C)

The need to continue class size reduction has been exacerbated by the pandemic and the effect of learning loss for all students. Prior to 2020-21, data showed that KHSD unduplicated student graduates were meeting University of California (UC) and California State University (CSU) requirements at an increased rate from 2016-2017 to 2019-2020: EL +1.7%, FY +2.9%, and SED +5.1%. Unfortunately, from fall 2019 to fall 2020, course failure data indicated that unduplicated students were struggling academically at a rate higher than their peers. The number of KHSD students receiving a failing grade for fall semester 2019 compared to fall semester 2020 increased by 11.9%. During this same time period failing grades for ELs increased by 18.9% (7.0% higher than all students), FY increased by 16.3% (4.4% higher than all students), and SED increased by 13.6% (1.7% higher than all students). In addition to loss of credits, this increased failure rate for unduplicated students will also have a negative effect on the a-g completion rate. Class size reduction will allow teachers to differentiate instruction and better direct individual student needs to address learning gaps and learning loss due to the pandemic and to return to the improving academic outcomes as demonstrated prior to the pandemic.

Action 1A, 1B and 1C effectiveness will be measured annually within the following measurable outcomes: 4b, 4g, 5e, 7a, 7b and 7c.

Literacy (Action 1D)

Data analysis of the need for literacy support for students in Kern High revealed a clear trend and need for unduplicated students. Kern High receives 8th graders from many local districts. The long-standing trend among our neediest students (the unduplicated population) is that many of these students are not reading at grade level and require additional support to make gains in literacy. All students needing literacy support due to Instructional Reading Level (IRL) assessment at the 6th grade or lower are enrolled in an Access literacy course. The need, especially for our unduplicated population, is evident in the course enrollment data. In fall 2020, 84.6% (1,647) of the 1,945 students who were enrolled in an Access course were identified as unduplicated with 58.7% (1,143) students enrolled at the highest LCFF school sites. The average IRL for students who were enrolled in Access sections for fall 2020 was 4.6.

In 2016-2017, enrollment data indicated that a large number of incoming freshmen, in particular those who were identified as unduplicated, were in need of literacy support as they were assessed as reading at the 6th grade level or below. The district sought to support sites by providing additional sections to support freshmen with Access literacy classes. Data from 2016-2017 to the present, indicate that this is still an area of need, in particular for unduplicated students. While the IRL score for incoming freshmen has increased by 0.5 from 2018-2019 (3.9) to 2020-2021 (4.4), this is still far below grade-level (9.0). The need for literacy support for unduplicated students has been further demonstrated by enrollment in pre-Access and Access 2017-2018 through 2020-2021 with 80% or more of students enrolled in Access, with an IRL of 6.0 or below, identified as unduplicated each year. As it is anticipated that literacy support for unduplicated students will continue to be an area of need, as indicated by several years of data for incoming freshmen, the district will continue to support school sites by providing sections for Access literacy classes. The learning gap for this student group is extended by year over year growth of less than 0.5 IRL annually. Therefore, the intended outcome is to stop that negative trend and match the IRL goal for all students of 0.5 IRL increase by the end of the first semester. This will stop the increase of the learning gap and allow us to begin to close said gap.

Action 1D effectiveness will be measured annually within the following measurable outcomes: 2a, and 4a.

Ethnic Studies (1E)

During the 2019-2020 administration of the KHSD Student Climate survey, 29% of FY and 28% of ELs reported that, “There is a lot of tension at my school between different cultures, races, and ethnicities”; this is 8% higher than all students. KHSD has a diverse student population (5.6% African American, 0.6% American Indian or Alaska Native, 2.9% Asian, 1.2% Filipino, 69.0% Hispanic or Latino, 0.3% Pacific Islander, 18.5% White, 1.1% two or more races, and 0.8% not reported) of which 71.5% are designated as unduplicated students. “As the demographics continue to shift in California to an increasingly diverse population—for example, with Chicana/o/x and Latina/o/x students comprising a majority in our public schools, and students of two or more races comprising the fastest growing demographic group—there is a legitimate need to address the academic and social needs of such a population. All students should be better equipped with the knowledge and skills to successfully navigate our increasingly diverse society.” (California Department of Education, 2018–2019 Enrollment by Ethnicity and Grade) To increase student connectedness among our unduplicated students, many of whom are also traditionally marginalized students, KHSD will utilize funds to create an Ethnic Studies course aligned with the California Department of Education Model Curriculum and provide professional development to staff who will be teaching the course beginning in 2022-2023.

Action 1E effectiveness will be measured annually within the following measurable outcomes: 6c, 7a, 7b and 7c.

Professional Development (Actions 1E, and 1F)

In the previous five years, Kern High has made significant investment into professional development to build multi-tiered SEL and academic supports for all students. These MTSS structures were initially based on student data from the CA School Dashboard that indicated unduplicated student outcomes were lower than that of all students in several key areas. These achievement gaps were common on the academic side in ELA and Math, and visible on the SEL side with higher suspension, expulsion, and chronic absenteeism rates. In response to these needs of our unduplicated students, we created districtwide actions to institute MTSS structures in SEL and academics. Our initial focus was in SEL and the resulting three-tiered system is clearly evident at all schools. In recent years we have shifted the same multi-year focus to create a three-tiered system of academic support for all students as a response to the clear need for unduplicated students. The academic system is still in the implementation phase and is less apparent districtwide as we

continue this multi-year implementation plan. Student outcome data shows that the MTSS created for SEL has resulted in a dramatic and sustained reduction in unduplicated students reporting as suspended, expelled, or chronically absent. The same is true for all students and results are now equitable for all students, expulsion rates districtwide and for SED students is 0.04%. The same trend is starting to emerge on the academic side as implementation continues for the MTSS and there is only a 1.6% difference between graduation rates districtwide for all students and SED students. These increases and successes are directly tied to the initial investment into SEL and academic professional development for all staff in Kern High.

There has been a 26% increase in KHSD teaching staff from 2016-2017, when KHSD employed 1,653 teachers compared to 2,086 teaching staff for 2020-2021 school year. Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Over the last three years (2017-2018, 2018-2019 and 2019-2020), KHSD has hired 646 teachers. In this same year, 85.8% of students graduating were identified as socioeconomically disadvantaged students, which is a 1.8% difference. In 2018-19, the district wide graduation rate was 88.6%, the graduation rate for students identified as socioeconomically disadvantaged 88.6%. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success. For the last several years, the KHSD professional learning team has been striving to meet the demands of their students. In 2019-2020, 87.6% of KHSD students graduated districtwide. Due to these ongoing staffing increases and the desire to maintain the increased and improved student outcomes for unduplicated students and all students, Kern High will continue to provide professional development to support the MTSS systems already in place and continue to develop and refine both SEL and academic support.

Action 1E and 1F effectiveness will be measured annually within the following measurable outcomes: 1a, and 2a.

Teacher Recruitment (Actions 1G and 1H)

There is a trend among unduplicated student outcomes of a lower graduation rate for unduplicated student groups (ELs 72.2%, FY 64.2% and SED 86.7%) as compared to all students (88.3%). The graduation rate reflects overall successes in many other related systems and criteria throughout a student's high school experience (course passage rates, level of engagement, and feelings of autonomy). "(The) research shows that all students benefit from having a more diverse teacher workforce, and specifically students of color who deserve to see teachers who look like them," said Tony Thurmond (California State Superintendent of Public Instruction). Benefits of a diverse teacher workforce for students of color include better performance on standardized tests, higher attendance rates, lower rates of disciplinary issues, increased chances of completing high school, and increased chances of pursuing a higher education (Williams, 2020). Research supports our observations, that if unduplicated students have access to a diverse teaching staff that more accurately reflects the ethnic makeup of unduplicated students and all students, that it will lead to improving student outcomes. As of 2020-2021, student demographics indicate that 5.0% (2,391) of KHSD students are African American with 81.5% (1,949) identified as SED and 2.0% (47) identified as FY; 69.0% (29,249) of KHSD students are Hispanic with 83.1% (24,319) identified as SED, 0.5% (145) identified as FY, and 11.4% (3,334) identified as ELs; and 18.5% of KHSD students are White with 46.1% (3,620) identified as SED, 1.0% (81) identified as FY, and 0.6% (49) identified as ELs (CDE DataQuest). In 2019-2020, 2.8% of KHSD teachers were African American, 22.6% of KHSD teachers were Hispanic/Latino, and 63.2% of KHSD teachers were White. KHSD will continue efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned, and effective teaching staff, demographically reflective of the diverse student body, in particular unduplicated students, of KHSD. Through the recruitment, hiring, and retention of a diverse teaching staff, KHSD anticipates decreased chronic absenteeism, decreased suspensions and expulsions, and increased graduation rates, in particular for unduplicated students of color. Kern High will continue to support national teacher recruitment efforts to assist in creating a teacher workforce that more accurately represents the ethnic and demographic enrollment of students to support unduplicated students as well as all students

Action 1G and 1H effectiveness will be measured annually within the following measurable outcomes; 1a, 1b, and Local Priority 1a.

Goal 2:

EL Intervention (Actions 2A and 2D)

In 2018-19, 50.4% of KHSD reclassified students met or exceeded standards for ELA. This compares to 51.4% for districtwide and 2.65% for EL students. There were 3,023 EL students enrolled at KHSD for the 2019-2020 school year. Of these students, 1,553 are Long Term ELs (LTEL). Historically, EL students that reclassify, “perform much better than current EL students, and they sometimes perform better than students who do not speak a foreign language at home.” (Public Policy Institute of California, May 2018). “Research repeatedly shows that as ELs enter later grades, it becomes harder and harder for them to achieve at grade-level standards. Indeed, ELs who continue to require dedicated English-as-a-second language instruction for five or more years regularly lag in every grade level. These students, classified as LTELs, require specialized support to make up these performance gaps.” (Hanover, Effective Interventions for Long-Term ELs, 2017) These multi-year improved student outcomes (KHSD for the last 3 years has surpassed reclassification rates by more than double than state average rates) for ELs who participated in school wide interventions show that the intervention systems created districtwide based on the need of EL students are supporting increased outcomes for EL. Based on these results, Kern High will continue to implement and improve intervention opportunities based on need supported by data for ELs. This will continue to close outcome gaps for ELs and to support increased outcomes for other student groups as data identifies need.

Action-effectiveness will be measured annually within the following measurable outcomes; 4e, 4f, Local Priority 2a and 2b.

Intervention (Actions 2B, 2C, 2D, 2E and 2F)

Prior to the pandemic, fall 2019-20, EL students receiving a “C” or better in one or more classes were 67.8% compared to 45.4% (22.4% decrease) in fall 2020-2021. FY (73.7% to 47.4%--26.3% decrease) and SED (78.2% to 62.3%--15.9% decrease) experienced similar decreases. The need to develop students’ knowledge and skills will be even more crucial because of the effect of learning loss during and after the pandemic. To address this negative student outcome trend for unduplicated students, which is also present to a lesser degree for all students, Kern High will support the targeted interventions identified previously to increase the course completion rate for unduplicated students and support increased high school graduation rates and increased levels of unduplicated students prepared for post-secondary education. These actions are being implemented in a districtwide fashion and the expectation is that all students enrolled will benefit from the support while closing the identified achievement gap for unduplicated students.

Action 2B, 2C, 2D, 2E and 2F effectiveness will be measured annually within the following measurable outcomes: 4b, 4g, 5d and Local Priority 8.

Goal 3:

College and Career (Action 3A and 3B)

In recent years, due to the previous investment into CTE pathways, outcomes for unduplicated students have improved for EL, FY, and SED students as well as all students in both CTE Pathway Completion and a-g Completion:

CTE Pathway Completion (California School Dashboard) 2019 to 2020 data

All: 40.2% (1,841 students), an increase of 5.5% from the previous year

EL: 41.5% (66 students), an increase of 5.9% from the previous year

FY: 44.8% (13 students), an increase of 17.5% from the previous year

SED: 39.3% (1,309 students), an increase of 4.5% from the previous year

a-g Completion: (CDE, Dataquest): 2017-2018 to 2018-2019

All students: 40.3% (3,500 students), an increase of 1.2% from the 2017-2018 school year

EL: 11.7% (86 students), an increase of 2.1% from the 2017-2018 school year

FY: 22.7% (20 students), an increase of 14.1% from the 2017-2018 school year

SED: 34.8% (2,344 students), an increase of 1.6% from the 2017-2018 school year

The programs previously implemented are showing success in shrinking the gap in both CTE Pathway Completion Rate and a-g completion rate. Kern High will continue to maintain existing programs and develop/expand new and existing CTE Pathways for all students as the data confirms that it is improving students for all three student groups represented in the unduplicated student count as well as all students in the district.

Action 3A and 3B effectiveness will be measured annually within the following measurable outcomes: 4b, 4c, 4d, 4g, and 4e.

Goal 4:

MTSS-PBIS (Action 4A, 4B, 4C, 4D, 4E and 4F)

From 2017-2018 to 2019-2020, there has been a 0.04% (29 students) decline to 0.04% (17 students) in expulsions districtwide, EL 0.14% (5 students) to 0.06% (2 students), FY 0.62% (3 students) to 0.42% (2 students), and Students with Disabilities 0.14% (6 students) to 0.10% (5 students). All these students were identified as unduplicated. Multi-Tiered System of Supports (MTSS) provides a method of early identification and intervention utilizing a three-tier system that can help struggling students to catch up with their peers. Since implementing PBIS-MTSS districtwide, KHSD has experienced reduced expulsion discipline outcomes. According to the LCAP certificated survey there was a 6% increase from 2019 to 2020 on the school climate response section. With a 7% increase on how respectful the relationships between teachers and students are. KHSD will continue to implement PBIS-MTSS to continue to reduce expulsion discipline outcomes.

EL (3.5%), FY (0.1%) and SED (0.8%) experienced a decrease in graduation rates from 2018-2019 to 2019-2020 school year. MTSS offers a framework for identifying students who are struggling and who need focused support to meet academic, behavioral, and social-emotional challenges. Equity challenges have been further exacerbated by COVID-19. Many students whose engagement with school was tenuous before COVID-19, new barriers created by the pandemic that may increase their likelihood of dropping out. (Koppick, "Expanding Multi-Tiered System of Supports in California" 2020)

In order to maintain previous improvements in student outcomes for unduplicated students and all students, and to address the ongoing trend of needs for incoming unduplicated students and all students, Kern High will continue to support the MTSS system for SEL and continue to adapt and add resources as needs are identified.

Action 4A, 4B, 4C, 4D, 4E and 4F effectiveness will be measured annually within the following measurable outcomes: 3a, 3b, 3c, 5a, 5b, 5d, 6a, and 6b.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the districtwide actions described in the previous prompt to support FY, EL, and SED students, Kern High continues to deliver a targeted action to meet the specific needs of ELs. Action 1G, 2A and aspects of 2D are directed to support specific and varied needs of ELs and Action 4E and 4F are directed to support specific and varied needs of FY in the district. ELs have a graduation rate of 72.2% and FY have a graduation rate of 64.2%, which are lower than that of all students (88.3%). The graduation rate is a student outcome that is dependent upon many other student outcomes throughout the student's high school career. ELs and FY experience a lower a-g completion rate (EL 11% and FY 11.5%) which is often due to a higher rate of D/F in final course grades. In addition, ELs have a lower IRL than all students (4.2) compared to All (6.3). These student outcomes have started to improve over the past few years with the addition of increased, targeted staffing and support. KHSD will continue to provide the following additional staffing to ELs to meet their specific identified needs as well as additional resources for FY.

EL:

Instructional Assistants (IAs) and Bilingual Instruction Assistants (BIAs) –

IAs and BIAs provide the following for EL students:

- Provide clarification on assignments and/or tests; they also clarify meaning of a text, due to language barriers.
- Monitor EL student progress and step in to provide additional assistance when needed or directed by the classroom teacher.
- Assist in small groups with the direction of the classroom teacher.
- Employ skills in Jane Schaffer writing to support ELs in the designated ELD class with all writing tasks/assignments.
- Provide language support for EL 1s and EL 2s in core classes by providing language translation of key academic vocabulary and assignment directions.

English Language Development Teacher on Special Assignment (TOSA) –

- Provides professional development for ELD certificated and classified staff (new curriculum, delivery of instructional practices, and development of assessments and alignment of curriculum and instruction with district's instructional priorities.)
- Facilitates site teams to analyze student progress data and develop appropriate instructional intervention plans.
- Guides site staff (as requested) in implementation of new curriculum, delivery of instructional practices, and development of assessments.
- Aligns curriculum and instruction with district's instructional priorities.
- Facilitates in the selection and implementation of appropriate learning materials, including textbooks and online resources.
- Examines current legislation and content frameworks as they pertain to curriculum and instruction and examines new curriculum and instructional practices.
- Builds, supports, and facilitates district Professional Learning Communities that provide ongoing and targeted trainings.
- Employs data-driven instructional decision-making strategies.

Bilingual Technicians -

- Assist site EL Coordinators to identify EL students.
- Review home language survey for all incoming 8th graders and new students for their school site.
- Maintain all pertinent information for ELD, IFEP, and RFEP identification.
- Assist in the initial and annual ELPAC administration and benchmark exam LAS Links.
- Assist in record keeping and monitoring EL academic progress.
- Assist in communicating to parents and guardians EL progress as well as EL status.

Supervising Administrator of EL Program

- Prepares a variety of reports and written materials to support EL Program compliance as listed in the EL Instrument for Federal Program Monitoring.
- Facilitates district EL Coordinator, and bilingual technicians' meetings to communicate important program updates and monitor state and federal laws to ensure compliance.
- Oversees implementation of the district English Learner Master Plan and assists in monitoring and implementing Board policies and administrative regulations and all applicable state and federal guidelines related to the English Learner program.

EL Site Coordinators -

- Attend EL Taskforce meetings and lead site professional development to support English Learners.
- Provide ongoing input in IEPS for ELs who are dually served by the Special Education Department.
- Meet with parents to discuss program options, progress towards graduation, individual student intervention/support plans, transitioning from one level to the next and reclassification from the EL program.
- Monitor EL and RFEP students' academic progress and provide intervention resources if warranted.

Foster Youth:

Youth 2 Leaders –

Mentoring program for FY, mentors meet with students on a regular basis for academic and SEL needs.

Resources designated for FY –

Providing additional support for FY transportation needs.

YES! program -

Youth Empowering Success (YES!) is an organization created to mentor and empower foster youth. Meetings are facilitated by a foster youth counselor or school social worker, with community partners providing support. There are currently 6 comprehensive sites and five continuation sites offering YES! to foster youth. Students meet regularly, hear from guest speakers on topics related to foster youth, participate in educational field trips, and are offered advocacy opportunities.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also 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.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics

- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charter wide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 88,572,568	\$ -	\$ -	\$ -	88,572,568	\$ 73,386,743	\$ 15,185,825

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1A	Class Size Reduction (CSR)	All	\$ 22,254,500	\$ -	\$ -	\$ -	\$ 22,254,500
1	1B	Science Class Size Reduction	All	\$ 1,316,000	\$ -	\$ -	\$ -	\$ 1,316,000
1	1C	Continuation Sites	All	\$ 902,033	\$ -	\$ -	\$ -	\$ 902,033
1	1D	Literacy	All	\$ 1,705,000	\$ -	\$ -	\$ -	\$ 1,705,000
1	1E	Ethnic Studies	All	\$ 611,413	\$ -	\$ -	\$ -	\$ 611,413
1	1F	Professional Development	All	\$ 1,604,854	\$ -	\$ -	\$ -	\$ 1,604,854
1	1G	Teachers on Special Assignment (TOSAs)	All	\$ 1,089,492	\$ -	\$ -	\$ -	\$ 1,089,492
1	1H	Kern Induction Program (KHIP)	All	\$ 890,000	\$ -	\$ -	\$ -	\$ 890,000

1	1I	Teacher Recruitment/ Teacher Recruitment Administrator	All	\$ 747,000	\$ -	\$ -	\$ -	\$ 747,000
2	2A	English Learners	English Learner	\$ 4,252,177	\$ -	\$ -	\$ -	\$ 4,252,177
2	2B	Literacy Intervention	All	\$ 2,748,609	\$ -	\$ -	\$ -	\$ 2,748,609
2	2C	Learning Intervention	All	\$ 2,796,500	\$ -	\$ -	\$ -	\$ 2,796,500
2	2D	Summer Intervention	All	\$ 1,235,400	\$ -	\$ -	\$ -	\$ 1,235,400
2	2E	Intervention Resource	All	\$ 1,183,573	\$ -	\$ -	\$ -	\$ 1,183,573
2	2F	Technolnogy Resource	All	\$ 2,387,602	\$ -	\$ -	\$ -	\$ 2,387,602
3	3A	Career Technical Education	All	\$ 14,941,556	\$ -	\$ -	\$ -	\$ 14,941,556
3	3B	College and Career Readiness	All	\$ 1,535,998	\$ -	\$ -	\$ -	\$ 1,535,998

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 87,825,568	\$ 87,825,568
LEA-wide Total:	\$ 60,556,535	\$ 60,556,535
Limited Total:	\$ -	\$ -
Schoolwide	\$ 27,269,033	\$ 27,269,033

Goal #	Action #	Action Title	Scope	Unduplicate d Student Group(s)	Location	LCFF Funds	Total Funds
1	1A	Class Size Reduction (CSR)	Schoolwide	All	High Schools	\$ 22,254,500	\$ 22,254,500
1	1B	Science Class Size	Schoolwide	All	High Schools	\$ 1,316,000	\$ 1,316,000
1	1C	Continuation Sites	Schoolwide	All	CSR Continuation Sites	\$ 902,033	\$ 902,033
1	1D	Literacy	LEA-wide	All	All	\$ 1,705,000	\$ 1,705,000
1	1E	Ethnic Studies	LEA-wide	All	All	\$ 611,413	\$ 611,413
1	1F	Professional Development	LEA-wide	All	All	\$ 1,604,854	\$ 1,604,854
1	1G	Teachers on Special Assignment (TOSAs)	LEA-wide	All	All	\$ 1,089,492	\$ 1,089,492

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1	1H	Kern Induction Program (KHIP)	LEA-wide	All	All	\$ 890,000	\$ 890,000
1	1I	Teacher Recruitment/Teacher Recruitment Administrator	LEA-wide	All	All	\$ 747,000	\$ 747,000
2	2A	English Learners	LEA-wide	English Learner	All	\$ 4,252,177	\$ 4,252,177
2	2B	Literacy Intervention	LEA-wide	All	All	\$ 2,748,609	\$ 2,748,609
2	2C	Learning Intervention	Schoolwide	All	All	\$ 2,796,500	\$ 2,796,500
2	2D	Summer Intervention	LEA-wide	All	All	\$ 1,235,400	\$ 1,235,400
2	2E	Intervention Resource	LEA-wide	All	All	\$ 1,183,573	\$ 1,183,573
2	2F	Technolnogy Resource	LEA-wide	All	All	\$ 2,387,602	\$ 2,387,602
3	3A	Career Technical Education	LEA-wide	All	All	\$ 14,941,556	\$ 14,941,556
3	3B	College and Career Readiness	LEA-wide	All	All	\$ 1,535,998	\$ 1,535,998

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Instructions

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also 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.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charter wide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.