

LCFF Budget Overview for Parents

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

CDS Code: 15635291530435

School Year: 2021-22

LEA contact information:

Dr. Bryon Schaefer

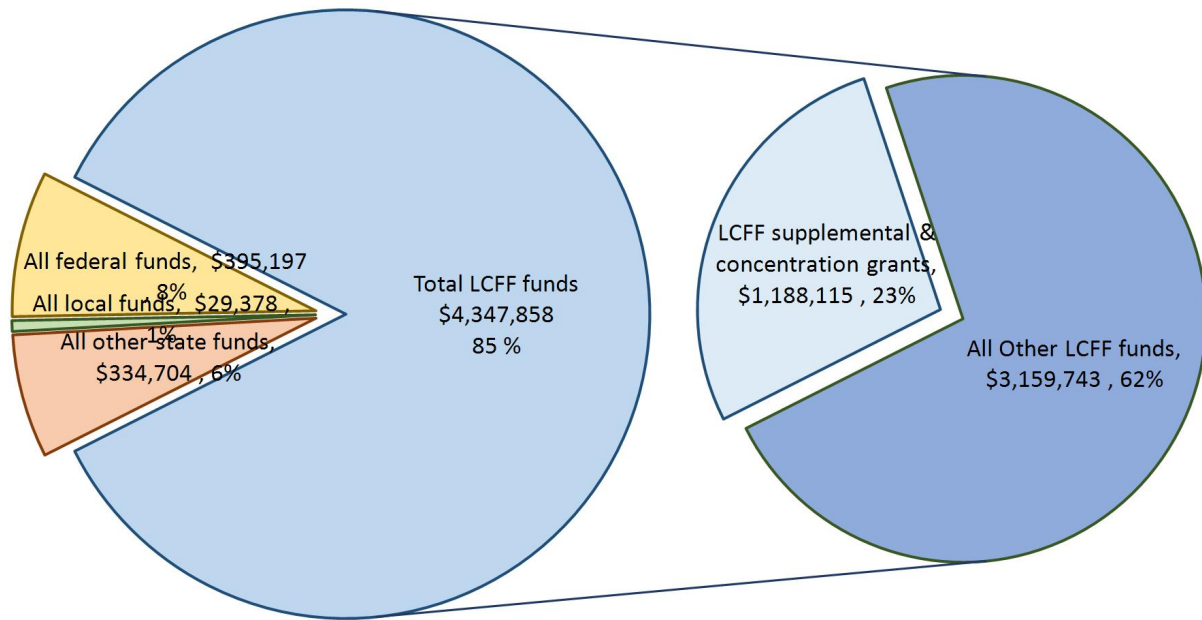
Superintendent

661-827-3216

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

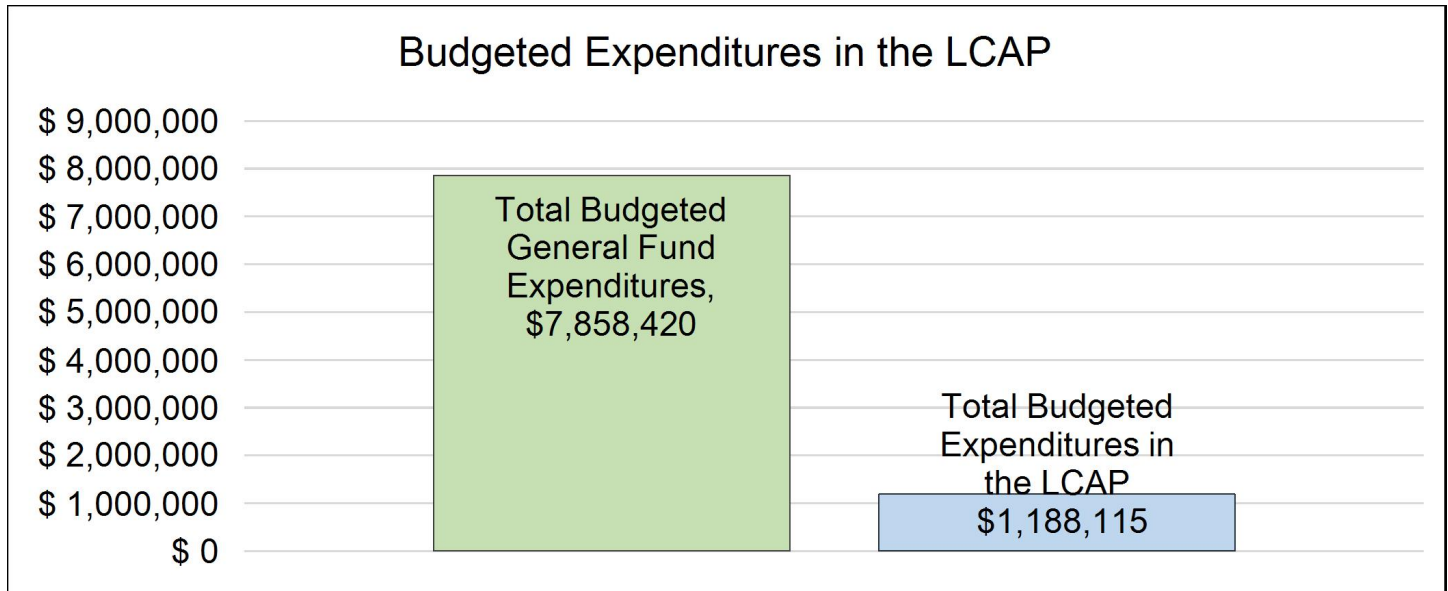


This chart shows the total general purpose revenue Kern Workforce 2000 Academy expects to receive in the coming year from all sources.

The total revenue projected for Kern Workforce 2000 Academy is \$5,107,137, of which \$4,347,858 is Local Control Funding Formula (LCFF), \$334,704 is other state funds, \$29,378 is local funds, and \$395,197 is federal funds. Of the \$4,347,858 in LCFF Funds, \$1,188,115 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kern Workforce 2000 Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

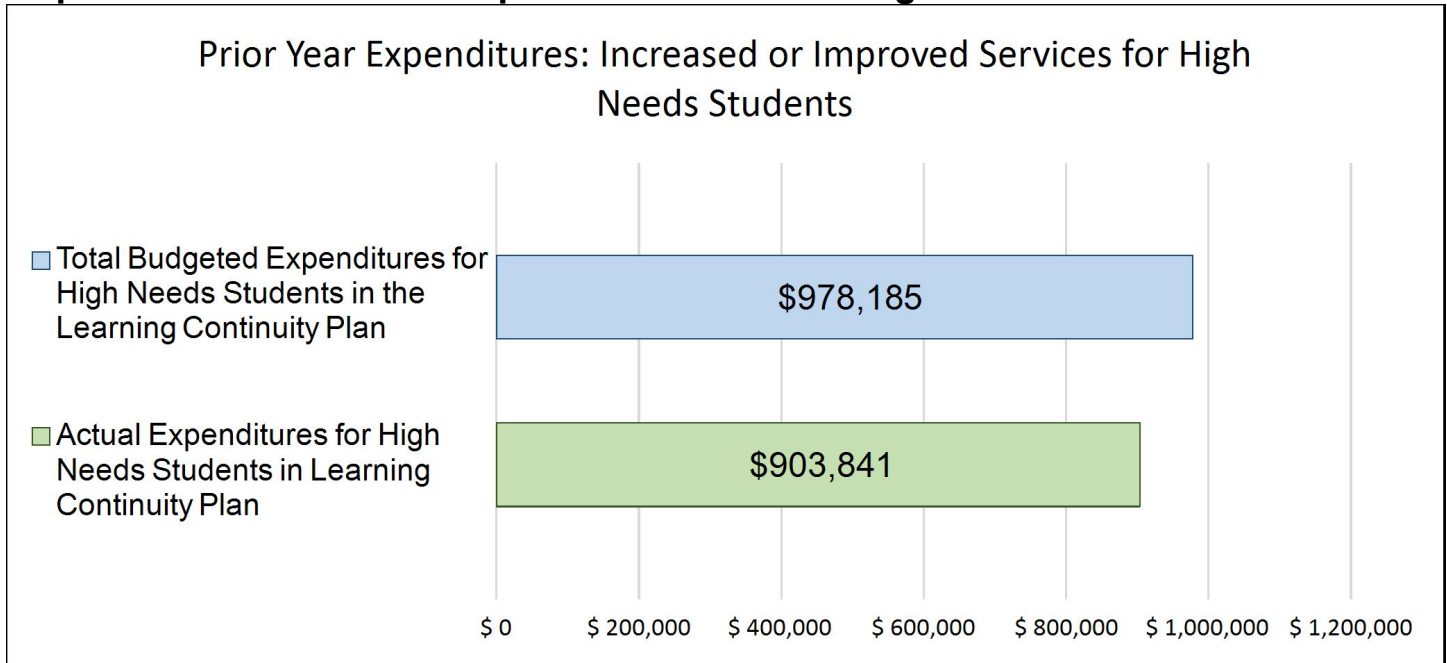
Kern Workforce 2000 Academy plans to spend \$7,858,420 for the 2021-22 school year. Of that amount, \$1,188,115 is tied to actions/services in the LCAP and \$6,670,305 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Kern Workforce 2000 Academy is projecting it will receive \$1,188,115 based on the enrollment of foster youth, English learner, and low-income students. Kern Workforce 2000 Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Kern Workforce 2000 Academy plans to spend \$1,188,115 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 Workforce 2000 Academy 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 Workforce 2000 Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Kern Workforce 2000 Academy's Learning Continuity Plan budgeted \$978,185 for planned actions to increase or improve services for high needs students. Kern Workforce 2000 Academy actually spent \$903,841 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Kern Workforce 2000 Academy	Dr. Bryon Schaefer Superintendent	bschaefer@kernhigh.org 661-827-3216

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator (Priority 1a) Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2020-2021. 19-20 TARGET: 100% Baseline Baseline: 2016-17 Status: 100%	100% fully credentialed and appropriately assigned teaching staff. Zero teachers were mis-assigned in 2019-2020.
Metric/Indicator (Priority 1b) Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	Maintained Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.

Expected	Actual
<p>19-20 TARGET: No insufficient findings for instructional materials.</p> <p>ACTUAL: No insufficient findings for instructional materials.</p> <p>Baseline Baseline: 2016-17 No insufficient findings for instructional materials.</p> <p>Status: No Findings.</p>	
<p>Metric/Indicator (Priority 1c) Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p> <p>19-20 TARGET: Maintain at a “good” or “exemplary” rating.</p> <p>ACTUAL: All school sites received a “good” or “exemplary” rating.</p> <p>Baseline Baseline: 2016-17 Maintain at a “good” or “exemplary” rating.</p> <p>Status: Good or exemplary rating.</p>	<p>Maintained Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p>
<p>Metric/Indicator Priority 1(a) Maintain English Learner (EL) authorization for 100% of EL teachers.</p>	<p>Maintained English Learner (EL) authorization for 100% of EL teachers.</p>

Expected	Actual
<p>19-20 TARGET: Maintain</p> <p>ACTUAL: 100%</p> <p>Baseline Baseline: 2016-17 100%</p>	
<p>Metric/Indicator Priority 2a Implementation of content and literacy standards at all sites, as measured by teacher, and student surveys (LCAP and Academic Standards and/or Curriculum Framework survey adopted by CDE). Priority 2a</p> <p>19-20 Decrease the perception gap by at least 3% from baseline year.</p> <p>Baseline 67% of students agree or strongly agree that teachers provide high quality instruction.</p> <p>90% of teachers agree or strongly agree that they provide a high quality instructional program.</p> <p>Perception difference of 23%</p>	<p>Maintained implementation of content and literacy standards at all sites, as measured by teacher, and student surveys (LCAP and Academic Standards and/or Curriculum Framework survey adopted by CDE).</p> <p>95% of students agree or strongly agree that teachers provide high quality instruction.</p> <p>100% of teachers agree or strongly agree that they provide a high quality instructional program.</p> <p>Perception difference of 5%.</p>
<p>Metric/Indicator Priority 2b</p>	<p>Based on administrative observations, maintained 100% of EL students are able to access the CCSS and ELD standards for</p>

Expected	Actual
<p>Based on administrative observations, maintain 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.</p> <p>19-20 Maintain Baseline 100%</p>	<p>purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.</p>
<p>Metric/Indicator Priority 4e Increase the reclassification rate of EL students by 0.5% each year, based on previous year's reclassification rate. Priority 4e</p> <p>19-20 GOAL: 22.5% Baseline 22%</p>	<p>Increase the reclassification rate of EL students by almost 0.5% each year, based on previous year's reclassification rate. ACTUAL: 0% in 2019-20</p>
<p>Metric/Indicator Priority 8 1 (f) Instructional staff employ SDAIE strategies for integrated support.</p> <p>19-20 GOAL: 20 teachers (+15 over baseline year) will commit to revising or rewriting pacing guides to incorporate SDAIE strategies.</p> <p>Baseline</p>	<p>22 teachers revised or rewrote pacing guides to incorporate SDAIE strategies.</p>

Expected	Actual
<p>5 teachers in 2015-16 committed to revising or rewriting pacing guides to incorporate SDAIE strategies.</p> <p>Metric/Indicator Priority 4a Increase CAASPP scores by 1% for Language Arts and Mathematics. Priority 4a</p> <p>19-20 GOAL: All – ELA Standards Met and Exceeded 3% over baseline year All – Math Standards Met and Exceeded 2% over baseline year ACTUAL:</p> <p>Baseline All – ELA Standards Met and Exceeded (6%) All – Math Standards Met and Exceeded (0%)</p>	<p>2018-19 CAASPP scores: ELA - 4.58% Met/Exceeded Math - 0% Met/Exceeded</p> <p>2019-20: CAASPP was cancelled due to COVID 19 and school closures.</p>
<p>Metric/Indicator Priority 4b API</p> <p>19-20 NA</p>	<p>NA</p>

Expected	Actual
Baseline NA	
Metric/Indicator Priority 4c Increase the percentage of students completing CTE classes by 1%. 19-20 GOAL: Increase by 1% on average per session over baseline year. Baseline An average of 49 students were enrolled in CTE courses per session, representing 11% of average student enrollment.	Increased the percentage of students completing CTE classes by more than 1%. ACTUAL: 50% of Workforce students completed one CTE course.
Metric/Indicator Priority 4f Increase the percentage of students passing AP exam. 19-20 NA – Workforce is a credit recovery program. Baseline NA – Workforce is a credit recovery program.	NA
Metric/Indicator (Priority 8) Increase a half-year Instructional Reading Level (IRL), per year, in reading per STAR Renaissance assessment. The baseline will be established each year with a PreTest. 19-20 TARGET: 0.5 growth in IRL from Fall 2019 to spring 2020.	Increased a half-year Instructional Reading Level (IRL), per year, in reading per STAR Renaissance assessment. ACTUAL: Fall 2019 - 5 IRL Spring 2020 - 5.8 IRL

Expected	Actual
Baseline Baseline: 0.5 growth in IRL from Fall 2016 to spring 2017. Fall 2015 4.8 IRL Spring 2016 5.8 IRL	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain staffing for Access course, the KHSD course, to provide necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL or below according to STAR Renaissance assessment.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$53,388 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,612 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$44,027 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$12,237 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$36
Maintain Apex sections for credit recovery, a-g completion, and/or post-secondary education/training.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$49,281 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$10,719	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$56,497 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$15,703
Certificated staff will have the opportunity to participate in Professional Learning Communities (PLC) and professional development to align the CCSS (Common Core State Standards) for the core/elective areas and	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Next Generation Science Standards (NGSS). Non-core subjects to incorporate textual and/or math literacy in curriculum, and SDAIE strategies.	Supplemental and Concentration \$28,337 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,163 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,500	Supplemental and Concentration \$7,706 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,142 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,052
All students will have an educational plan and transcript review completed in the first 30 days of enrollment. Plan will be evaluated each year or as needed. Bakersfield College outreach efforts and registration procedures will continue. 1. Foster Youth will be referred to the district's Foster Youth Coordinator for further needs assessment. 2. All EL students will be referred to English Learner Coordinator at their school site.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$65,708 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,292	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$52,708 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,651
Literacy Diagnostics: Renew STAR Renaissance licenses to continue to test all students. The test diagnoses reading levels, as well as provides ongoing data analysis for instructional intervention. Increase PE Literacy curriculum. Welnet Licenses and professional development.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$352
Maintain Williams Act compliance at all schools by maintaining a good or exemplary facilities rating on the FIT tool at all Workforce sites.	LCFF Base \$0	LCFF Base \$0
Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students at all Workforce Site.	LCFF Base \$0	LCFF Base \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Integration of STEM into Math and science courses, including funding for related professional development classroom instructional materials, technology, CTE courses.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$834

Goal Analysis

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

Due to COVID-19 and the safety restrictions, we were unable to expend our funds as planned. Below is the rationale for why funds were not expended as expected.

Goal 1, Action 1: There was a continued need to decrease class sizes. In addition, the Access course was an appropriate elective for many students who were also struggling readers.

Goal 1, Action 2: We purchased a 3-year license last year so no new subscriptions were needed. We also conducted 2 professional development days for teachers in the spring of 2019-20. 19 math teachers utilized the software this year, but no resources or professional development was expensed under this action.

Goal 1, Action 3: Since much of the of the professional learning and collaboration revolved around COVID related challenges, needs, systems and resources other professional development time was offered and utilized but funded through CARES ACT and Mitigating Student Learning Loss funds.

Goal 1, Action 4: There was a need for additional counselling support for students and since we were under virtual learning for the majority of the school year, conducting education planning on a one-on-one basis with each student took more hours from each counselor in terms of setting up and conducting appointments on-line over Zoom.

Goal 1, Action 5: Additional hours were needed to assist students in connecting to and completing the diagnostic assessments over virtual learning.

Overall, the pandemic did impact our plan as budgeted. However, we were able to pivot quickly, to provide teachers and students with resources needed to be successful.

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

Overall, all actions were deemed effective. Additional work needs to be done to maintain the fidelity of the instructional program in Career Development, ELA, Math, and Social Science courses, including providing teachers with the time to develop engaging and relevant curriculum that develops the habits of mind and heart that are part of building strong character. Based on our literacy data and the percentage of students performing below standard on the CA School Dashboard in ELA, it has been determined that further efforts are needed in ramping up opportunities for practice in reading and writing, particularly with male students. A literacy committee was developed and met to investigate and develop content and strategies, to increase reading across the curriculum, but particularly in Access, ELA courses and the humanities. Efforts continue to be required in core and non-core classes alike to provide content and time for reading relevant, high-interest texts, complete with thinking-through-writing-and-speaking activities. This literacy committee was funded through the Low Performing Students Block Grant (LPSBG) in 2019-2020.

In moving towards the new 2021-24 LCAP, we have decided to rearrange some actions/goals to further the success of our students to better align and mirror the KHSD strategies. Therefore, we are changing some action steps, rearranging the order of two goals, and adding two more goals for a total of five goals in the 2021-24 LCAP. In examining Goal 1, stakeholders determined there was not a clear focus in the goal. So we, going forward, we separated Goal 1 into two goals, Goal 1 and Goal 2. Goal 1 will now focus on human resources needed to support high-quality instruction, and Goal 2 will focus on high-quality instruction and instructional resources. We also moved Goal 2 to Goal 3 to allow for the new Goal 2. Additionally, we moved Goal 3 to Goal 5 with a deeper emphasis on our MTSS structures of support. This emphasis can be seen in the re-wording of the goal and the action steps. Finally, we created a new goal, Goal 4, to emphasize our continued focus on preparing our graduates for post-secondary experiences. We also created new action steps under that new goal, which highlight the work we are undertaking to promote college and career opportunities for our students.

As a result of modifying goals and action steps, we have moved Goal 1, actions 6 and 7 to Goal 5 as these action steps better align to that goal. We also reworded the metric for Priority 8 to delete SDAIE strategies in favor of integrated English Language Development strategies to better serve our EL students. This should assist us in increasing the percentage of students who get reclassified each year. The new metric reads, "Instructional staff employ integrated ELD strategies for integrated support."

Goal 2

Increase parent and community engagement and involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3b Workforce will continue to promote participation for parents of unduplicated students and increase the number of Workforce parents who return surveys by 1 parent each year. 19-20 Target:111 Baseline 108 parents returned surveys during the 2016-17 school year.	Workforce continued to promote participation for parents of unduplicated students and increase the number of Workforce parents who return surveys by 1 parent each year. Actual: 24
Metric/Indicator Priority 3c Workforce will continue to promote participation for parents of students with extenuating needs and increase the number of Workforce parents who return surveys. 19-20 Maintain Baseline	2 parent meetings per year are held at each of the 6 Workforce sites, where parents provide input for the LCAP.

Expected	Actual
2 parent meetings per year are held at each of the 6 Workforce sites, where parents provide input for the LCAP.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase parent involvement and awareness in Student Academic Growth and Achievement.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,500 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,107 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,818 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,075	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,287 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,901 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,382 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,195
Continue to document all parent contacts in Synergy.	LCFF Base \$0	LCFF Base \$0
Continue to provide parent's access to ParentVue, a component of KHSD's management system program, to give parents access to students' homework assignments, grades, and attendance.	LCFF Base \$0	LCFF Base \$0
Increase Parent Involvement and Awareness in Student Social-Emotional, Behavioral growth.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$660
Engage community involvement and partnership in student learning (community outreach, communications).	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$35,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$18,739

Goal Analysis

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

Due to COVID-19 and the safety restrictions, we were unable to expend our funds as planned. Below is the rationale for why funds were not expended as expected.

Goal 2, Action 1: Students did not access or utilize the classroom libraries until they returned for in-person instruction in mid-April, therefore additional texts were not needed to replenish the classroom library inventory in 2019-20.

Goal 2, Action 2: Some technology was purchased for teacher instructional purposes, but since teachers taught from home most of the year, the funds under this action remained unutilized for most of the year.

Goal 2, Action 3: In a virtual learning/distance learning model, online curriculum platforms were needed for credit recovery and course completion. This accounts for the overage in spending on this action.

Goal 2, Action 4: While we attempted to purchase and deliver materials to students to help facilitate project based learning in Math and Science, local health ordinances hindered the full realization of this action.

Overall, the pandemic did impact our plan as budgeted. However, we were able to pivot quickly, to provide teachers and students with resources needed to be successful in a virtual environment.

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

Overall, Workforce successfully implemented each of the actions and services outlined in the LCAP plan related to Goal 2. Parent contact was documented in Synergy regularly and this documentation proved to be beneficial during parent conferences and phone conversations. Informational Parent Night meetings were held twice in the 2019-20 year at all 6 Workforce locations, but in varying degrees of success and attendance. Efforts were made to increase parent attendance with pre-meeting outreach, while maintaining staffing support from interventionists, parent center liaisons, and bilingual translation services. In the 2020-21 school year, due to health restrictions and guidelines, these in-person parent nights were replaced with home visit efforts by our mobile outreach teams, and telephone and video conferences. The sharing and implementation of best practices to create inviting and valuable communication efforts was addressed. 289 parents attended one or more of 12 meetings, or over 32 percent of our student enrollment was represented by their guardians' attendance. As anticipated, the Core Internship program launched in the spring of 2019, allowed students to receive earnings for successful completion of hours at their job site as well as additional course credits toward graduation. Workforce partnered with the Career Resource Development Center to create Memorandums of Understanding (MOU's) with said agencies.

Additional actions were needed and additional resources itemized and allocated to address community engagement and involvement, parent involvement and awareness of student academic growth and achievement and social emotional and behavior growth. With the launch of our Personal Development course centered on the school's three core virtues of Humility, Hunger and People Smarts as well as the development and deployment of a field-work experience course, we look to add additional community partnerships with private and public agency to find placement for students. The community partner agencies will extend the learning of the core virtues in the workplace using the common language taught in the personal development course. Additional expenditures are anticipated in the coming year in preparation of such courses, partnerships and trainings for the partner agencies. We added partner agencies in the 2019-20 academic year to increase our job site locations across the greater Bakersfield area. We now have a total of 6 partner agencies. This work placement and career development program positively effects our College and Career Indicator on the CA School Dashboard.

Our math and ELA performance as measured in the CA School Dashboard highlights the need to increase student achievement. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. As a result of this, we feel it is important to continue to have a goal in the LCAP that focuses on parent and community engagement for the success of our students.

In moving towards the new 2021-24 LCAP, we have decided to rearrange some actions/goals to further the success of our students being served in Workforce and to better align and mirror the LCAP goals of the district. Therefore, we are changing some action steps, rearranging the order of two goals, and adding two more goals for a total of five goals in the 2021-24 LCAP. In examining Goal 1, we determined there was not a clear focus in the goal. So we, going forward, we separated Goal 1 into two goals, Goal 1 and Goal 2. Goal 1 will now focus on human resources needed to support high-quality instruction, and Goal 2 will focus on high-quality instruction and instructional resources. We also moved Goal 2 to Goal 3 to allow for the new Goal 2. Additionally, we moved Goal 3 to Goal 5 with a deeper emphasis on our MTSS structures of support. This emphasis can be seen in the re-wording of the goal and the action steps. Finally, we created a new goal, Goal 4, to emphasize our continued focus on preparing our graduates for post-secondary experiences. We also created new action steps under that new goal, which highlight the work we are undertaking to promote college and career opportunities for our students. Action 2.5 is about engagement with partner agencies to support the core internship, which is now Goal 4. Goal 4 is heavily related and linked to metrics associated with the college and career indicator on the CA School Dashboard. We are changing the second metric to meet Priority 3c to provide better data and less redundancy as the current metric is very similar to the metric used for Priority 3b. Instead, this metric will read: Workforce will continue to promote participation for parents of students with exceptional needs by holding two parent meetings per year at each Workforce site, with an emphasis on inviting parents of students to attend. To provide us with more information on our progress with parent engagement we are adding two new metrics:

- * The percentage of parents who believe the school values parents/guardians as important partners in their child's education, and
- * The percentage of parents who believe the school actively seeks their input in decisions relating to their child's education.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5a Increase school attendance rate by 0.1%. 19-20 GOAL: 95.5% Baseline 91.3%	Increase school attendance rate by 10% in the 2020-21 school year. Actual: 81%
Metric/Indicator Priority 5b Decrease chronic absenteeism rate by 0.1%. 19-20 GOAL: 10.5% under baseline year. Baseline 10.8%	Did not decrease chronic absenteeism rate by 0.1%. Actual: 33% Baseline data was inaccurate.
Metric/Indicator (Priority 5b)	Did not decrease chronic absenteeism rate by .5% or lower than the state average.

Expected	Actual
<p>Decrease chronic absenteeism rate by .5% or lower than the state average.</p> <p>This is KHSD data and how it is written.</p> <p>19-20 TARGET: 13.5%</p> <p>Baseline Baseline: 2015-16 (KHSD) 9.2%</p> <p>Baseline was changed to what is reported by CDE Dataquest beginning in 2017-18.</p>	<p>ACTUAL: 13.7%</p>
<p>Metric/Indicator Priority 5c Middle School Dropout Rate</p> <p>19-20 NA</p> <p>Baseline NA</p>	<p>NA</p>
<p>Metric/Indicator Priority 5d Decrease high school dropout rate by 0.1%.</p> <p>19-20 GOAL: 8.5%</p> <p>Baseline</p>	<p>Decrease high school dropout rate.</p> <p>ACTUAL: 9.17%</p>

Expected	Actual
8.8%	
Metric/Indicator Priority 5e Increase cohort graduation rate by 1%. 19-20 GOAL: 57% Baseline 54%	Increase cohort graduation rate. Actual: 53.67% (CA School Dashboard)
Metric/Indicator Priority 6a Decrease suspension rates by 0.5%. 19-20 GOAL: 8.1% Baseline 9.6% (2013 Baseline)	Suspension rates decreased. Actual: 0.26%.
Metric/Indicator Priority 6b Decrease expulsion rates by 1%. 19-20 GOAL: Less than 1% rate. Baseline 0%	Decreased expulsion rates by 1%. Actual: 0%

Expected	Actual
<p>Metric/Indicator Priority 6c Increase the percentage of students who feel a sense of safety and school connectedness by 1% as measured by student survey.</p> <p>19-20 72% of students said their teachers treated them with respect. 52% said they looked forward to coming to school each day. 65% said that they feel safe while at school.</p> <p>Baseline 69% of students said their teachers treated them with respect. 49% said they looked forward to coming to school each day. 62% said that they feel safe while at school.</p>	<p>Increased the percentage of students who feel a sense of school connectedness, but decreased the percentage of students who feel safe at school as measured by student survey.</p> <p>100% of students said their teachers treated them with respect. 21% of students feel connected to an adult at school.</p> <p>We did not ask if students looked forward to coming to school each day nor did we ask if students felt safe at school since all students were in distance learning due to COVID.</p>
<p>Metric/Indicator Priority 7a 100% of students have access to and are enrolled in a broad course of study.</p> <p>19-20 Maintain</p> <p>Baseline 100%</p>	<p>100% of students have access to and are enrolled in a broad course of study.</p>
<p>Metric/Indicator Priority 7b 100% of unduplicated students have access to and are enrolled in a broad course of study.</p> <p>19-20</p>	<p>100% of unduplicated students have access to and are enrolled in a broad course of study.</p>

Expected	Actual
Maintain Baseline 100%	
Metric/Indicator Priority 7c 100% of students with exceptional needs have access to and are enrolled in programs/services appropriate to their needs.	100% of students with exceptional needs have access to and are enrolled in programs/services appropriate to their needs.
19-20 Maintain Baseline 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase CTE sections; staffing, instructional resources, exposure and orientation to ROC (Regional Occupational Center), college and career readiness.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$114,990 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$25,010 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$90,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$161,876 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$44,994 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$25,030
Provide staffing sections and resources for Career Education courses: (ex. Career Choices, Career Tech, Career Development, Regional Occupational Center promotion which provides career exploration, long-term educational and career planning, Work placement electives.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$92,402	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$53,661

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$20,098 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$17,500	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,915 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,324
Maintenance and expansion of Multi-Tiered Systems of Support (MTSS) strategies and initiatives and professional development for staff. Personal Development Elective Course, Social Workers and/or OCI staff.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$169,762 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$11,437 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$40,486 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$52,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$159,129 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$32,571 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$79,922 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$41,205 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$858

Goal Analysis

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

Due to COVID-19 and the safety restrictions, we were unable to expend our funds as planned. Below is the rationale for why funds were not expended as expected.

Goal 3, Action 1: Parent nights were canceled and the district utilized parent and family centers less than anticipated due to local health ordinances. We will be combining action 3.1 and 3.2 in the following year.

Goal 3, Action 2: Parent workshops were canceled because of COVID ordinances.

Overall, the pandemic did impact our plan as budgeted. However, we were able to pivot quickly, to provide parents with resources needed to be successful. The amounts budgeted for salaries and benefits were accurate.

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

Overall, Workforce successfully implemented each of the actions and services outlined in the LCAP plan related to Goal 3. We continued to utilize an intervention queue to refer, log, and communicate specific interventions with classified intervention specialist staff and students. Career education classes were offered every session. The majority of students enrolled and completed at least 1 CTE course. Interventionists met with more students, more often, and at more campuses for evidence based interventions. In 2019-20, prior to the school COVID closure, guest speakers and assemblies around habits of mind and heart were conducted to extend the intentional work of messaging ideas, skills, and strategies to staff and students that focus on the personal development of character. Workforce offered and invested resources in woodshop, graphic design, welding, personal finance, graphic arts, floral design, and culinary arts classes. Over 200 Workforce students participated in the annual Kern County Career Expo at Mechanics Bank Convention Center.

The overarching goal of providing Workforce students with the tools to be successful with all content standards and corresponding assessments has been executed with increasing fidelity. The 2016-17 Workforce graduation rate was 61.1%. The 2015-16 Workforce graduation rate was 54.9%. This represents an increase of 11.11% over 2015-16 (according to DataQuest), and 14% growth over 2014-15. The 2018-19 graduation rate was 75.5%, which demonstrated a growth of 1.5% over the 2017-18 school year. Workforce LCAP Parent Survey indicates that parents feel that there was an improvement in Workforce preparing their students for college and preparing their students for a career path: A-G and Career Technical Education CTE enrollment saw an increase in 2018-19. Another factor may be that more students are enrolling in CTE classes. There has been a significant increase in CTE enrollment since 2018-19.

To address the college and career indicator metric of the California Dashboard, we investigated and developed CTE pathways. Staffing, transportation, and outreach for CTE success will be an additional expenditure anticipated for the 2021-21 LCAP. Furthermore, a new Personal Development course focused on the Academy's 3 core virtues of Humility, Hunger, and Social Smarts was offered to all students as an elective. This course focuses on character development and the soft skills needed for the workplace. Teacher training, staffing sections, supplies and materials will be new costs associated with this initiative aimed at better preparing students for the work world. We trained 3 new teachers in the course for the 2019-20 school year. This accounts for a significant expenditure related to Action 3.3. In 2018-19 we expected to hire, on an hourly basis, social worker support. However, due to contract reasons and job classification, Workforce could not receive this support on an hourly basis. In order to acquire this needed support, Workforce needed to hire a full time Social Worker. We were able to hire a full time Social Worker in 2019-20. Furthermore, CSI funds helped us purchase certification courses embedded in three classes. In the Life Skills Course, we embedded a food handlers certification, in the Personal Development Course, we embedded soft skills certification, and in the Career Development Course, we

embedded CPR and First Aid Certifications. These courses will enhance our efforts to support student success as reflected on the College and Career Indicator of the California Dashboard.

In moving towards the new 2021-24 LCAP, we have decided to rearrange some actions/goals to further the success of our students being served in Workforce and to better align and mirror the LCAP goals of the district. Therefore, we are changing some action steps, rearranging the order of two goals, and adding two more goals for a total of five goals in the 2021-24 LCAP. In examining Goal 1, we determined there was not a clear focus in the goal. Going forward, we separated Goal 1 into two goals, Goal 1 and Goal 2. Goal 1 will now focus on human resources needed to support high-quality instruction, and Goal 2 will focus on high-quality instruction and instructional resources. We also moved Goal 2 to Goal 3 to allow for the new Goal 2. Additionally, we moved Goal 3 to Goal 5 with a deeper emphasis on our MTSS structures of support. This emphasis can be seen in the re-wording of the goal and the action steps. Finally, we created a new goal, Goal 4, to emphasize our continued focus on preparing our graduates for post-secondary experiences. We also created new action steps under that new goal, which highlight the work we are undertaking to promote college and career opportunities for our students. In reviewing the metrics used to analyze our success and areas for improvement, we determined that it was unnecessary to have two different metrics to meet Priority 5b. Therefore, in moving forward, we are deleting Priority 5b which reads, "decrease chronic absenteeism rate by 0.5% or lower than state average." As a result of this reworking of goals and action steps, we have moved Goal 1, actions 6 and 7 to Goal 5 as these action steps better align to that goal.

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
Increased course sections by 20% to increase class size reduction, thereby improving social distancing.	\$130,000	\$138,030	Yes
Workforce has allocated 5 intervention class sections for students who need additional support in English and math – e.g. Foundations in Math, Pre-Access/Access literacy classes, and workplace communication classes that support at risk grade 11-12 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.	\$102,000	\$52,641	Yes
<p>Workforce 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, Workforce will take the following actions:</p> <ul style="list-style-type: none">• retain STAR Renaissance contracts to continue to test and monitor the progress of all students in all grades, 11-12. <p>The test diagnoses reading and math levels, as well as provides on-going assessment for appropriate and effective instructional intervention.</p>	\$15,000	\$11,985	Yes
Workforce will continue to provide professional development for certificated and classified staff, focusing on the California standards	\$89,000	\$91,980	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>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>The action is being provided on an LEA-wide basis and will also benefit all students, with emphasis for our low-income, ELs and FY.</p>			
<p>Workforce 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 Development course that provides career exploration, long-term educational and career planning, • providing Naviance, a college/career readiness program to be used as a complementary resource to Career Development program and to be integrated into the 11-12 curriculum, • maintaining Career Technical Education (CTE) courses as well as facilitating concurrent enrollment at the Regional Occupation, Center (ROC), the new Career Technical Education Center (CTEC) to guide students into career pathways that will lead them into college and/or career. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific, 	\$386,756	\$304,420	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> providing funding to maintain Core Internship, a career-development program that includes paid work experience for the student, maintaining Site Counselors to promote and oversee the “increase and improvement” of services to unduplicated students, including quarterly transcript review and education planning and the facilitation of college and career exploration. 			
Preparation and implementation of health and safety protocols and protective measures, including the procurement of equipment and supplies, additional custodial hours for disinfection for a safe transition back to an in-person learning environment.	\$47,000	\$45,903	No

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.

Intervention Courses: In the 2019-20 academic year, we purchased subscriptions for instructional resources for intervention courses that were discounted for multi-year licenses. We anticipate renewing this subscription next year. Additionally, reading books and physical instructional resources that we anticipated purchasing for the Access course were not acquired since we were in a distance learning model until April of 2021.

STAR: These funds were allocated to cover the cost of unlimited licenses for our students to utilize the diagnostic software, and also included the cost of staffing for data mining, reporting, analysis, and test proctoring.

College and Career Learning Opportunities: Our Regional Occupational Center (ROC), in-person summer boot camp was canceled in the 2019-20 academic year and in the 2020-21 year to due COVID restrictions. Furthermore, welding, floral design courses and other technical education programs saw limited enrollment and offerings due to virtual learning. Expenses normally related to student participation in the annual in-person career expo, such as staff supervision, transportation, instructional resources and meals, were not incurred since the program was held online this year.

Although the pandemic did impact our plan as budgeted, we were able to pivot quickly to provide students with resources needed to be successful.

Analysis of In-Person Instructional Offerings

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

Offering in-person instruction during a pandemic has been challenging. Unfortunately, students were unable to attend in-person until the middle of April due to the safety protocols put in place to mitigate the COVID-19 crisis. Workforce was able to provide in-person instruction during the 2020-21 school year by increasing course sections by 20% to increase class size reduction, thereby improving social distancing. Additionally, we allocated 5 intervention class sections for students who needed additional support in English and math, using funds to purchase resources and materials for Pre-Access/Access that allowed 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. Moreover, Workforce continued to provide Naviance, a college/career readiness on-line tool, to be used as a complementary resource to Career Development course and to be integrated into the 11-12 curriculum, maintained Career Technical Education (CTE) courses as well as facilitated concurrent enrollment at the Regional Occupation Center (ROC) and the new Career Technical Education Center (CTEC) to guide students into career pathways that will lead them deeper into college and career exploration. CTE programs teach students job-readiness skills and provide industry-specific training on equipment and/or certification. Workforce provided funding to maintain Core Internship, a career-development program that includes paid work experience for students, and maintained site Counselors to promote and oversee the “increase and improvement” of services to unduplicated students, through quarterly transcript review and education planning and the facilitation of college and career exploration.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Workforce will provide technology resources and tools for all students and staff to be successful in a distance learning environment. Workforce will continue to provide technology to support and enhance learning through internet connectivity and devices and programs that promote student engagement.</p> <ul style="list-style-type: none"> • increasing device access and connectivity, including: • 12 Workforce cell phones for site coordinators with call forwarding capability to improve student access to Workforce site coordinators, • 12 Microsoft Surface Pro devices to improve Workforce site coordinator accessibility, and communication with parents and students, • supporting the use of instructional technologies, • software procurement (Emerge, Membean, Ramsey Education, MindTap, My10YearPlan etc.) and integration, • eBooks. 	\$89,000	\$84,120	Yes
Workforce funded summer and fall curriculum teams in Theatre, Career Development, Biology, Contemporary Issues, Business Communications, Math, English, Pre-Access/Access literacy,	\$23,600	\$27,300	Yes
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.	\$77,000	\$91,455	Yes
Workforce will support teachers in the utilization of site level technology, student devices, and software programs to enhance student engagement and learning. Workforce will fund extended evening helpdesk and tech support hours for unduplicated students,	\$26,000	\$8,005	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
their parents as well as Workforce staff in the form of 1 Software Technician accessible through a designated hotline or by email.			
<p>Workforce 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"> • 1 School Social Worker, • 5 Interventionists, • 5 counselors. <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.</p>	\$311,000	\$311,403	Yes

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.

Credit Recovery: We budgeted \$77,000, but spent over \$91,000 to cover the costs of licenses, subscriptions for instructional resources (Apex software) and staffing sections for 6 Workforce teachers.

Help Desk: We anticipated that we would need late night coverage and extended hours of service for the help desk coverage from the Informational Technology department to assist staff and students with technical issues related to zoom, logging in, and gaining access to district accounts and the LMS (learning management system). In late summer of 2020, the district introduced a plan to offer this service for all district students and staff until 4:30pm. Many of our students' technical issues were addressed and/or resolved by 4:30pm and so the continued need for extended hours past 4:30pm was not required. Furthermore, the majority of technical issues occurred at the beginning of the school year and as students and district personnel became increasingly more proficient and effective at handling technology issues, extended staff support was needed less. Moreover, onsite workforce coordinators were able to assist with troubleshooting technology issues in the late evening hours.

Overall, the pandemic had limited impact on the planned actions and budgeted expenditures for the distance learning program and most steps were implemented as planned.

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.

As a result of the pandemic, the Workforce administrators, teachers, and staff worked diligently to provide high-quality distance learning instruction for all students. Workforce provided technology resources and tools for all students and staff to be successful in a distance learning environment. Workforce also provided technology to support and enhance learning through internet connectivity and devices and programs that promoted student engagement by

- increasing device access and connectivity, including:
- 12 Workforce cell phones for site coordinators with call forwarding capability to improve student access to Workforce site coordinators,
- 12 Microsoft Surface Pro devices to improve Workforce site coordinator accessibility, and communication with parents and students,
- supporting the use of instructional technologies,
- software procurement (Emerge, Membean, Ramsey Education, MindTap, My10YearPlan etc.) and integration with Canvas, the District Learning Management System (LMS),
- eBooks.

Workforce also funded summer and fall curriculum teams in Theatre, Career Development, Biology, Physical Science, Personal Development, Contemporary Issues, Business Communications, Math, English, Pre-Access/Access literacy courses.

Workforce maintained existing multi-tiered systems of support (MTSS), including personnel, professional development and supplies for the 2020-21 school year. MTSS personnel included:

- 1 School Social Worker,
- 6 Interventionists,
- 6 counselors.

MTSS personnel supported Tier I, II and III efforts through progress monitoring student case management, professional development and implementation of evidence-based interventions. These also coupled intervention and supports alongside student discipline.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Workforce will continue to provide 6 counselors to “increase and improve” services to unduplicated students. Focus of services may include education planning, ROC/CTEC enrollment and progress monitoring.	\$80,000	\$92,913	Yes
Workforce will provide support for truancy prevention, intervention and monitoring for chronic absenteeism, positive behavioral interventions, MTSS, parent engagement and support, and technology support. <ul style="list-style-type: none">6 classified interventionist positions.	\$60,000	\$54,464	Yes
Workforce will continue to support 10 portable libraries to increase access to relevant, high-interest books for all students.	\$5,500	\$0.00	Yes

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.

Portable libraries: Students did not access or utilize the classroom libraries until they returned for in-person instruction in mid-April, therefore additional texts were not needed in replenishing classroom library inventory.

The pandemic had limited impact on our planned actions and expenditures and most of our planned activities were implemented to address pupil learning loss.

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.

To mitigate pupil learning loss, Workforce continued to provide 6 counselors to “increase and improve” services to unduplicated students. Focus of services included education planning, ROC/CTEC enrollment and progress monitoring. To further support students

in this environment, Workforce provided support for truancy prevention, intervention and monitoring for chronic absenteeism, positive behavioral interventions, MTSS, parent engagement and support, and technology support by funding 6 classified interventionist positions and 6 mobile home outreach teams. In addition, Workforce continued to support 10 portable libraries to increase access to relevant, high-interest books for all students.

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.

Although distance learning was new to all in the educational system, we put several key initiatives in place to support the mental health and social and emotional well-being of our students during the 2020-21 school year. Workforce maintained existing multi-tiered systems of support, including personnel, professional development, and supplies to meet the mental health and social-emotional needs of our students. Our MTSS personnel supported Tier I, II, and III efforts through progress monitoring student case management and implementation of evidence-based interventions, coupled with intervention and supports alongside student discipline. During the 2020-21 school year, our 6 interventionists conducted 253 interventions, and 196 students received intervention. Our student survey results revealed that 100% of our students felt they were treated with respect by their teachers. Unfortunately, student survey results also revealed that only 21% of our students felt connected to school.

The 20-21 school year presented many successes and challenges in regard to monitoring and supporting mental health and emotional well-being for the intervention support staff at Workforce Academy. Most, if not all the challenges can be attributed to the world-wide COVID19 pandemic that resulted in the Kern High School district implementing school closures among all their high schools in the Kern County area.

One challenge encountered as a result of students not being required to attend in-person instructions, was relationship/rapport building became difficult to establish and maintain. This was partly due to several reasons, one of which was an increase in absenteeism witnessed across the entire Kern High School District. Circumstantial situations that were in direct correlation with increased absenteeism ranged from student's becoming employed to assist their families, students being required to watch younger siblings while their parents were away from home, students being challenged with adapting to virtual instruction, and a host of other reasons. Relationship/rapport building was also challenged as a result of students not being required to turn on their cameras. This exception prevented one's ability to assess the congruence of a student's verbal and non-verbal communication. Without an assessment of a student's verbal and non-verbal communication, an accurate assessment becomes difficult to formulate.

Another challenge that was faced by the intervention support staff during the 20-21 school year was there was a decrease in intervention support referrals and a decrease in the reporting of behavioral issues. This alone, made it difficult to identify which students needed additional support. Additionally, the decrease in behavioral reporting and referrals removed the needed baseline to gauge overall progress of an intervention plan.

Although the 20-21 school year presented many challenges that made it difficult to monitor and support mental health and emotional well-being, it also cultivated many creative/innovative successes. One of which included a more proactive approach of facilitating classroom presentations every Wednesday on topics that ranged from how to handle anxiety, how to stay motivated, the benefits of pursuing a higher education, how to process grief, and the benefits of code switching. This inclusive approach addressed the mental health and social emotional needs of the 106 students that participated. Of the 106 students, 94.1% reported they had learned something new, and 94.03% reported they enjoyed the information presented.

Another proactive approach that was successful was students were provided with confidential online surveys/questionnaires to express any difficulties faced during the 20-21 school year. The surveys were closely monitored, and classroom presentations were customized to the needs of the students as a whole, and/or a student was contacted individually to discuss their issues/needs more in depth.

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.

Although we were unable to host parents meetings due to COVID safety restrictions, we did maintain our 6 Parent & Family Centers with extended evening hours that were designed to provide Workforce parents/guardians with opportunities for parent education, school leadership and volunteerism. Our Parent & Family Centers created collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. Our centers are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics such as supporting student academic success, use of technology to support student learning, how to promote positive behaviors at home and at school, becoming an active volunteer in KHSD, learning how to navigate the school system, and promoting positive communication and collaboration between parents and school sites.

The 20-21 school year presented many successes and challenges in regard to implementing pupil and family engagement and outreach for the intervention support staff at Workforce Academy. Common channels of family engagement and outreach include parent night, opening of parent centers, mental health classes offered by the Kern High School District, and a host of other services and resources for our families. The pandemic and the need for six feet physical distancing interrupted many of these traditional strategies to engage our families. Although there were physical limitation that disrupted many in-person engagement strategies, other measures were utilized in order to increase family engagement.

During the 20-21 school year, Zoom and Microsoft Teams were used frequently for meetings, classes offered to parents, parent-teacher conferences, etc. These platforms created a platform for parents to be available to attend meetings virtually while removing possible barriers such as: lack of childcare, work conflict, lack of transportation, etc.

Another success was the creation of the Workforce Academy Outreach team. The focus of the outreach teams was to engage with families whose students were either failing two or more classes, and/or students who had excessive absences. With the use of the outreach teams, the school to family ties were strengthened. Home visits were conducted in order to create a supportive system offered by the school to parents in order to address concerns/issues experienced within the home by either the parent and/or student. These new and improved channels strengthened the communication and relationship amongst our families and our schools.

Analysis of School Nutrition

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

KHSD is committed to providing nutritious meals to all students regardless of the instructional learning model. To date 4,900,500 meals have been served to over 30,000 KHSD students in the 2020-21 academic year. During the first phase of distance learning, the District provided curbside drive-through meal distribution at all its comprehensive high schools. In addition, meals were also served at Nueva Continuation High School in Lamont. The district expanded our drive-through meal service to additional curb-to-curb services for Special Education students and other pick-up locations. In an effort to reach those in our community who have travel obstacles to the local high school, meals were delivered to homes of Special Education students with transportation service in their IEP. Satellite distribution sites were also in outlying rural areas and densely populated areas with a high percentage of low-income students. Meals were served daily, Monday – Friday, from 1:00 p.m. to 2:30pm, which is at the end of the morning block of classes. Each student received a breakfast and lunch, with the majority of sites also serving a snack and dinner. Nutrition employees will continue to prepare food following very strict food and safety procedures required by the United States Department of Agriculture (USDA), Occupational Safety and Health Administration (OSHA), and the Kern County Department of Public Health (KCDPH). Some of the standard procedures and new protocols used in our cafeterias include:

- Standard operating procedures for food safety and sanitation,
- Nutrition service staff wear face coverings in the kitchen and serving lines,
- Health screening for employees,
- Mandatory training for food service workers.

No visitors allowed in kitchen or kitchen office When students return to campus in a hybrid or in-person model, the following procedures and protocols will be in place to ensure the health and safety of students and staff:

- Physical distancing for staff and students,
- Social distanced distributed lines throughout the campus,
- Outdoor spaces will be utilized for serving and eating when possible,
- Touchless hand sanitizer stations at each serving line,
- Contactless point of sale (ID cards will be scanned),
- Plexiglass shield at point of sale,
- Quick serve pre-packaged items,
- Hygiene and social distancing signage and decals,
- Tables sanitized between prior to dinner service,
- Handwashing stations placed throughout the campus,
- Washing hands or using sanitizer encouraged before and after eating,

- Meals provided to students present at school and those learning from home.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Workforce will maintain teaching sections and instructional resources for the Personal Development course which focuses on character education, specifically the school's core virtues of Humility, Hunger and People Smarts, as part of the Tier 1 MTSS plan.	\$70,000	\$79,064	Yes
In-Person Instructional Offerings	Workforce will maintain career readiness certification in CPR/FIRST aid and Food Handling as part of our mission to produce graduates who are workplace ready. These certification opportunities are embedded in applicable courses. These certifications are also reflected in the California Dashboard's college and career indicator.	\$15,000	\$299	Yes
Distance Learning Program (Access to Devices and Connectivity)	<p>Workforce will maintain 6 Parent & Family Centers with extended evening operating hours that are designed to provide Workforce Parents/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, 	\$22,000	\$27,977	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	<ul style="list-style-type: none"> • 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. 			
Mental Health and Social and Emotional Well-Being	<p>Workforce will maintain funding for 3 Kern High School District police officers to patrol and respond to incidents in both the metro area and at Arvin Workforce and respond to school site and student related incidents and needs including, but not limited to the following:</p> <ul style="list-style-type: none"> • facilitating communication and service for mental health evaluations and treatment for students with suicidal ideation, • responding to incidents of substance abuse, • responding to other incidents related to safety and security of KHSD staff, students, and property, • assist the Workforce Truancy team with home visits, when needed. 	\$164,400	\$52,200	No

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.

CPR/First Aid and Food Handling: CPR and first aid training offered through our career development course is a hands on-in person program provided to students through a joint partnership with Westec and Taft College. Due to Covid restrictions, students were not on campus until mid-April for in-person instruction. Furthermore, the district limited access to outside agencies who normally provided services to our students in this way because of Covid guidelines.

KHSD Police Officers: Police coverage in the evenings was limited to 2 officers until April 2021 when students returned to campus for on campus instruction. In April 2021, we extended coverage to 3 KHSD police officers to satisfy the need to protect students, staff and property as we returned to in-person learning. Moreover, under the Governor's Senate Bill, a decrease in the required instructional minutes meant that the school day was shortened for students, thereby decreasing our bell schedule from 6.5 hrs daily to 5.5 hours daily. All of the above reasons combined caused us to not fully expend the budgeted amount as planned.

Overall, the pandemic impacted our planned actions and budgeted expenditures. However, we were able to complete many of the actions listed to implement our Learning Continuity Plan.

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.

There were many struggles and challenges in implementing in-person and distance learning programs in the 2020-21 school year. These lessons have informed the development of the goals and actions in the 2021-24 LCAP, particularly in the area of revising the three goals of the 2019-20 LCAP as we chose to revise those goals and add two more goals. The revisions and the additional goals create a deeper focus on the success of our students in the Workforce Academy, particularly in the area of social-emotional and mental health, and post-secondary success of our students.

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

The metrics utilized to monitor the progress and growth in our students keep an intentional focus on the reading and math growth of each student, particularly those students who are struggling and have unique needs, through the monitoring of local assessment data in the areas of reading and math. In addition, student attendance will be monitored and an MTSS support team will provide support to those students who are struggling to engage in the program effectively. Action steps have also been created to add more access and opportunities for students to succeed and complete coursework.

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.

Overall, the Workforce staff implemented many goals and actions effectively during this unprecedented time in our history. Although this year provided many challenges, initiatives were put in place to ensure success for all students. Efforts to provide content and time for reading and math instruction continued in the distance learning format. Although we were unable to meet with parents in person, parent contact was documented in Synergy regularly and this documentation proved to be beneficial during parent conferences and phone conversations. In addition, many home visits were made to connect with students and families needing extra support, and our

MTSS staff was able to provide effective supports in a virtual setting. We continued to implement an intervention queue to refer, log, and communicate specific interventions with classified intervention specialist staff and students. The majority of students enrolled in and completed one CTE course. Safety protocols were enacted to provide safe learning environments for all students and staff.

Workforce maintained access to software programs and platforms allowing students to seamlessly continue their education. Devices and hot spots were provided to any student who needed those materials. To mitigate learning loss, Workforce continued to provide six full time counselors to "increase and improve" services to unduplicated students. These services focused on education planning and progress monitoring. Workforce provided truancy support, mental health support, daily nutrition, parent engagement and support, and interventions.

Due to the pandemic and our sudden shift to distance learning some actions were not fully implemented. Our data suggests that we still have work to do. As a result of this data, our efforts to provide a quality instructional program for our students has only increased as is evident in our revised goals and actions as well as the addition of two new goals to further increase and improve services for our 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.

Overall, all actions were deemed effective. Additional work needs to be done to maintain the fidelity of the instructional program in Career Development, ELA, Math, and Social Science, including providing teachers with the time to develop engaging and relevant curriculum that develops the habits of mind and heart that are part of building strong character. Based on our literacy data and the percentage of students performing below standard on the CA School Dashboard in ELA, it has been determined that further efforts are needed in ramping up opportunities for practice in reading and writing, particularly with male students. A literacy committee was developed and met to investigate and develop content and strategies, to increase reading across the curriculum, but particularly in Access, ELA courses and the humanities. Efforts continue to be required in core and non-core classes alike to provide content and time for reading relevant, high-interest texts, completed with thinking through writing and speaking activities. This literacy committee was funded through non-LCAP dollars, the Low Performing Students Block Grant (LPSBG), but in outgoing years, will need to be funded through other means as LPSBG resources have been depleted.

In moving towards the new 2021-24 LCAP, we have decided to rearrange some actions/goals to further the success of our students being served in Workforce and to better align and mirror the LCAP goals of the district. Therefore, we are changing some action steps, rearranging the order of two goals, and adding two more goals for a total of five goals in the 2021-24 LCAP. In examining Goal 1, we determined there was not a clear focus in the goal. So we, going forward, we separated Goal 1 into two goals, Goal 1 and Goal 2. Goal 1 will now focus on human resources needed to support high-quality instruction, and Goal 2 will focus on high-quality instruction and instructional resources. We also moved Goal 2 to Goal 3 to allow for the new Goal 2. Additionally, we moved Goal 3 to Goal 5 with a deeper emphasis on our MTSS structures of support. This emphasis can be seen in the re-wording of the goal and the action steps. Finally, we created a new goal, Goal 4, to emphasize our continued focus on preparing our graduates for post-secondary experiences. We also created new action steps under that new goal, which highlight the work we are undertaking to promote college and career opportunities for our students.

Overall, Workforce successfully implemented each of the actions and services outlined in the LCAP plan related to Goal 2. Parent contact was documented in Synergy regularly and this documentation proved to be beneficial during parent conferences and phone conversations. An informational Parent Night meeting was held twice in the 2019-20 school year at all 6 Workforce locations, but in varying degrees of success and attendance. Efforts were made to increase parent attendance with pre-meeting outreach, while maintaining staffing support from interventionists, parent center liaisons, and bilingual translation services. The sharing and implementation of best practices to create inviting and valuable communication efforts was addressed. 289 parents attended one or more of 12 meetings, or over 32 percent of our student enrollment was represented by their guardians' attendance. In the 2020-21 school year, due to COVID restrictions, parent engagement was primarily through phone and video conferencing and our mobile home outreach team. As anticipated, the Core Internship program launched in the spring of 2019, allowed students to receive earnings for

successful completion of hours at their job site as well as additional course credits toward graduation. Workforce partnered with the Career Resource Development Center to create Memorandums of Understanding (MOU's) with said agencies.

Additional actions were needed and additional resources itemized and allocated to address community engagement and involvement, parent involvement and awareness to student academic growth and achievement and social emotional and behavior growth. With the launch of our Personal Development course centered on the school's three core virtues of Humility, Hunger and People Smarts as well as the development and deployment of a field-work experience course, we look to maintain community partnerships with private and public agency to find placement for students. The community partner agencies will extend the learning of the core virtues in the workplace using the common language taught in the personal development course. Additional expenditures are anticipated in the coming year in preparation of such courses, partnerships and trainings for the partner agencies. We now have a total of 6 partner agencies to increase our job site locations across the greater Bakersfield area . This work placement and career development program positively effects our College and Career Indicator on the CA School Dashboard.

Our math and ELA performance as measured in the CA School Dashboard highlights the need to increase student achievement. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. As a result of this, we feel it is important to continue to have a goal in the LCAP that focuses on parent and community engagement for the success of our students.

In moving towards the new 2021-24 LCAP, we have decided to rearrange some actions/goals to further the success of our students being served in Workforce and to better align and mirror the LCAP goals of the district. Therefore, we are changing some action steps, rearranging the order of two goals, and adding two more goals for a total of five goals in the 2021-24 LCAP. In examining Goal 1, we determined there was not a clear focus in the goal. So we, going forward, we separated Goal 1 into two goals, Goal 1 and Goal 2. Goal 1 will now focus on human resources needed to support high-quality instruction, and Goal 2 will focus on high-quality instruction and instructional resources. We also moved Goal 2 to Goal 3 to allow for the new Goal 2. Additionally, we moved Goal 3 to Goal 5 with a deeper emphasis on our MTSS structures of support. This emphasis can be seen in the re-wording of the goal and the action steps. Finally, we created a new goal, Goal 4, to emphasize our continued focus on preparing our graduates for post-secondary experiences. We also created new action steps under that new goal, which highlight the work we are undertaking to promote college and career opportunities for our students. Action 2.5 is about engagement with partner agencies to support the core internship, which is now Goal 4. Goal 4 is heavily related and linked to metrics associated with the college and career indicator on the CA School Dashboard. We are changing the second metric to meet Priority 3c to provide better data and less redundancy as the current metric is very similar to the metric used for Priority 3b. Instead, this metric will read: Workforce will continue to promote participation for parents of students with exceptional needs by holding two parent meetings per year at each Workforce site, with an emphasis on inviting parents of students to attend. To provide us with more information on our progress with parent engagement we are adding two new metrics:

* The percentage of parents who believe the school values parents/guardians as important partners in their child's education, and

* The percentage of parents who believe the school actively seeks their input in decisions relating to their child's education.

As a result of this reworking of goals and action steps, we have moved Goal 1, actions 6 and 7 to Goal 5 as these action steps better align to that goal. We also reworded the metric for Priority 8 to delete SDAIE strategies in favor of integrated ELD strategies to better serve our EL students. The new metric reads, "Instructional staff employ integrated ELD strategies for integrated support."

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.

Analysis of School Nutrition

- 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 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 Workforce 2000 Academy	Dr. Bryon Schaefer Superintendent	bschaefer@kernhigh.org 661-827-3216

Plan Summary [2021-22]

General Information

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

Serving over 750 students each year, Kern Workforce 2000 Academy (Workforce) was established in 1995 to serve the most “at risk” and low socio-economic high school students that reside in Kern County. The main goal of Workforce is to provide a high school education program for students who are at risk of dropping out of high school.

Workforce is a district charter and contracts with the Kern High School District (KHSD) for program operational services. The contract

services include facilities, business services, student information services, classrooms, teachers, counselors, clerical support, campus security, equipment, library/media resources, computer hardware, software and general administrative services.

Workforce is made up of the following student groups:

- English Learners (12%).
- Foster Youth (0.4%).
- Socioeconomically Disadvantaged (96.3%).

Counting each of these students only once, even if the student meets more than one of these criteria, forms the “unduplicated count”. The KHSD unduplicated count is 71.9%. The Workforce unduplicated count is 92.4%.

- In addition, the following distinctions refine the composition of the district’s students:
- Reclassified Fluent English (44.9%).
- Migrant (4.19%).

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

Student Enrollment

Variations of the students' scheduled courses were modified to with the distance learning environment for the 2020-21 school year. Students who choose to enroll in Workforce may do so at any one of six Workforce sites located on KHSD comprehensive high school campuses between the hours of 3:45 pm and 8:00 pm four days per week and occasional Fridays to make sure the minimim instructional minutes of attendance requirement is met. Students who need academic support may log in between 3:15 and 3:45 and 8:00 and 8:45. Each student is enrolled in 4 classes of 180 minutes each, two classes per day, Monday/Wednesday and Tuesday/Thursday. Sessions one through four each 9 weeks long, and the 5th session is 5 weeks long. In session 5, students enroll in two classes, for 180 minutes and attend those two classes Monday-Thursday for 20 days. Each course in each session is comprised of 60 hours of instructional time.

Staff Service and Experience – Average years of Service is 14 years.

Reflections: Successes

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

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

Workforce's success includes:

- * An increase in the number of students enrolled in 2020-21 is 761 students.
- * Increasing the number of dual enrollment in Workforce and the Kern High School's Districts Regional Occupation Center (ROC).
- * According to the 2020 CA School Dashboard, the percentage of students prepared for College and Career increased by 8.8% compared to 6% in 2019 as documented on the College and Career Indicator.

We offer a broad range of course offerings to all students:

- * 15 Access sections (literacy courses).
- * 20 Apex sections.
- * 42 Career Technical Education (CTE) Courses.
- * 9 Career Development sections.
- * 15 Personal Development sections.

In 2020-21, 378 students completed at least one CTE course. This is an increase of 10.5% over 2019-20, where only 338 students had completed at least one CTE course.

Academic Success:

- * 305 students earned 3.0 GPA or better in one or more Workforce sessions.
- * 1 student earned a 3.0 GPA in ROC and passed all of the ROC courses. This student earned the "Above and Beyond" certificate of recognition.

Many students completed APEX:

The number of students completing an APEX course (191 courses completed), include the following:

- * 29 college & career preparation.
- * 16 English 9-12.
- * 72 fine art, media literacy, music appreciation, art appreciation.
- * 6 health.
- * 18 mathematics.
- * 17 science.
- * 33 social science.

ROC continued to be a success:

We planned to offer ROC Boot Camp in the summer of 2020, but due to COVID-19 we had to cancel the offering.

Students enrolled in ROC/CTEC during the 2020-21 school year also found success:

- * 62 students enrolled.
- * 27 completed semester 1.
- * 23 students anticipated to complete semester 2.
- * We anticipate 23 students to complete 2 semesters.

Workforce offered students other opportunities to engage in meaningful activities to prepare them for post-secondary offerings:

- * 211 students attended the KHSD Career Expo online.
- * Plans were made to place students in KHSD field work experience (CORE INTERNSHIPS STUDENTS), but it was canceled due to COVID.
- * 295 students earned credit for at least 1 CTE course, an increase of 92 students from the previous year.
- * 89 students earned Access credit.

2020-21 Honor Roll recipients include (Sessions 1-3 only):

- * 59 students earned perfect attendance in one or more Workforce sessions.
- * 1 student received 2020-21 "Above and Beyond" recognition by being concurrently enrolled in ROC and Workforce and maintained good academic standing (i.e. minimum of "C" grade in each course).
- * 305 students received Honor Roll for their academic performance: earning at least 3.0 GPA.

Workforce continues to strongly support a Multi-Tiered System of Support (MTSS) that fosters positive student relationships and positive school climate. The positive results of MTSS include the following:

- * The annual attendance rate for 2020-21 is 81%.

Workforce continues to build a culture of collaboration with parents. We conducted 98 home visits through our school site outreach teams and held 33 virtual conferences with parents.

ParentVue tool:

- * 196 ParentVue letters generated and sent out to parents with parent portal login instructions.
- * 81 activated their accounts.
- * 90 parents accessed their account.

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.

Due to COVID and the shutdown of in-person learning last year, we are still using the 2019 CA School Dashboard data which indicates there are several areas of need. The percentage of students performing well below standard in ELA and Math declined and are in the red in 2019. ELA Distance from Standard (DFS) declined by 25.3 points to increase the DFS to 138.1 points below standard. All student groups (English Learner, Hispanic, and Socioeconomically Disadvantaged) are in the red for the ELA indicator. Math DFS declined by 10.2 points to increase the DFS to 224.7 points below standard. All student groups (English Learner, Hispanic, and Socioeconomically Disadvantaged) are in the red for the math indicator. Suspension rates also increased by 2.2%. The African-American and White student groups are in the red, and English Learner, Hispanic, and Socioeconomically Disadvantaged are in the orange for the suspension indicator. The graduation rate declined by 3%. The socioeconomically disadvantaged student group is orange and the Hispanic student group is in the yellow for the graduation indicator. According to Data Quest, chronic absenteeism increased to 14% in 17-18 and increased to 30.6% in 18-19.

In the 2020-21 school year, chronic absenteeism of Workforce students increased to 33%, while the student attendance decreased to 81%, a decrease of 10.3%. The dropout rate increased to 9.17% and the graduation rate had a slight decrease to 53.67%. Although suspension rates decreased to a mere 0.26% it is unclear if that is attributable to the pandemic and the fact that students attended school via zoom. Many of these decreases may, in fact, be impacted by the pandemic and the fact that students spent more than three-quarters of the school year learning in a virtual format.

In order to mitigate these declines in academics, students who graduated, suspensions, and student attendance and increases in chronic absenteeism and school dropout data, Workforce will continue to support MTSS in the following ways:

- * Support and expand Career Choices curriculum and behavioral intervention at all 6 sites. (Goals 1 and 4)
- * Provide additional counseling and Intervention Specialist Staff. A counselor is designated to work each Workforce site. (Goal 5)
- * Continue to mobilize the intervention referral system which provides Intervention Specialists at 6 of 6 Workforce sites to provide behavior education to students and to communicate the occurrence of the interventions with parents via automated emails. (Goal 5).
- * In 2020-21, 6 Intervention Specialists conducted and documented 253 intervention instances for 196 different students. (Goal 5)
- * With the mission of retaining and graduating at-risk, “would-be” out-of-school students, Workforce’s success is not merely measured by its graduation rate, but also its contribution to the graduation rates of comprehensive sites within the district.

In 2019-20 Workforce was able to help 297 students who were credit deficient, recover enough credits to return to their comprehensive school of residence.

- * 106 of these 297 students who returned (11th and 12th graders) graduated from their comprehensive school site. Graduation data for 11th graders who returned to their comprehensive site to graduate will be available following the 2020-21 academic year.
- * Continue to utilize the Parent and Family Centers and other coordinating parent support and engagement. (Goal 3)
- * Expand and systematize messaging and education around character development, social emotional health, and goal-setting. (Goal 5)

Continue to offer support in literacy by continuing to implement the following:

- * Welnet Online curriculum application offered through Focus Fitness was acquired in Spring of 2018 to address the need for additional cross-curricular literacy opportunities.
- * STAR Renaissance (an online progress monitoring program specifically for math and literacy). These programs supported the following positive outcomes:

- * There was a slight decrease, districtwide, in the percentage of Cs and Ds (1%) and a slight increase, districtwide, in the percentage of A’s (1%).
- * 4.58% of all students in 2018-19 tested met or exceeded the English Language Arts (ELA) standards for the California Assessment of Student Performance and Progress (CAASPP). This represents a 2.42% decline from the previous year.
- * Continue to integrate literacy strategies into non-core curriculum to improve Individual Instructional Reading Level (IRL) of all English Learner (EL) students and to increase reclassification rates.
- * Continue to provide ongoing professional development in SDAIE (Specially Designed Academic Instruction in English) strategies. This effort is supplemented by the work of the Literacy Committee, establish in the summer of 2018-19 to survey current literacy intervention efforts in Workforce and to suggest improvements to Access, English Language Arts (ELA) and cross curricular efforts.

- * Continue to provide appropriate interventions (academic and social-emotional) so that graduation, post-secondary education and training rates increase, and students can access the full curriculum with success.
- * A significant number of students fall below grade 8 IRL, as measured by STAR.

Continue to implement STAR Renaissance:

- * Continue to provide sections for Access, the redesigned literacy course.
- * Continue to provide professional development in integrating literacy strategies in all subject areas.
- * Continue to monitor student progress in literacy in order to provide effective interventions.

Continue to support students who are struggling in the area of mathematics by continuing with the following:

- * Approximately three quarters of students are placed in an applied-algebra math course.

Improvement measures are as follows:

- * Continue to build numeracy skills in order for all students to achieve algebra success.
- * Examine and adjust foundations and algebra courses in order to address student needs.
- * Continue to provide professional development to strengthen daily instruction.

Continue to build Stakeholders by engaging community involvement and partnership in student learning through:

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

Continue efforts to increase Student Attendance:

- * Provide additional MTSS resources will be allocated in outgoing years, to address student attendance, truancy and enrollment transitioning.
- * 7.7% of total student enrolled in 2020-21 earned Perfect Attendance. This is a 2.6% increase in the percentage of students who had perfect attendance in the 2019-20 school year.
- * 53 of 357 students who left Workforce during the 2020-21 year did not enroll in another academic institution in California according to CALPADS.

Continue emphasis on high-quality instruction with Standards Alignment: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS) through:

- * Problem based learning.

* Integration of STEM practices into Math and Science courses, including funding for related professional development and classroom instruction materials and technology.

* Professional development for Science teachers to address and prepare for the Next Generation Science Standards (NGSS) action of “doing more science” through inquiry-based, three-dimensional learning.

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

LCAP Highlights

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

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

- 100% of the teachers are appropriately assigned. (Goal 1)
- Teachers teach at “exemplary/good” schools, according to the School Accountability Report Card (SARC). (Goal 5)
- Authorized certificated and classified staff teach English Learner (EL) students. (Goal 1)

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

- 15 Access sections, consistent with 2019-20 offerings (literacy classes). (Goal 1)
- 20 Apex sections earmarked for credit recovery. (Goal 1)
- Continue to implement IXL for math remediation. (Goal 1)
- 42 CTE sections, up from 26 sections in 2017-18. (Career Technical Education) (Goal 4)
- 9 Career Education Sections (Career Choices, Career Development). (Goal 4)
- 15 Personal Development Sections Career Development and MTSS. (Goals 4 and 5)

LCAP has provided the following support resources for teaching staff:

- Professional development. (Goals 1-5)
- Computerized programs (STAR Renaissance, Apex). (Goal 1 and 4)
- Resources for all CTE classes. (Goals 4)
- Technology (computers, Chromebooks, technology teaching tools). (Goal 1 and 4)

LCAP has provided the following resources to “enhance student support” (KHSD “Strategic Policy”): Technology (computers, Chromebooks, technology) (Goal 2)

- A variety of class offerings. (Goals 1 and 4)
- Additional support for English Learners (EL). (Goals 1 and 4)
- Access sections at all Workforce campuses. (Goal 4)
- Expansion of CTE and pathways. (Goal 4)

- Classes for College and Career Readiness. (Goals 1 and 4)

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.

Kern Workforce 2000 Academy

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, and the LCAP worked and will continue to work alongside school sites identified for Comprehensive Support and Improvement (CSI). Workforce Academy's CSI leadership team attended and will continue to attend Kern County Superintendent of Schools (KCSOS) workshops with identified schools to analyze data and develop CSI Action plans. Workforce Academy utilized strategies learned in the Continuous Improvement Process to assist CSI sites with the creation of their CSI action plans. A root cause analysis was done by Workforce Academy to pinpoint site needs and continues to be updated as action items are completed.

Monitoring and Evaluating Effectiveness

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

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

Stakeholder Engagement

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

The Kern Workforce 2000 Academy (Workforce) is a charter school within the Kern High School District (KHSD). All certificated and classified staff is contracted from KHSD staff. The LCAP process utilized a variety of opportunities for input from our stakeholders in the LCAP process. Surveys were provided to all parents/guardians of students enrolled currently in English and Spanish. An invitation via e-mail was sent to the 2020-21 Kern Workforce 2000 Academy staff members in the spring of 2021 and students participated in an on-line survey as a classroom activity.

Community and stakeholder feedback on the LCAP was gathered in conjunction with the Kern High School District LCAP meetings which included various collective bargaining units.

Community /Stakeholders Engagement Meetings:

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

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

Over the course of the 2020-21 school year, KHSD and Workforce have provided various public venues for stakeholders to convene and provide input. Specific groups that met are listed below:

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

Students are chosen to participate in School Site Council to represent a cross-section of the student body, including Foster Youth, English Learners, low-income students, and students with exceptional needs. Workforce recognizes that its students have the intrinsic desire for the following:

- A sense of influence,
- A sense of competency,
- A sense of belonging,

- A sense of usefulness.

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

Workforce staff gathered information from the following groups:

- Workforce Student Survey on Climate and Instructional Program:
March 1-26, 2021

* Workforce Certificated Survey on Climate and Instructional Program:
March 1-26, 2021

* Workforce Classified Survey on Climate and Instructional Program:
March 1-26, 2021

* Workforce Parent Survey on Climate and Instructional Program:
March 1-26, 2021

Due to COVID-19 Safety Guidelines, all meetings were held virtually via Zoom:

* KHSD LCAP Community Public Forums:
February 23, 2021
February 24, 2021
March 8, 2021
March 9, 2021

* KHSD Employee Groups (Classified and Certificated):
October 10, 2019
October 15, 2019
October 24, 2019
November 13, 2019
November 15, 2019
November 18, 2019
January 14, 2020
January 23, 2020
February 13, 2020
February 19, 2020 - postponed
February 24, 2020*
March 23, 2020*

April 27, 2020*

May 11, 2020*

May 18, 2020*

*Postponed due to COVID-19

* LCAP Advisory Council:

July 23, 2020

August 13, 2020

August 27, 2020

December 5, 2020

January 7, 2021

February 11, 2021

March 4, 2010

April 8, 2021

May 6, 2021

* Workforce English Language Learner Advisory Committee (ELAC):

August 27, 2020

October 26, 2020

November 16, 2020

February 1, 2021

March 1, 2021

April 12, 2021

May 3, 2021

May 17, 2021

* School Site Council Meetings:

September 14, 2020

December 3, 2020

April 15, 2021

May 6, 2021

Kern Workforce Governance Board:

September 15, 2020

October 20, 2020

November 17, 2020

January 12, 2021

February 16, 2021

March 16, 2021

April 20, 2021
May 18, 2021
June 22, 2021

Workforce Coordinator Meetings:

August 11, 2020
September 24, 2020
October 19, 2020
November 12, 2020
December 10, 2020
January 25, 2021
February 25, 2021
March 22, 2021
April 22, 2021
May 10, 2021

Stakeholder Engagement Dates:

February 23, 2021
February 24, 2021
March 8, 2021
March 9, 2021

KHSD Parent Advisory Groups:

Special Education Department Committee - April, 2021
African American Parent Advisory Council - May, 2021

KHSD School Board Meeting:

June 7, 2021 - Public Hearing
June 28, 2021 - Board Approval

A summary of the feedback provided by specific stakeholder groups.

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

Themes:

- Continue to expand support for text literacy, including English Learners (EL) to improve educational outcomes.
- Continue to expand Workforce math literacy to improve educational outcomes.
- Continue to expand Workforce CTE Pathway courses.

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

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

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

As a result of this feedback, Workforce will continue to expand support for students in literacy and math, as well as continuing to support students behavioral needs through a strong MTSS framework. Workforce will continue to engage community and parents in the process of assisting student progress.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Our 2019 CAASPP data and the lack of growth in our fall to spring IRL reading results deem it necessary to continue to build the capacity of our teaching force.

"Teacher quality is the most influential factor that determines student success," Se Woong Lee said. "If students are taught by a string of under qualified and underperforming teachers, it limits academic potential. However, highly qualified teachers are more likely to expand students' desires to learn and succeed" (Lee, 2020). Workforce teachers influence and impact student achievement everyday, and therefore, it is important that we provide students with highly qualified, well trained teachers so students are more likely to be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1a) Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2019-20.	Baseline: 2020-21 Status: 100%				100%
(Priority 1b) Maintain Williams Act compliance at all	Baseline: 2020-21				No findings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
schools by providing adequate and appropriate instructional materials for all students.	No insufficient findings for instructional materials Status: No Findings				
<p>Priority 2a Implementation of content and literacy standards at all sites, as measured by teacher, and student surveys (LCAP and Academic Standards and/or Curriculum Framework survey adopted by CDE):</p> <p>Increase percentage of students who agree or strongly agree that teachers provide high quality education by 2%.</p> <p>Increase the percentage of teachers agree or strongly agree that they provide a high quality educational program by 1%.</p> <p>Keep perception difference within 5%.</p>	<p>Baseline: 2020-21:</p> <p>Currently, 95% of students agree or strongly agree that teachers provide high quality education.</p> <p>Currently, 100% of teachers agree or strongly agree that they provide a high quality educational program.</p> <p>Perception difference of 5%</p>				<p>96% of students agree or strongly agree that teachers provide high quality instruction.</p> <p>100% of teachers agree or strongly agree that they provide a high quality instructional program.</p> <p>Perception difference of 4%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a) Maintain English Learner (EL) authorization for 100% of EL teachers.	Baseline: 2020-21 100%				100%
Priority 2b Based on administrative observations, maintained 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.	Baseline: 2020-21 100%				100%
Priority 4d Increase the reclassification rate of EL students by 0.5% each year, based on previous year's reclassification rate.	Baseline: 2019-20 0%				5.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 (f) Increase the amount of instructional staff who employ Integrated ELD strategies for integrated support by 0.5%.	Baseline: 2020-21 95 staff				104 staff
Priority 4a Increase CAASPP scores by 1% for Language Arts and Mathematics.	Baseline: 2018-19 All – ELA Standards Met and Exceeded (4.8%) All – Math Standards Met and Exceeded (0%)				ELA - 7.8% Math - 3%
Priority 4g Increase the percentage of students passing AP exam.	NA – Workforce is a credit recovery program				NA
(Priority 8) Increase a half-year grade level equivalency per year, in reading per STAR Renaissance assessment. The baseline will be	Baseline: 0.5 growth in GE from fall to spring Fall 2020 6.2 GE Spring 2021 6 GE				STAR Reading 0.5 GE growth from fall, 2021 to spring, 2022.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
established each year with a PreTest.					
(Priority 8) Increase a half-year grade level equivalency per year, in math per STAR Renaissance assessment. The baseline will be established each year with a PreTest.	Baseline: 0.5 growth in GE from Fall to Spring Fall 2020 6.8 GE Spring 2021 7.1 GE				STAR Math 0.5 GE growth from fall, 2021 to spring, 2022.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Resources to Support Literacy/Access Courses	Provide instructional technology/resources for Access course, (ex. membean.com, noRedInk, actively learn) to provide literacy supports to English Learner (EL) students reading below 6th grade IRL on STAR Renaissance diagnostic. Workforce will continue to focus on literacy by maintaining additional resources for Access, the literacy course, which provides necessary support and intervention for students reading between the 4th and 6th IRL according to the STAR Renaissance assessment.	\$32,000.00	Yes
2	IXL Math and Personal Finance	Use IXL Math and Foundations in Personal Finance software and sections for math remediation and intervention, including professional development.	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Learning Communities	Continue Professional Learning Communities (PLC) and Professional Development to edit and refine currently curriculum guides, resources, and collaborate around high yield instructional practices.	\$44,000.00	Yes
4	Counselors and Educational Planning	Counselors will continue to conduct Educational Plan for all students and will continue to review transcripts.	\$85,000.00	Yes
5	Literacy Initiatives	<p>Due to an increase of learning loss and students receiving a failing grade for fall semester 1, 2020-2021 and due to the pandemic Workforce will maintain the following interventions:</p> <p>* Continue Literacy Initiatives: including diagnostics, Renaissance Licenses, Analysis, and Professional Development, CROSS CURRICULAR (non-core) Literacy instructional resources. (ex. Welnet Physical Educational on-line curriculum), and SDAIE strategies.</p> <p>*Beanstalk program will be available districtwide to promote independent reading.</p> <p>* STAR Renaissance licensing. This data is utilized for student placement and growth in math and literacy classes.</p> <p>* APEX licensing (15.179 students completed one or more courses From 2018-2019 to 2018-2020)</p>	\$10,000.00	Yes
6	Williams Act - Facilities	<p>Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) at all Workforce sites.</p> <p>Kern High School District (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</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Public-School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings ToF "good", "fair", or "poor."		
7	Williams Act - Instructional Supplies	Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students at all Workforce sites.	\$0.00	No

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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

Goal #	Description
2	Provide relevant and innovative high-quality instruction and ample instructional resources for all students.

An explanation of why the LEA has developed this goal.

Implementing high-quality instruction allows teachers to rule out inadequate instruction as a reason for poor reading performance. Quality instruction means that the teacher can effectively engage students in the learning process and relay relevant knowledge, and the delivery of the instruction is implemented in such a way that evokes students' interest, critical thinking, and learning in a meaningful way (IRIS Center, Vanderbilt University, 2020). Our achievement data indicates a need to further focus on delivering high-quality instruction and ample instructional resources to ensure student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1b Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	No insufficient findings for instructional materials. (Goal 1)				No insufficient findings for instructional materials. (Goal 1)
Priority 2a Implementation of content and literacy standards at all sites, as measured by teacher, and student surveys (LCAP and Academic Standards and/or Curriculum	95% of students agree or strongly agree that teachers provide high quality education. 100% of teachers agree or strongly agree that they				95% of students agree or strongly agree that teachers provide quality instruction. 100% of teachers agree or strongly agree that they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Framework survey adopted by CDE).</p> <p>Increase the percentage of students who agree or strongly agree that teachers provide quality education by 1%.</p> <p>Increase the percentage of teachers that agree or strongly agree that they provide a quality educational program by 1%.</p> <p>Keep perception difference within 5%.</p>	<p>provide a high quality educational program.</p> <p>Perception difference within 5%.</p>				<p>provide a quality instructional program.</p> <p>Perception difference of 5%.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Libraries	Maintain and continue expansion of classroom libraries.	\$2,000.00	Yes
2	Technology Support	<p>Continue 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"> * Increasing computer access * Support site-level technology, student devices and software use. 	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Increasing the use of portable devices in the classroom (Chromebooks) * Supporting the use of instructional technologies 		
3	Credit Recovery/Apex	Provide Apex software and sections for credit recovery, A-G completion.	\$60,000.00	Yes
4	Science Technology and Math (STEM) and Project-Based Learning	<p>Continue integration of STEM and Project-Based Learning, including funding for related professional development and classroom instruction materials and technology.</p> <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, page 1, 2009) Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Workforce will provide professional development for certificated staff, focusing on the California Standards for the 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 <p>Planning instruction and designing learning experiences for all students</p> <ul style="list-style-type: none"> * Assessing students for learning * Developing as a professional educator 	\$10,000.00	Yes

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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

Goal #	Description
3	Increase parent and community engagement.

An explanation of why the LEA has developed this goal.

Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior (Garcia & Thornton, 2014). Workforce Academy realizes that the success of its students relies on the positive relationship between the school and families where parents and guardians feel their voice is heard and their input matters.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3b Workforce will continue to promote participation for parents of unduplicated students and increase the number of Workforce parents who return surveys by 10 parents each year.	Baseline: 202-21: 24 parents returned surveys.				54 parents returned surveys.
Priority 3c Workforce will continue to promote participation for parents of students	2 parent meetings per year are held at each of the 6 Workforce sites, where parents provide				2 parent meetings held at each site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with exceptional needs and increase the number of Workforce parents who return survey by holding two parent meetings per year at each site.	input for the LCAP.				
Priority 3b Workforce will continue to increase the percentage of parents who are satisfied with the frequency of communication by their child's teachers 1% each year per survey results.	Baseline: 61%				64%
Priority 3c Workforce will continue to increase the percentage of parents who believe the school actively seeks their input into decisions related to their child's education by 1% each year per survey results.	Baseline: 61%				64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5d Decrease high school dropout rate by 0.1% per year.	Baseline: 9.17%				8.07%
Priority 5e Increase cohort graduation rate by 1% per year.	Baseline: 53.67%				56.67%
Priority 6a Decrease suspension rates by 0.1% per year.	Baseline: 5.26%				4.96%
Priority 6b Maintain expulsion rates below 1% each year.	Baseline: 0%				0%
Priority 6c Increase the percentage of students who feel a sense of safety school connectedness by 1% per year, as measured by student survey.	Baseline: 21% of students feel connected to school				24%
Priority 7a 100% of students have access to and are enrolled in a broad course of study.	Baseline: 100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7b 100% of unduplicated students have access to and are enrolled in a broad course of study.	Baseline: 100%				100%
Metric 6c Increase the percentage of students who believe there are adults at their school who they can go to for help, if they need it by 1% per year as measured by the student survey.	Baseline 2020-21: 64%				65%
Metric 6c Decrease the percentage of students who felt so sad or helpless everyday for two weeks that they stopped doing their usual activities by 1% per year as measured by the student survey.	Baseline 2020-21: 34%				33%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<p>Increase Parent Engagement and Awareness of Student Academic, Social-Emotional Learning, and Behavioral Growth, including annual parent education nights at each Workforce site.</p> <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. (CDE, Colorado) Since the conception of the KHSD Parent and Family Centers parent participation has increased.</p>	\$20,009.00	Yes
2	ParentVue Access	Continue to provide access to ParentVUE a component of (KHSD's management system program) this will give access to student's homework assignments, grades and attendance.	\$0.00	
3	Synergy	Continue to document all parent contacts in Synergy (KHSD's management system program).	\$0.00	No

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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

Goal #	Description
4	Prepare graduates for Post Secondary experience.

An explanation of why the LEA has developed this goal.

Postsecondary education has never been more important—the gap in earnings between high school graduates and college graduates continues to grow, as does the demand for college-educated workers. Specifically, in examining the direct link between postsecondary education and labor market outcomes in eight states, researchers found that workers with an associate degree were earning more per year (\$7,160 for women and \$4,640 for men) after five to nine years in the workforce than workers who never went to college (Hodra, 2018). CTE addresses the growing awareness that success after high school requires more than academic readiness and competencies; it emphasizes business, technical and workplace skills, as well as the mindsets and behaviors needed for postsecondary success. As indicated by our growth in the College and Career indicator on the CA School Dashboard, we still have improvements to make in this area. Therefore, it is crucial that we work to provide students with every opportunity to succeed beyond our school walls.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4f Increase the percentage of students completing CTE classes by 1%.	33% of Workforce students were enrolled in CTE courses per session.				36% of Workforce students enrolled in CTE Courses.
Priority 4c Increase CAASPP scores by 0.5% for English Language Arts and Mathematics.	Baseline: ELA - 4.8% Math - 0%				ELA - 6.3% Math - 1.5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Sections	<p>Increase CTE sections, staffing and instructional resources.</p> <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 credit to students.</p> <p>Workforce CTE course offerings and enrollment have increased substantially from 2016-2017 to 2019-2020. There has been a 20% increase of student enrollment in CTE pathway courses from 2016-2017 to 2019-2020.</p>	\$227,000.00	Yes
2	Career Education Courses	Provide staffing sections and instructional resources for Career Education courses (Career Development/Career Choices) and My Ten Year Plan.	\$80,000.00	Yes
3	ROC/CTEC	Provide exposure and orientation to ROC an college and career readiness via summer boot camp to increase enrollment opportunities.	\$33,000.00	Yes
4	Career Readiness Certification	<p>Continue Career Readiness certification for students: such as CPR/first aid, Soft Skills SP/2, Food Handlers, including staffing and instructional resources.</p> <p>Workforce students will graduate, ready and prepared for their individual, post secondary experience (college or career). Workforce students are accomplishing their goal of post-secondary education. The Career Choices program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.</p>	\$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Core Internship	Continue Core internship for students including additional training hours for students to receive paid work experience, including training for site supervisors.	\$35,000.00	Yes
6	Naviance	Continue using the Naviance program as a supplementary resource to Career Development course, which includes professional development for staff.	\$1,900.00	Yes
7	SBAC	Continue to prepare student for English & Math Smarter Balanced assessments (professional development, progress monitoring, and instructional resources).	\$7,000.00	Yes

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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

Goal #	Description
5	Provide students with a clean, healthy, physically and emotionally safe learning environment to increase the graduation rate for all students and prepare the students to be college and career ready.

An explanation of why the LEA has developed this goal.

A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways. Such an environment promotes innovation, inquiry, and risk taking. A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. Resolving conflict and preventing violence are important factors in creating a safe learning environment. Our survey indicates we can still improve in this area as 66% of our students said they felt so sad or helpless almost everyday for two or more weeks that they stopped doing some of their usual activities. Although this may be in large part to the pandemic and distande learning, we believe it is necessary to focus this goal on providing students an educational environment that fosters connectedness and success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1c) Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	All school sites receive a “good” or “exemplary” rating. (Goal 1)				All school sites receive a “good” or “exemplary” rating. (Goal 1)
Priority 5a Increase school attendance rate by 0.1% per year.	Baseline: 2020-21 81%				81.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5b Decrease chronic absenteeism rate by 0.1% per year.	Baseline: 2020-21 33%				32.7%
Priority 5c Middle School Dropout Rate.	NA				NA
Priority 5d Decrease high school dropout rate by 0.1% per year.	Baseline: 2019-20 9.17%				9.07%
Priority 5e Increase cohort graduation rate by 1% per year.	Baseline: 2019-20 53.67%				56.67%
Priority 6a Decrease suspension rates by 0.5% per year.	Baseline: 2019-20 7.5%				6.0%
Priority 6b Main expulsion rates below 1%.	Baseline: 2020-21 0%				0%
Priority 6c Increase the percentage of students who feel a sense of safety and school connectedness	Baseline: 2020-21 100% of students said their teachers treated them with respect				100% of students said their teachers treated them with respect.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 1% as measured by student survey.	78% said they felt students treated each other with respect 21% said that they feel connected to school				81% said they felt students treated each other with respect. 24% said that they feel connected to school.
Priority 7a Maintain 100% of students have access to and are enrolled in a broad course of study.	Baseline: 2020-21 100%				100%
Priority 7b Maintain 100% of unduplicated students have access to and are enrolled in a broad course of study.	Baseline: 2020-21 100%				100%
Priority 7c Maintain 100% of students with exceptional needs have access to and are enrolled in programs/services appropriate to their needs.	Baseline: 2020-21 100%				100%
Local priority	Baseline data 2018-19 1.44%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease percentage of tardiness by 1% each year.					
Metric 6c Increase the percentage of students who believe there are adults at their school who they can go to for help, if they need it by 1% per year as measured by the student survey.	Baseline: 2020-21 64%				67%
Metric 6c Decrease the percentage of students who felt so sad or helpless everyday for two weeks that they stopped doing their usual activities by 1% per year as measured by the student survey.	Baseline: 2020-21 34%				31%

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS	Continue development of Multi-Tiered Systems of Support (MTSS) strategies and initiatives. Provide professional development for staff in MTSS strategies.	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Multi-Tiered System of Supports (MTSS) is an evidence-based three-tiered Interventions and Supports framework for improving and integrating all of the data, systems, and practices and Multi-Tiered System of affecting student outcomes every day.		
2	Personal Development Course	Continue to provide a personal development course which includes staffing sections and instructional resources and provide a prerequisite for Core Internship.	\$47,000.00	Yes
3	Student Success	Continue promotion of positive behaviors through Honor Roll Incentives/Gear UP and gold list incentives.	\$50,000.00	Yes
4	Behavior Interventionists	Continue to employ 6 Behavior Interventionists to implement interventions and social emotional learning supports.	\$75,000.00	Yes
5	School Social Worker	Continue to employ 1 School Social Worker to support MTSS assessments and interventions. 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.	\$162,284.00	Yes
6	Campus Security	Provide 1 additional campus supervisor at Arvin, BHS, East, Foothill, South and West to 2 full-shift campus supervisors/site.	\$85,922.00	Yes

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.66%	\$1,188,115.00

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.

1. Kern High Workforce Academy is expending its LCFF Supplemental and Concentration grant funds as determined by the authorizing District's goals, as outline in this LCAP and its actions for implementing these goals.
2. District-wide and school-wide justifications:

Workforce will increase and improve services for unduplicated students by providing supplemental and principally directed services to unduplicated students with programs described in our LCAP. Programs and services such as CTE courses, APEX credit recovery, a full-time social worker, highly-qualified teachers, campus supervisors, behavior interventionists, and a MTSS framework that targets unduplicated pupils. Kern High Workforce Academy provides these programs to ensure unduplicated pupils have equitable access to a well-rounded education, which unduplicated students may not have access to due to circumstances such as:

- Parent educational levels below county average.
- Generational poverty.
- Limited English.

92.4% of the Workforce students are identified as either low income, English learner, or foster youth. As these pupils are enrolled in the Workforce, the Workforce determined the most effective use of its LCFF Supplemental and Concentration grant funds would enhance services to these students in all of our Workforce locations.

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

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

Services to unduplicated pupils have been increased and improved to 23.15% through the following efforts:

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,188,115.00				\$1,188,115.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$949,384.00	\$238,731.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instructional Resources to Support Literacy/Access Courses	\$32,000.00				\$32,000.00
1	2	English Learners Foster Youth Low Income	IXL Math and Personal Finance	\$55,000.00				\$55,000.00
1	3	English Learners Foster Youth Low Income	Professional Learning Communities	\$44,000.00				\$44,000.00
1	4	English Learners Foster Youth Low Income	Counselors and Educational Planning	\$85,000.00				\$85,000.00
1	5	English Learners Foster Youth Low Income	Literacy Initiatives	\$10,000.00				\$10,000.00
1	6	All	Williams Act - Facilities					\$0.00
1	7	All	Williams Act - Instructional Supplies					\$0.00
2	1	English Learners Foster Youth Low Income	Classroom Libraries	\$2,000.00				\$2,000.00
2	2	English Learners Foster Youth Low Income	Technology Support	\$20,000.00				\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Credit Recovery/Apex	\$60,000.00				\$60,000.00
2	4	English Learners Foster Youth Low Income	Science Technology and Math (STEM) and Project-Based Learning	\$10,000.00				\$10,000.00
3	1	English Learners Foster Youth Low Income	Parent Engagement	\$20,009.00				\$20,009.00
3	2		ParentVue Access					\$0.00
3	3	All	Synergy					\$0.00
4	1	English Learners Foster Youth Low Income	CTE Sections	\$227,000.00				\$227,000.00
4	2	English Learners Foster Youth Low Income	Career Education Courses	\$80,000.00				\$80,000.00
4	3	English Learners Foster Youth Low Income	ROC/CTEC	\$33,000.00				\$33,000.00
4	4	English Learners Foster Youth Low Income	Career Readiness Certification	\$18,000.00				\$18,000.00
4	5	English Learners Foster Youth Low Income	Core Internship	\$35,000.00				\$35,000.00
4	6	English Learners Foster Youth Low Income	Naviance	\$1,900.00				\$1,900.00
4	7	English Learners Foster Youth Low Income	SBAC	\$7,000.00				\$7,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	English Learners Foster Youth Low Income	MTSS	\$28,000.00				\$28,000.00
5	2	English Learners Foster Youth Low Income	Personal Development Course	\$47,000.00				\$47,000.00
5	3	English Learners Foster Youth Low Income	Student Success	\$50,000.00				\$50,000.00
5	4	English Learners Foster Youth Low Income	Behavior Interventionists	\$75,000.00				\$75,000.00
5	5	English Learners Foster Youth Low Income	School Social Worker	\$162,284.00				\$162,284.00
5	6	English Learners Foster Youth Low Income	Campus Security	\$85,922.00				\$85,922.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,188,115.00	\$1,188,115.00
LEA-wide Total:	\$1,188,115.00	\$1,188,115.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional Resources to Support Literacy/Access Courses	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	\$32,000.00
1	2	IXL Math and Personal Finance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00
1	3	Professional Learning Communities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,000.00	\$44,000.00
1	4	Counselors and Educational Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	\$85,000.00
1	5	Literacy Initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	1	Classroom Libraries	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	2	Technology Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Credit Recovery/Apex	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
2	4	Science Technology and Math (STEM) and Project-Based Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	1	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,009.00	\$20,009.00
4	1	CTE Sections	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$227,000.00	\$227,000.00
4	2	Career Education Courses	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
4	3	ROC/CTEC	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,000.00	\$33,000.00
4	4	Career Readiness Certification	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
4	5	Core Internship	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
4	6	Naviance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,900.00	\$1,900.00
4	7	SBAC	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	\$7,000.00
5	1	MTSS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	\$28,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	2	Personal Development Course	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,000.00	\$47,000.00
5	3	Student Success	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
5	4	Behavior Interventionists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
5	5	School Social Worker	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,284.00	\$162,284.00
5	6	Campus Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,922.00	\$85,922.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals 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 charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.