

LCFF Budget Overview for Parents

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

CDS Code: 15635290000000

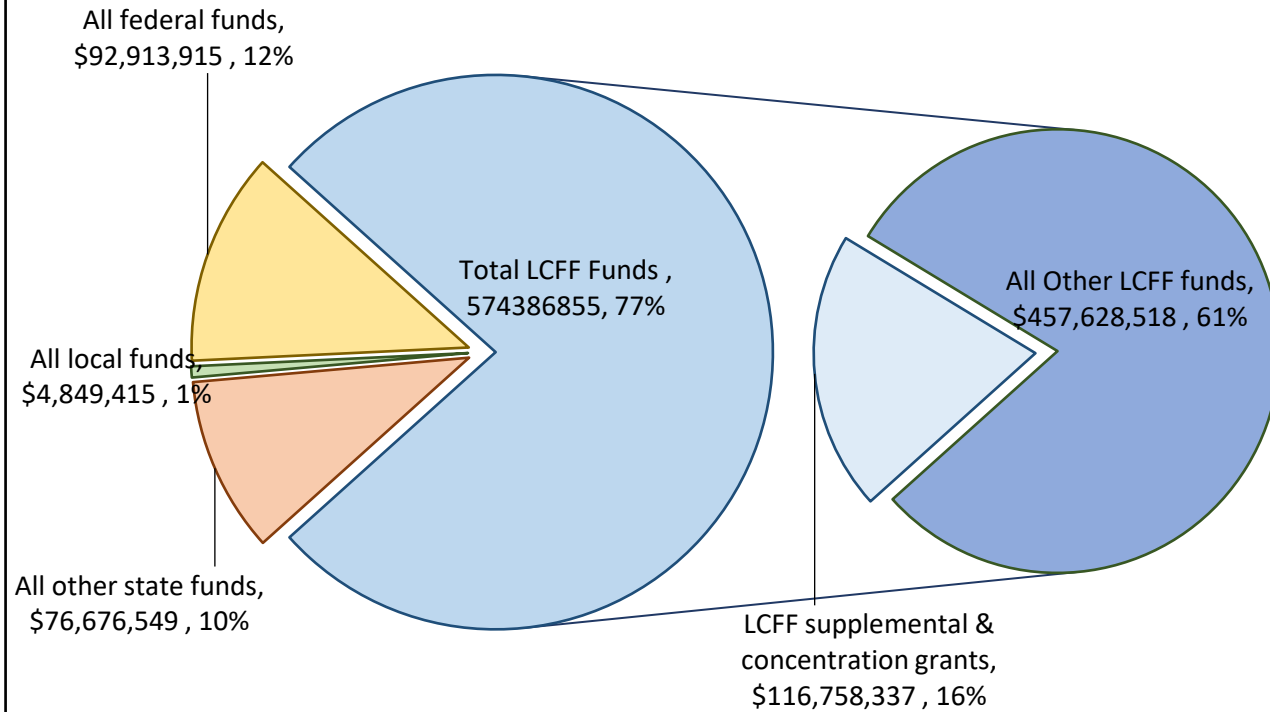
School Year: 2022 – 23

LEA contact information: Dr. Brandi Ball(661) 827-3100, ext. 53627 brandi_ball@kernhigh.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

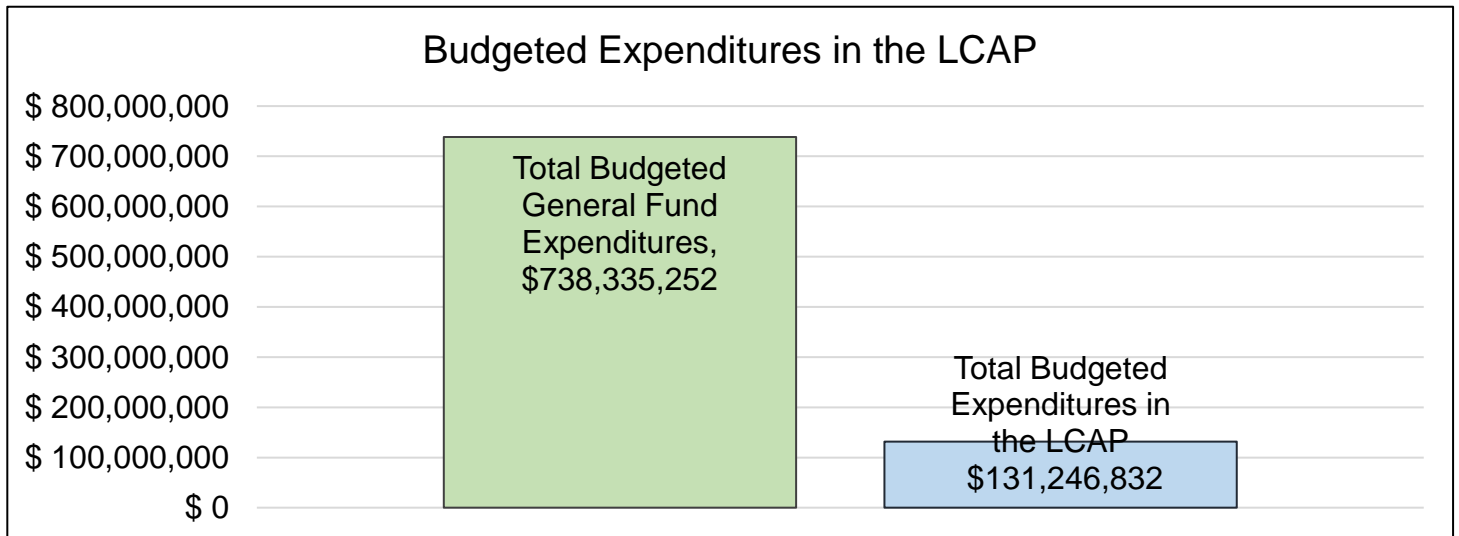


This chart shows the total general purpose revenue Kern High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kern High School District is \$748,826,734.00, of which \$574,386,855.00 is Local Control Funding Formula (LCFF), \$76,676,549.00 is other state funds, \$4,849,415.00 is local funds, and \$92,913,915.00 is federal funds. Of the \$574,386,855.00 in LCFF Funds, \$116,758,337.00 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 High School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kern High School District plans to spend \$738,335,252.00 for the 2022 – 23 school year. Of that amount, \$131,246,832.00 is tied to actions/services in the LCAP and \$607,088,420.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

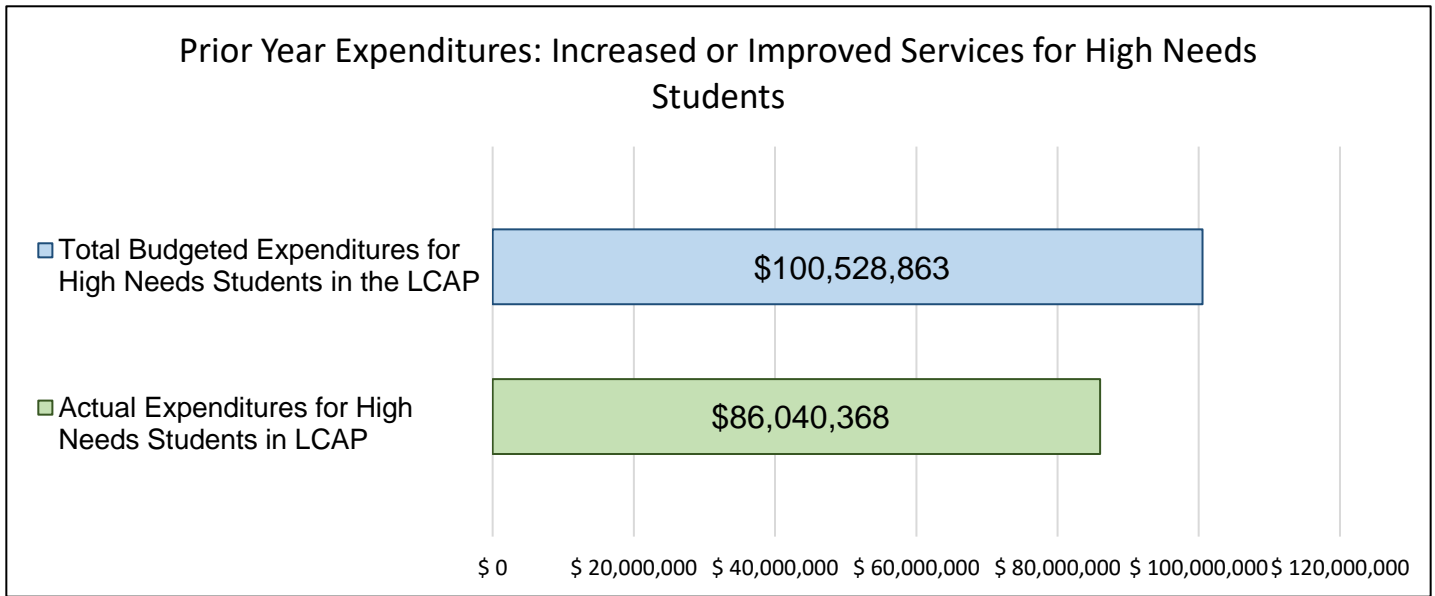
General fund expenditures specified above for the 2021-22 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Kern High School District is projecting it will receive \$116,758,337.00 based on the enrollment of foster youth, English learner, and low-income students. Kern High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kern High School District plans to spend \$131,246,832.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Kern High School District's LCAP budgeted \$100,528,863.00 for planned actions to increase or improve services for high needs students. Kern High School District actually spent \$86,040,368.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$14,488,495.00 had the following impact on Kern High School District's ability to increase or improve services for high needs students:

Each fiscal year begins with an estimate of planned expenditures and concludes with actual expenditures based on real costs associated with services provided and salary/benefit variations. While LCAP actions and services were delivered virtually to students, parents, and staff with distance learning beginning in spring 2022, some on-campus services were impacted and staff vacancies were not filled due to the COVID- 19 pandemic. Outreach efforts for students were increased to meet the needs of our students. Based on preliminary data and stakeholder feedback, KHSD continues to work to fill staff vacancies and to reallocate funding to increase and improve services for our high need students. For example, additional funds were allocated for academic and social and emotional learning interventions, professional development, and new staff positions (i.e., nurses).

Local Control and Accountability Plan

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

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

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Serving 41,277 students (5.6% African American, 0.6% American Indian or Alaska Native, 2.9% Asian, 1.2% Filipino, 69.0% Hispanic or Latino, 0.3% Pacific Islander, 18.5% White, 1.1% two or more races, and 0.8% not reported) and encompassing approximately 3,500 square miles, the Kern High School District (KHSD) remains the largest 9-12 high school district in the State of California. It is comprised of eighteen comprehensive high schools, 5 alternative education schools, 5 Special Education centers, 2 Career and Technical Education (CTE) sites, a blended learning program (Kern Learn), the Bakersfield Adult School, and 1 charter school (Kern Workforce 2000 Academy). In the fall of 2022-2023, KHSD will open the 19th comprehensive high school, Del Oro High School. The Bakersfield Adult School serves 9,000 students annually; over 18,000 students participate in the district's CTE programs; and 412 students are served in the district's charter school. While neither the adult school nor the charter school are represented in this Local Control Accountability Plan (LCAP), both show the district's steadfast commitment to serving all its students and fully supporting its community.

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

English Learner (8.5%)

Foster Youth (0.7%)

Socioeconomically Disadvantaged (72.1%)

Counting each student once, even if the student meets more than one of these criteria, forms the "unduplicated count." The KHSD unduplicated count is 72.4%. The following are distinctions that refine the composition of the district's students:

Homeless (0.8%)

Migrant (2.2%)

Students with Disabilities (11.7%)

Reclassified Fluent English Proficient (33.5%)

14 of the 18 sites (Arvin: 91.8%, Bakersfield: 81.4%, East: 87.1%, Foothill: 90.7%, Golden Valley: 90.8%, Highland: 72.9%, Independence: 64.7%, Kern Valley: 70.1%, Mira Monte: 93.8%, North: 84.9%, Ridgeview: 77.5%, Shafter: 82.5%, South: 94.9%, and West: 88.5%) are comprised of, at

minimum, greater than 55% unduplicated students. 5 of the 5 alternative education sites (Central Valley: 100.0%, Nueva: 93.5%, Tierra Del Sol: 94.1%, Vista: 96.3% and Vista West: 75.4%) have a student population of, at minimum, 75% unduplicated students.

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

Showing its commitment to achieving optimal learning environments for all students, the district continues to dedicate substantial funding to class-size reduction. In the 2021-2022 school year, 947 teaching sections were allocated specifically to class-size reduction. In addition, the district values an ethnically diverse and experience-rich teaching staff that reflects the demographic composition of its student body. It searches for teachers in various areas of the United States, including Historically Black Colleges and Universities (HBCUs), to meet the hiring demands and increase the diversity of the teaching staff. In partnership with California State University, Bakersfield (CSUB), KHSD is in its fourth year of implementation of a teacher residency program to attract more teachers of color so that students have sufficient role models and aspire to enter the teaching profession themselves (EdSource, 2018). The Kern High Teacher Residency (KHTR) program has graduated 41 credentialed teachers since 2018, mostly of Hispanic backgrounds; 37 were hired by KHSD, and because of program alignment with district goals and expectations, the newly hired residents were fully prepared to teach in KHSD. KHSD also offers an education pathway supporting the local credentialing programs at Bakersfield High and the Career Technical Education Center.

The district believes that working with its education partners cultivates a strong community, where students may smoothly transition, thrive, and succeed from one academic level to the next. The district works closely with Bakersfield Community College (BC), Cerro Coso Community College (CCC), and California State University Bakersfield (CSUB) to align systems and programs to support the continuing education of all students. Dual enrollment opportunities and articulated classes are increasing as a result, and steadily more students are enrolling in college and/or are prepared for the workforce. Correspondingly, the district works closely with its middle school districts to place students in the correct classes once they get to high school and to offer the appropriate intervention and support programs so that students have meaningful and productive high school years.

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

Reflections: Successes

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

California School Dashboard 2021-2022

(limited data available due to the COVID-19 pandemic)

College and Career Measures (CCM): Student Groups

41.2% of All completing one semester, two quarters, or two trimesters of college credit courses

18.8% of All completing two semesters, three quarters, or three trimesters of college credit courses

45.5% of Native American completing one semester, two quarters, or two trimesters of college credit courses

21.3% of Native American completing two semesters, three quarters, or three trimesters of college credit courses

42.6% of Hispanic completing one semester, two quarters, or two trimesters of college credit courses

18.3% of Hispanic completing two semesters, three quarters, or three trimesters of college credit courses

52.1% of Filipino completing one semester, two quarters, or two trimesters of college credit courses

34.9% of Filipino completing two semesters, three quarters, or three trimesters of college credit courses

41.0% of Socioeconomically Disadvantaged completing one semester, two quarters, or two trimesters of college credit courses

17.3% of Socioeconomically Disadvantaged completing two semesters, three quarters, or three trimesters of college credit courses

Completed a-g requirements (student groups who met the University of California (UC) and California State University (CSU) a-g criteria with a grade of C (or better).

34.9%: All

63.3%: Asian

66.4%: Filipino

50.0%: Pacific Islander

35.6%: Two or More Races

39.1%: White

Graduation Rates:

86.5%: All

93.8%: Asian

95.2%: Filipino

85.9%: Hispanic

97.1%: Native Hawaiian or Pacific Islander

84.6%: Socioeconomically Disadvantaged

86.1%: Two or More Races

88.7%: White

Local Indicators: (Ca DataQuest)

State Seal of Biliteracy: 1,155 graduating students, class of 2020-2021, achieved this honor. This is a 9.4% increase from 2019-2020.

Golden State Seal of Merit Graduation Diploma: 4,016 graduating students, class of 2020-2021, achieved this honor. This is a 17.3% increase from 2019-2020.

California State University Bakersfield (CSUB) Dual Enrollment Courses: 791 students enrolled in 44 classes at 15 school sites in 2020-2021.

Kern Community College District (KCCD): 5,062 students enrolled in 367 sections at 23 school sites in 2020-2021.

Semester Grades: (Semester 1 2020 to Semester 1 2021): (student groups who met graduation criteria with a grade of D or better).

All students receiving a passing grade increased from 78.8% to 87.0%.

English Learner students receiving a passing grade increased from 64.1% to 78.6%.

Foster Youth students receiving a passing grade increased from 63.1% to 71.2%

African American students receiving a passing grade increased from 73.3% to 82.5%.

Hispanic students receiving a passing grade increased from 77.2% to 86.1%.

Socioeconomically Disadvantaged students receiving a passing grade increased from 75.5% to 84.8%.

Advancement Via Individual Determination (AVID): Students enrolled in AVID for the 2020-2021 school year had a higher attendance rate (96%) compared to all students' attendance rate (94%). 86.4% of AVID students met their UC/CSU requirements compared to all students, (42.7%). 80% of AVID students applied to a 4-year university and 74% received an acceptance letter to attend.

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

Provide funding for class-size reduction to ensure optimal learning environments for all students.

Broaden recruitment efforts to search for diversity and talent, continue its recruitment strategy to hire the best teachers and continue to fund the Kern High Teacher Residency Program as KHSD values an ethnically diverse, experience-rich, and well-qualified teaching staff.

Provide additional LCFF sections in summer school for EL support and to provide EL support through Access, summer school, and other intervention mechanisms that will help students reclassify, recover credits and/or access higher-level courses, and meet their a-g requirements.

Support Pre-Access and Access courses to increase literacy rates.

Provide adequate intervention programs to ensure graduation and access into higher level, college preparatory courses. These programs include Pre-Access and Access (previously mentioned), AVID, Edmentum (an online support program for math Foundations 1 and 2), Apex (an online credit recovery and course advancement program), Naviance (an online college and career planning program), STAR Renaissance (an online progress monitoring program specifically for math and literacy), and summer school.

Provide Career and Technical Education programs.

Provide Intervention Counselors

Provide avenues for Dual Enrollment (DE).

Provide mentoring programs for students.

Provide Positive Behavioral Intervention and Supports (PBIS), a multi-tiered support system, which fosters positive student relationships and positive school climates.

Reflections: Identified Need

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

The California School Dashboard state indicators for which performance for any student group was two or more performance levels below of the “All student” performance. (Data is the most recently available.)

All Students (2019-2020)

Mathematics: Orange
Suspension Rate: Orange

Graduation Rate (2019-2020)

All Students: Yellow
Homeless: Red

English Language Arts (2019-2020)

All Students: Yellow
Foster Youth: Red
Homeless: Red

College and Career Indicators (2019-2020)

Homeless: Red

California School Dashboard 2021-2022 (limited data is available due to the COVID-19 pandemic)

College and Career Measurements (CCM): Student Groups

31.8% of African American completing one semester, two quarters, or two trimesters of college credit courses
10.4% of African American completing two semesters, three quarters, or three trimesters of college credit courses

25.7% of English Learners completing one semester, two quarters, or two trimesters of college credit courses
7.9% of English Learners completing two semesters, three quarters, or three trimesters of college credit courses
21.3% of Foster Youth completing one semester, two quarters, or two trimesters of college credit courses
8.5% of Foster Youth completing two semesters, three quarters, or three trimesters of college credit courses

19.5% of Homeless completing one semester, two quarters, or two trimesters of college credit courses
6.6% of Homeless completing two semesters, three quarters, or three trimesters of college credit courses
21.0% of Students with Disabilities completing one semester, two quarters, or two trimesters of college credit courses
8.5% of Students with Disabilities completing two semesters, three quarters, or three trimesters of college credit courses

Graduation Rates:

74.5%: English Learners
70.1%: Foster Youth
62.2%: Homeless
66.3%: Students with Disabilities

Completed a-g requirements (student groups who met the University of California (UC) and California State University (CSU) a-g criteria with a grade of C (or better)

24.1%: African American
6.2%: English Learners
9.4%: Foster Youth
7.5%: Homeless
29.3%: Socioeconomically Disadvantaged
2.5%: Students with Disabilities

Kern High School District's Local Indicator for 2020-2021 Star Renaissance testing summary (11th graders) for reading and mathematics.

Mathematics: (Standard Met or Standard Exceeded)

29.5%: African American
12.1%: English Learners
5.71%: Foster Youth
37.5%: Hispanic
25.7%: Homeless
36.0%: Socioeconomically Disadvantaged
7.8%: Students with Disabilities

Reading: (Standard Met or Standard Exceeded)

29.3%: African American
2.8%: English Learners
20.0%: Foster Youth
34.7%: Hispanic
32.1%: Homeless
33.6%: Socioeconomically Disadvantaged
11.9%: Students with Disabilities

Action Steps:

Provide a robust offering of course sections before and after the regularly scheduled curricular day.
Offer opportunities to students on Saturdays for enrichment activities as well as maintain an extended summer school program.
Expand summer school course offerings (up to three sessions of courses to meet the various schedules of students and their families.)
Expanded transportation service to assist students who take part in the expanded learning programs.
Extend and expand tutoring programs during the school day as well as after school.
Maintain access to contracted tutoring support for students to receive support 24 hours a day, seven days a week for all 42,000 students.

Utilize formative assessments to identify gaps in learning and support the use of specific remediation through programs such as Apex on-line curriculum, STAR-Renaissance, and Edmentum.

Purchase educational technology to provide continuity of service in case of a school or district closure, or student exclusion due to close contact with COVID-19. Purchases will include individual devices, such as Chromebooks, teacher workstations/classroom technology, Learning Management System software, instructional software, and associated networking equipment and “hot spots” to provide wireless access on and off campus for students.

Integrate student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs (to address concerns of food insecurity), before and after school programs, programs to address student trauma, truancy/attendance programs, and referrals for support for family or student needs.

Provide support staff such as counselors, social workers, interventionists, community specialists, etc., available outside of the traditional school day and throughout the summer, when summer school is in session.

Provide district and school site resources for students identified as Homeless and Foster Youth. At the district level, the Homeless and Foster Youth Liaison coordinates with school site counselors to provide guidance, resources, and services for our Homeless and Foster Youth students. Tailored programs such as Youth Empowering Success (YES), tutoring and mentoring programs, Youth 2 Leaders and AmeriCorps are available to our students.

Increase student access to remediation, acceleration, and Career Technical Education by ensuring adequate supply of curriculum materials, including consumables, as well as course offerings through a variety of mechanisms, including Kern Learn Extension.

LCAP Highlights

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

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

LCAP has provided the following teaching sections.

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

LCAP has provided the following support resources for teaching staff.

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

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

- Smaller class sizes (Goal 1)
- Student-based projects in Visual and performing arts (Goal 2)
- Technology (computers, Chromebooks, technology resources) (Goal 2)
- A wide variety of class offerings (Goals 1, 2, 3, and 4)
- Additional support for English Learners (EL), Foster Youth (FY) and all unduplicated students (Goals 1, 2, 3, / and 4)
- Extended library hours (Goal 2)
- Foster Youth site mentoring (Goal 4)
- Positive Behavioral Intervention and Supports (PBIS) at all school sites (Goal 4)
- Multi-Tiered System of Supports (MTSS) at all school sites (Goal 4)
- Expansion of Career Technical Education and pathways (Goal 3)
- Classes for college and career readiness (Goals 1, 2, 3, and 4)
- Advancement Via Individual Determination (Goal 2)
- Mentoring programs (Goal 4)
- Black Excellence in Scholarship and Teaching (BEST) / Black Student Union (BSU) (Goal 4)
- Young Women Empowered for Leadership (YWEL) Program (Goal 4)
- Latinos In Stride to Obtain Success (LISTOS) Program (Goal 4)
- Providing Opportunity for Development, Empowerment and Resilience (PODER) Program (Goal 4)
- Expansion of a-g classes (Goals 1, 2, 3, and 4)
- Additional counselors (Goal 4)
- District Student Liaison (Goal 4)
- Nurses (Goal 4)
- District Teachers on Special Assignment for Social Emotional Learning (Goal 4)
- On Campus Intervention (OCI) sections (Goal 4)
- Student Advocacy Centers (SAC) (Goal 4)
- Community Specialists (as per 2013-2014 staffing level) (Goal 4)
- Restorative Practices/Social Emotional Learning Resource Counselor (Goal 4)
- Intervention Counselors (Goal 4)
- District Lead Interventionist (Goal 4)
- Interventionists (Goal 4)
- Substance Abuse Specialist (Goal 4)
- Social Workers (Goal 4)

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

- Kern Workforce 2000 Academy
- Mira Monte High School
- Tierra Del Sol Continuation
- Vista Continuation
- Vista West Continuation

Support for Identified Schools

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

KHSD administrators representing Alternative Education, Innovative Programs, Instruction, Instructional Services, and LCAP work with schools identified for CSI. Sites examine state and local data to conduct a needs assessment, complete a root cause analysis, identify resource inequities, and create CSI plans. KHSD works with the Kern County Superintendent of Schools (KCSOS) and utilizes strategies learned in the Continuous Improvement Process to assist CSI sites, which includes leadership coaching with school sites and Fidelity Integrity Assessment for school sites implementing PBIS/MTSS.

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Regular engagement with educational partners remains a high priority for the Kern High School District (KHSD) in order to foster mutually respectful, supportive, and collaborative environments for on-going and meaningful dialogue that will determine goals and actions to achieve academic success for all students. Essential to the success of this effort is the active participation of all educational partners – parents, students, employee groups (certificated and classified), administrators (principals and administrators), industry partners, and community leaders – to thoughtfully and openly communicate about how to address and overcome the challenges facing students today, especially those who are typically underserved and/or at risk, and to provide the necessary means to maximize their learning.

Over the course of the 2021-2022 school year, KHSD has provided various public venues for educational partners to convene and provide input. Educational Partner engagement was held virtually and in-person. Educational partners engagement groups are listed below.

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

Other opportunities are as follows:

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

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

The LCAP Advisory Council is appointed by the KHSD Superintendent and membership is reviewed annually. Members typically serve two years; however, time may be extended with the approval of the Superintendent. The Student Advisory Council is a district-wide group that gives voice to the students' interests and needs. Each of the 18 comprehensive sites, plus the 5 continuation sites, may enlist up to 4 representatives on the Council. Students are chosen to represent a cross-section of the student body, including Foster Youth, English Learner, low-income students, and students with exceptional needs. KHSD recognizes that its students have the intrinsic desire for the following: a sense of influence, a sense of competency, a sense of belonging, and a sense of usefulness.

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

**KHSD LCAP Advisory Council
2021-2022**

September 2, October 7, November 4,
January 6, February 3,
March 3, April 7, and May 5

2022-2023

August 4, September 1

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

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

**KHSD Student Advisory Council
2021-2022**

September 28, December 11,
February 1, and April 30

**KHSD Parent Advisory Groups
2021-2022**

Special Education Department Community
Meeting - May 19
African American Parent Advisory Council –
March 15, April 19, and May 17

**KHSD LCAP Community Public Forums
2021-2022**

December 1 (1pm and 4pm)
December 6 (1pm and 4pm)
December 9 (6pm)

Public Comment Sessions

May 19, 24, and May 26

**Surveys
Spring 2022**

Certificated and Classified Survey
Student Climate Survey

**English Language Advisory and
District Parent Advisory Council**

2021-2022

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

2022-2023

September 26

KHSD Board Meetings

2021-2022

February 7, June 6, and June 27

2022-2023

September 6, October 3

POST DRAFT: KHSD to tentatively post initial draft version of 2022-2023 LCAP on KHSD website, <https://www.kernhigh.org>. The initial edit window (May 15-June 6) is for consultation and engagement, solicitation of feedback, comments, and recommendations from all relevant educational partners of the POST DRAFT

A summary of the feedback provided by specific educational partners.

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

- Focus on targeted Instruction (learning loss due to the COVID-19 pandemic.)
- Create more opportunities for credit recovery.
- Reduce class size.
- Increase technology use to enhance learning.
- Strengthen literacy skills.
- Increase support for English Learner, Foster Youth and Homeless students.
- Hire to build a diverse teaching staff.
- Provide cultural awareness training for all staff.
- Enhance student support services.
- Maintain support structures like PBIS-MTSS to create positive school climates.
- Maintain services for mental health for students.
- Increase services for substance abuse.
- Increase student engagement and improve student learning outcomes.
- Continue implementation of programs such as Restorative Practices to develop positive and healthy student relationships.
- Increase the number of counselors, mentors, and adults on campus to support students' social-emotional needs.
- Increase custodial support.
- Maintain Parent and Family Centers to provide parent support and other meaningful resources to inform and engage parents.
- Continue to provide college and career readiness, including college trips.
- Teach job readiness, e.g., "soft skills," goal setting, time management, and financial planning.
- Increase opportunities for Career Technical Education.

- Create spaces for mental health and well-being, intervention, and substance abuse support at school sites.
- Continue to provide technology with training.
- Provide funding for library resources.

Educational partners also emphasize the importance of providing Del Oro High School, which will open its doors in the fall 2022-2023, with the same allocations from the LCAP that are allocated for all comprehensive high schools for English Learner, Foster Youth and Socioeconomically Disadvantaged students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partners provided vital input into the 2022-2023 LCAP actions. Our educational partners recommended the following action modifications to the 2022-2023 LCAP.

Goal 1: Action 1A (Class Size Reduction)

- Section allocation increased from 947 to 1,080 (Del Oro High School was allocated 28 sections; the other 5 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1B (Science Class Size Reduction)

- Science sections 55 to 59 (Del Oro High School was allocated 2 sections; the other 3 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1D (Literacy)

- Literacy sections 70 to 75 (Del Oro High School was allocated 1 section; the other 4 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1F (Professional Development)

- Additional funding allocated for professional development

Goal 1: Action 1G (Teachers on Special Assignment (TOSAs))

- An additional ELD TOSA

Goal 2: Action 2A (English Learner)

- Additional Bilingual Instructional Assistants per EL enrollment at school sites
- EL coordinator for Del Oro High School
- Tutoring for Arabic and Punjabi students in their native language
- Summer school allocation for Del Oro High School

Goal 2: Action 2B (English Learner)

- Teacher librarian and extended library hours for Del Oro High School
- Funding for library resources

Goal 2: Action 2C (Learning Intervention)

- Freshman math intervention 39 to 42 sections for Del Oro High School

Goal 2: Action 2D (Summer Intervention)

- Summer school offering
- Flexible summer hours for summer school
- Summer outreach and counseling hours for Del Oro High School

Goal 2: Action 2F (Technology)

- Additional allocations to meet the technology needs for students and staff

- Additional Operations Support Technician for LCFF school sites that have 80% or more LCFF count (Arvin, Bakersfield, East, Foothill, Golden Valley, North, Mira Monte, Shafter, South, and West)

Goal 2: Action 2H (Additional Custodial Support)

- Provide additional custodial support for LCFF sites $\geq 55\%$

Goal 2: Action 2I (School Facilities Support for LCAP Staffing)

- Provide funding for facilities to support increased LCAP staffing

Goal 3: Action 3B (College and Career Readiness)

- College tutor for Del Oro High School
- Additional counseling hours outside of the regular school day

Goal 4: Action 4A (Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS))

- School Site Administrator for Del Oro High School (3 sections)
- PBIS-MTSS site allocation for Del Oro High School

Goal 4: Action 4B (MTSS Tier 1)

- On-Campus Intervention (OCI) sections for Del Oro High School (5 sections)
- Student Advocacy Centers (SAC) (Bakersfield, Del Oro, Golden Valley, and North High Schools)
- Certificated staff for SAC (Bakersfield, Golden Valley, and North High Schools)
- Portables for Bakersfield and Golden Valley High School
- SAC start-up cost (Bakersfield, Del Oro, Golden Valley, and North High Schools)
- Intervention Counselor for Del Oro High School (6 sections)

Goal 4: Action 4C (MTSS Tier 2)

- 7 Substance Abuse Specialists by LCFF count
- 1 Interventionist for Del Oro High School

Goal 4: Action 4C (MTSS Tier 3)

- 2 Social Workers (Del Oro-6 sections, Central Valley- 3 sections / Nueva - 3 sections)

Goal 4: Action 4E (Parent and Student Outreach) Parent and Family Center, Parent Community Specialist, parent education, and operation funding allocation for Del Oro High School

Goal 4: Action 4F (Mentoring)

- Expansion of Youth 2 Leaders (Y2L) mentors for foster youth to an additional 4 school sites
- Additional funding allocation for current and new mentoring programs, including Del Oro High School
- Outreach services for Gay Straight Alliance / Sexuality and Gender Alliance (GSA/SAGA)

Goals and Actions

Goal

Goal 1	Description
Goal 1	Kern High School District (KHSD) students will be taught by a fully credentialed, well trained, and diverse teaching staff, who provide rigorous and relevant instruction that prepares students for success at the next level of their learning.

An explanation of why the LEA has developed this goal.

Goal 1 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and educational partners' consultation and recommendations. The actions in Goal 1 will provide the educational partners with clear alignment of the measurable outcomes (1A, 1B, 2A, 2B, 8 and Local Priority 1).

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

Recruit, hire, develop, and retain a highly qualified, diverse, and effective staff

- Commit to continuously develop and support a districtwide Professional Learning Community (PLC) culture that promotes collegiality, collaboration, and focus on student learning
- Provide districtwide and school-based staff development opportunities, aligned with district priorities and goals, to enhance employee performance and best practices
- Increase staffing as resources become available
- Goal 1 aligns with the following data from the California School Dashboard (December 2019) and input from educational partners

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

English Learner Progress (California School Dashboard 2019-2020, most recent data available)

- 34.4% making progress towards English language proficiency

English Language Arts (California School Dashboard 2019-2020, most recent data available) All: 3.4 points below standard

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

Mathematics (California School Dashboard 2019-2020, most recent data available)

- All: 96.4 points below standard
- FY: 187.7 points below standard
- Homeless: 174.8 points below standard
- EL: 188.2 points below standard
- SWD: 208.6 points below standard
- SED: 117.4 points below standard

Local Indicator Basics

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

Other Indicators

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1A) Decrease the number of teacher misassignments by course (as described by CDE guidelines) from the previous year.	Baseline: 2020-2021 (Source: CalSAAS) Status: 225 teacher misassignments	2021-2022 Status: 106 teacher misassignments			Decrease the number of teachers misassignments by course annually from the previous year.
(Priority 1A) Decrease the number of EL teacher misassignments by course (as described by CDE guidelines) from the previous year.	Baseline: 2020-2021 (Source: CalSAAS) Status: 45 EL teacher misassignments	2021-2022 Status: 4 EL teacher misassignments			Decrease the number of EL teacher misassignments annually from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1B) Maintain 100% access to appropriate instructional materials for all students.	Baseline: 2020-2021 (Source: School Site School Accountability Report Card) Status: No reported significant findings	2021-2022 Status: No reported significant findings			Maintain 100% access to appropriate instructional materials for all students annually.
(Priority 2A) Implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.	Baseline: 2020-2021 (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey) Status: 3.0 (Initial Implementation)	2021-2022 Status: 4.0 (Full Implementation)		.	5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.
(Priority 2B) 100% of EL students are able to access the CCSS and ELD standards (4.0 or above, full implementation) for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the State Board of Education Adopted Reflection Tool.	Baseline: 2020-2021 (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey) Status: 3.0 (Initial Implementation)	2021-2022 Status: 4.0 (Full Implementation)		.	5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 8) The average Instructional Reading Level (IRL) will increase by 1.0 for each grade level per academic year.	Baseline: Established annually Quarter 1 (Pre) and Quarter 4 (Post) (Source: STAR Renaissance Reading Assessment) Status: Fall 2019 Instructional Reading Level (IRL) <u>Fall</u> 9 th – 6.4 10 th – 6.7 11 th – 7.3 12 th – 7.6	2021-2022 Status: Fall 2021 Instructional Reading Level (IRL) <u>Fall</u> <u>Spring</u> 9 th – 6.3 6.4 10 th – 6.8 6.9 11 th – 7.3 7.3 12 th – 7.6 7.5			(Priority 8) The average Instructional Reading Level (IRL) will increase by 1.0 for each grade level per academic year.
(Priority 8) Increase a year of growth in math per STAR Renaissance assessment per academic year.	Baseline: Established annually Quarter 1 and Quarter 4 (Post) (Source: STAR Renaissance Math Assessment) Status: Fall 2019 Math Scaled Score Fall 9 th – 746.2 10 th – 769.7 11 th – 792.2 12 th – 805.7	2021-2022 Status: Fall 2021 Math Scaled Score Fall Spring 9 th – 1058.2 1069.8 10 th – 1072.4 1082.2 11 th – 1086.1 1092.6 12 th – 1075.1 1099.6			An increase of a year of growth in math per academic year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local Priority 1A) Increase the number of teachers hired that reflect the demographic student groups of the district at an increase of 2% for Hispanic and 1% for African American per year.	Baseline: 2020-2021 (Source: KHSD, Synergy and People Soft management system) Status: African American: 3.8% Hispanic: 25.2%	2021-2022 Status: African American: 4.3% Hispanic: 22.4%			An increase of 6% Hispanic and 3% African American newly hired teachers within the three-year time span.

Action

Action #	Title	Description	Total Funds	Contributing																																												
1A	Class Size Reduction	<p>According to CDE DataQuest, student graduates meeting University of California (UC) and California State University (CSU) requirements increased from 2016-2017 to 2019-2020 for the following student groups: EL 1.7%, FY 2.9%, and SED 5.1%. The need to continue class size reduction has been exacerbated by the COVID-19 pandemic and the effect of learning loss for all students. The number of KHSD students receiving a failing grade for fall semester 2019 compared to fall semester 2020 increased by 11.9%. During this same time period failing grades for EL increased by 18.9%, Foster Youth (FY) 16.3%, and Socioeconomically Economically Disadvantaged (SED) 13.6%.</p> <p>KHSD will continue to provide sections funded by LCFF for EL, FY, and SED students. A total of 1,080 sections will be allocated for the 2022-2023 school year. Local Control Funding Formula (LCFF) sections allocated to class size reduction (CSR) for the core classes (demonstrated on the chart below).</p> <table><tr><th colspan="4">KHSD School Sites LCFF Section Allocations 2022-2023</th></tr><tr><td>Arvin</td><td>89</td><td>Kern Valley</td><td>12</td></tr><tr><td>Bakersfield</td><td>85</td><td>Liberty</td><td>32</td></tr><tr><td>Centennial</td><td>32</td><td>Mira Monte</td><td>80</td></tr><tr><td>Del Oro</td><td>31</td><td>North</td><td>63</td></tr><tr><td>East</td><td>74</td><td>Ridgeview</td><td>76</td></tr><tr><td>Foothill</td><td>64</td><td>Shafter</td><td>45</td></tr><tr><td>Frontier</td><td>28</td><td>South</td><td>72</td></tr><tr><td>Golden Valley</td><td>82</td><td>Stockdale</td><td>33</td></tr><tr><td>Highland</td><td>66</td><td>West</td><td>60</td></tr><tr><td>Independence</td><td>55</td><td></td><td></td></tr></table>	KHSD School Sites LCFF Section Allocations 2022-2023				Arvin	89	Kern Valley	12	Bakersfield	85	Liberty	32	Centennial	32	Mira Monte	80	Del Oro	31	North	63	East	74	Ridgeview	76	Foothill	64	Shafter	45	Frontier	28	South	72	Golden Valley	82	Stockdale	33	Highland	66	West	60	Independence	55			\$26,460,000.00	Y
KHSD School Sites LCFF Section Allocations 2022-2023																																																
Arvin	89	Kern Valley	12																																													
Bakersfield	85	Liberty	32																																													
Centennial	32	Mira Monte	80																																													
Del Oro	31	North	63																																													
East	74	Ridgeview	76																																													
Foothill	64	Shafter	45																																													
Frontier	28	South	72																																													
Golden Valley	82	Stockdale	33																																													
Highland	66	West	60																																													
Independence	55																																															

Action #	Title	Description	Total Funds	Contributing																																												
1B	Science Class Reduction	<p>For the 2019-20 school year, KHSD reported to CALPADS that 889 students were enrolled in a Geology course (dual enrollment course); this is a 23.6% increase from 2017-2018 when 719 students were enrolled. Advanced Placement (AP) Biology enrolled 229 students in 2017-2018, and KHSD observed an increase of 117% in 2019-2020, enrolling 497 students. KHSD will continue to allocate 59 science sections for class size reduction for the comprehensive school sites.</p> <table><tr><th colspan="4">KHSD School Sites Science Section Allocations 2022-2023</th></tr><tr><td>Arvin</td><td>4</td><td>Kern Valley</td><td>1</td></tr><tr><td>Bakersfield</td><td>5</td><td>Liberty</td><td>3</td></tr><tr><td>Centennial</td><td>3</td><td>Mira Monte</td><td>3</td></tr><tr><td>Del Oro</td><td>1</td><td>North</td><td>3</td></tr><tr><td>East</td><td>4</td><td>Ridgeview</td><td>4</td></tr><tr><td>Foothill</td><td>3</td><td>Shafter</td><td>2</td></tr><tr><td>Frontier</td><td>3</td><td>South</td><td>3</td></tr><tr><td>Golden Valley</td><td>4</td><td>Stockdale</td><td>3</td></tr><tr><td>Highland</td><td>4</td><td>West</td><td>3</td></tr><tr><td>Independence</td><td>3</td><td></td><td></td></tr></table>	KHSD School Sites Science Section Allocations 2022-2023				Arvin	4	Kern Valley	1	Bakersfield	5	Liberty	3	Centennial	3	Mira Monte	3	Del Oro	1	North	3	East	4	Ridgeview	4	Foothill	3	Shafter	2	Frontier	3	South	3	Golden Valley	4	Stockdale	3	Highland	4	West	3	Independence	3			\$1,445,500.00	Y
KHSD School Sites Science Section Allocations 2022-2023																																																
Arvin	4	Kern Valley	1																																													
Bakersfield	5	Liberty	3																																													
Centennial	3	Mira Monte	3																																													
Del Oro	1	North	3																																													
East	4	Ridgeview	4																																													
Foothill	3	Shafter	2																																													
Frontier	3	South	3																																													
Golden Valley	4	Stockdale	3																																													
Highland	4	West	3																																													
Independence	3																																															

Action #	Title	Description	Total Funds	Contributing
1C	Continuation Sites Class Size Reduction/ Administrative Sections	<p>All five continuation school sites were deemed Model Continuation Schools by California Continuation Education Association. As reported by CDE DataQuest graduation rates increased from 2016-2017 to 2018-2019 by 5.58%, and 22.0% of the students in the 2018-2019 cohort who returned to their school site and graduated were one half a year (27.5 credits) behind in credits when entering continuation school site, and of those 7% were one year (55 credits) behind or more. In order to continue to improve student outcomes at continuation schools, KHSD will take the following actions:</p> <ul style="list-style-type: none"> Maintain teaching sections (11) and administrative sections (20) above the allocated district sections for all five Continuation sites. <p>Four of the five continuation sites received silver status by California PBIS Coalition for the 2021-2022 school year. Also reported by CDE DataQuest four of the five continuation sites (Central Valley, Nueva, Vista, and Vista West) had a 0.00% expulsion rate, and Tierra Del Sol was 0.23%. To continue to improve student outcomes at continuation schools, KHSD will take the following actions:</p> <ul style="list-style-type: none"> The administrative sections will be utilized to fund a full-time Dean of Students of Behavior and Support for Tierra Del Sol (6), Vista (6), Vista West (6), Central Valley (1) and Nueva (1) to support the academic and behavior intervention efforts of the continuation sites to deliver improved and increased services to their students. 	\$956,192.00	Y

Action #	Title	Description	Total Funds	Contributing																																												
1D	Literacy	<p>KHSD will continue to focus on literacy by maintaining additional staffing formula (75 sections) for Access, the literacy course, which provides necessary support and intervention for students reading between the 4th and 6th IRL according to STAR Renaissance assessment. The average IRL for students that are enrolled in Access sections for fall 2021 was 4.4. In fall 2021, 1,945 students were enrolled in an Access course. Of these students 84.6% (1,647) were identified as unduplicated, with 58.7% (1,143) students enrolled at the highest LCFF school sites. To improve literacy outcomes for students KHSD will take the following actions:</p> <ul style="list-style-type: none">Continue to work with Jill Hamilton-Bunch, Ph.D., Associate Professor of Education, Point Loma Nazarene University (Literacy Consultant) to facilitate KHSD Literacy Council.Provide resources and material for Access teachers to enhance their ability to meet the literacy needs of their students. <p>Access sections will be allocated to the following school sites in accordance with their LCFF percentage.</p> <table><tr><th colspan="4">KHSD School Sites Literacy Section Allocations 2022-2023</th></tr><tr><td>Arvin</td><td>6</td><td>Kern Valley</td><td>1</td></tr><tr><td>Bakersfield</td><td>6</td><td>Liberty</td><td>2</td></tr><tr><td>Centennial</td><td>2</td><td>Mira Monte</td><td>6</td></tr><tr><td>Del Oro</td><td>2</td><td>North</td><td>5</td></tr><tr><td>East</td><td>5</td><td>Ridgeview</td><td>5</td></tr><tr><td>Foothill</td><td>5</td><td>Shafter</td><td>3</td></tr><tr><td>Frontier</td><td>1</td><td>South</td><td>5</td></tr><tr><td>Golden Valley</td><td>6</td><td>Stockdale</td><td>2</td></tr><tr><td>Highland</td><td>5</td><td>West</td><td>4</td></tr><tr><td>Independence</td><td>4</td><td></td><td></td></tr></table>	KHSD School Sites Literacy Section Allocations 2022-2023				Arvin	6	Kern Valley	1	Bakersfield	6	Liberty	2	Centennial	2	Mira Monte	6	Del Oro	2	North	5	East	5	Ridgeview	5	Foothill	5	Shafter	3	Frontier	1	South	5	Golden Valley	6	Stockdale	2	Highland	5	West	4	Independence	4			\$1,897,500.00	Y
KHSD School Sites Literacy Section Allocations 2022-2023																																																
Arvin	6	Kern Valley	1																																													
Bakersfield	6	Liberty	2																																													
Centennial	2	Mira Monte	6																																													
Del Oro	2	North	5																																													
East	5	Ridgeview	5																																													
Foothill	5	Shafter	3																																													
Frontier	1	South	5																																													
Golden Valley	6	Stockdale	2																																													
Highland	5	West	4																																													
Independence	4																																															

Action #	Title	Description	Total Funds	Contributing
1E	Ethnic Studies	In a 2011 report for the National Education Association entitled The Academic and Social Value of Ethnic Studies, Christine Sleeter stated that: "There is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students. KHSD has a diverse student population (5.6% African American, 0.6% American Indian or Alaska Native, 2.9% Asian, 1.2% Filipino, 69.0% Hispanic or Latino, 0.3% Pacific Islander, 18.5% White, 1.1% two or more races, and 0.8% not reported), of which 71.5% are designated as unduplicated students. KHSD will be implementing ethnic studies courses in the fall of 2023-2024 school year and will utilize the 2022-2023 school year to plan, train staff and purchase supplemental resources.	\$1,611,413.00	Y
1F	Professional Development	<p>"Teaching and learning are affected by many factors that are both intrinsic and external to the classroom. A vision of effective teaching equitably distributed in service of California's diverse student populations must therefore emphasize relationships (among multiple aspects of teaching and learning." California Standards for the Teaching Profession, 2009)</p> <p>Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. For the 2019-20 school year KHSD Teachers on Special Assignment offered over 400 workshops to meet the needs of KHSD teachers. KHSD will provide professional development for certificated staff, focusing on the California Standards for the Teaching Profession and the following seven interrelated domains for teaching practices:</p> <ul style="list-style-type: none"> • Engaging and supporting all students in learning • Engaging and supporting English Learner students in learning • Creating and maintaining effective environments for student learning • Understanding and organizing subject matter for student learning • Planning instruction and designing learning experiences for all students • Assessing students for learning • Developing as a professional educator • Equity, including implicit bias <p>KHSD will also provide professional development for classified staff that are assigned to the classrooms, and interpretation for bilingual staff.</p>	\$3,305,561.00	Y

Action #	Title	Description	Total Funds	Contributing
1G	Teachers on Special Assignment (TOSAs)	<p>KHSD's Teachers on Special Assignment provide targeted professional development learning, support site or district planning, and collaborate directly with individuals and teams of teachers, utilizing the California Standards for the Teaching Profession as their framework. There has been a 17% increase in KHSD teaching staff from 2016-2017, when KHSD employed 1,653 teachers compared to 1,928 teaching staff for 2021-2022 school year. 39.5% of KHSD teachers (763) who responded to an annual survey in 2022 stated that professional development opportunities were relevant to the content that they teach.</p> <p>TOSAs assignments will include the following:</p> <ul style="list-style-type: none"> • 2 English • 2 Math • 1 Science • 1 Social Studies, • 2 English Language Development • 1 AVID 	\$1,331,929.00	Y

Action #	Title	Description	Total Funds	Contributing
1H	Kern High Induction Program (KHIP)	<p>Since 2017-18, 1,237 teachers have participated in the Kern High School Induction Program (KHIP). Currently there are 284 teachers who are working towards obtaining their clear credentials and Cross-Cultural Language Academic Development (CLAD) certification and to be effectively trained to teach the diverse student populations at KHSD high schools, including how to differentiate instruction effectively so that all students reach optimal learning through high-quality instruction.</p> <p>The current cohort includes 105 general and 31 special education teachers, 29 general and 18 special education interns, 40 Provisional Internship Permits (PIP) and 17 Short-Term Staff Permits (STSP), 6 waivers and 38 Career and Technical Education (CTE) teachers.</p> <p>In addition, KHIP provides ongoing professional development and updated academic frameworks so that students receive rigorous and relevant instruction to prepare them for success at the next level of their learning.</p> <p>KHSD will retain the KHIP program, which helps prepare teachers to meet the challenges that first- and second-year teachers face. According to <i>Diversifying the Teaching Profession Through High-Retention Pathways</i>, “Teacher retention is crucial in reducing shortages of all teachers, including teachers of color. High turnover rates—or teachers moving schools and leaving the profession—have more than offset the successful recruitment of teachers of color in recent years as well as negatively impacting student achievement.” (Carver-Thomas, 2017)</p>	\$1,041,882.00	Y

11	<p>Teacher Recruitment / Teacher Recruitment Administrator</p> <p>“(The) research shows that all students benefit from having a more diverse teacher workforce, and specifically students of color who deserve to see teachers who look like them,” said Tony Thurmond (California State Superintendent of Public Instruction). KHSD continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned, and effective teaching staff, demographically reflective of the diverse student body of KHSD.</p> <ul style="list-style-type: none">• Target recruitment in areas of the US that offer candidates of ethnically diverse backgrounds.• Increase recruitment in California.• Provide hours for the Recruitment Administrator to coordinate recruitment efforts.• Maintain the KHSD Teacher Residency Program (KHTR), a teacher-credentialing program, in partnership with California State University, Bakersfield. <p>The KHTR program began in the spring 2018 with 18 residents, and an additional 23 residents participated in fall 2019. 48.8% of the residents are Hispanic, 4.9% Asian, 2.4% African American, 36.6% white and 7.3% decline to report. Of the 41, 37 (90%) residents hired by KHSD are employed at the following school sites.</p> <table><tr><th colspan="3">KHSD School Sites Residents Hired</th></tr><tr><th>School Site</th><th>Number</th><th>LCFF School Percentage</th></tr><tr><td>Arvin</td><td>2</td><td>90.70%</td></tr><tr><td>Bakersfield</td><td>2</td><td>78.70%</td></tr><tr><td>Centennial</td><td>3</td><td>36.80%</td></tr><tr><td>East</td><td>2</td><td>86.80%</td></tr><tr><td>Foothill</td><td>4</td><td>90.30%</td></tr><tr><td>Frontier</td><td>1</td><td>25.90%</td></tr><tr><td>Golden Valley</td><td>3</td><td>89.20%</td></tr><tr><td>Highland</td><td>8</td><td>73.30%</td></tr><tr><td>Kern Valley</td><td>2</td><td>70.50%</td></tr><tr><td>Mira Monte</td><td>2</td><td>94.40%</td></tr><tr><td>North</td><td>2</td><td>83.00%</td></tr><tr><td>South</td><td>5</td><td>94.80%</td></tr><tr><td>West</td><td>1</td><td>94.80%</td></tr></table>	KHSD School Sites Residents Hired			School Site	Number	LCFF School Percentage	Arvin	2	90.70%	Bakersfield	2	78.70%	Centennial	3	36.80%	East	2	86.80%	Foothill	4	90.30%	Frontier	1	25.90%	Golden Valley	3	89.20%	Highland	8	73.30%	Kern Valley	2	70.50%	Mira Monte	2	94.40%	North	2	83.00%	South	5	94.80%	West	1	94.80%	\$737,980.00	Y
KHSD School Sites Residents Hired																																																
School Site	Number	LCFF School Percentage																																														
Arvin	2	90.70%																																														
Bakersfield	2	78.70%																																														
Centennial	3	36.80%																																														
East	2	86.80%																																														
Foothill	4	90.30%																																														
Frontier	1	25.90%																																														
Golden Valley	3	89.20%																																														
Highland	8	73.30%																																														
Kern Valley	2	70.50%																																														
Mira Monte	2	94.40%																																														
North	2	83.00%																																														
South	5	94.80%																																														
West	1	94.80%																																														

Action #	Title	Description	Total Funds	Contributing
		Increasing site participation increases overall understanding of the program's objectives and strengthens commitment to purpose (to increase teacher diversity for the district and develop/train the best teachers for our students), with support, collaboration, and partnership.		
1J	Appropriate Instructional Materials	The School Accountability Report Card (SARC) verifies that all students at KHSD have access to their own textbook(s) and instructional materials. The SARC provides the following information relevant to Basic State Priority 1: Pupils have access to standards-aligned instructional materials.	N/A	N/A

Goal 1 Analysis for 2021-2022.

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

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

Goal 1 outlined 10 actions and services that focus on providing students with a fully credentialed, well trained, and diverse teaching staff, who provide rigorous and relevant instruction that prepares students for success at the next level of their learning. 9 of the the10 actions (1A, 1B, 1C, 1D, 1F, 1G, 1H, 1I, and 1J) services were fully implemented as planned.

Action 1A – (Class Size Reduction)

There were no substantive differences in the planned action implementation. 947 sections were allocated for class size reduction (431 English, 196 Mathematics, 162 Social Studies, 96 Science, 26 Miscellaneous, 15 Modern Language, 12 Physical Education, 5 Business, 3 Visual and Performing Arts, and 1 Applied Art sections) 86.5% (820) sections were allocated to school sites where enrollment of unduplicated groups was greater than 55% as prescribed in Action 1A.

Action 1B – (Science Class Size Reduction)

There were no substantive differences in the planned action implementation. 55 science sections (11 Earth Science, 23 Introduction to Physical Science, 15 Biology, 3 Chemistry, 3 Introduction to Food and Natural Resources sections) were allocated to meet the Next Generation Science Standards, which require the “doing of more science.” 78.1% (43) sections were allocated to school sites where enrollment of unduplicated groups was greater than 55%.

Action 1C – (Continuation Sites Class Size Reduction/Administrative Sections)

There were no substantive differences in the planned action implementation. Continuation sites class size reduction and administrative sections provided 11 teaching sections (1 Apex, 3 Visual and Performing Arts, 2 Career and Technical Education, 2 English 1 History, 1 Mathematics and 1 Physical Education). 20 administrative sections for continuation schools which included 3 full-time Deans of Student Behavior and Support (6 Tierra Del Sol, 6 Vista and 6 Vista West) and 2 sections (1 Central Valley and 1 Nueva), to assist in the implementation of PBIS-MTSS.

Action 1D – (Literacy)

There were no substantive differences in the planned action implementation. 70 sections were allocated for Access and/or Pre-Access courses. These courses provide targeted literacy support for 9th grade students reading below grade level.

1E – (Ethnic Studies)

There was a substantive difference in the planned action implementation of Action 1E. Availability of substitutes for certificated staff hindered (in-person) professional development, which was due to the COVID-19 pandemic. Planned implementation of 1E will resume in 2022-2023 school year.

1F – (Professional Development)

There were no substantive differences in the planned action implementation. Action 1F addressed professional development necessary for the on-going learning and professional growth of the district's teaching staff, particularly in pedagogy and effective instructional practices in relation to the most recent state frameworks and the state's accountability system.

Action 1G – (Teachers on Special Assignment (TOSAs))

There were no substantive differences in the planned action implementation. Eight TOSAs (2 English Language Arts, 1 English Language Development, 1 Social Studies, 2 Math, 1 Science, and 1 AVID) worked with their respective department, as well as each Instruction Director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate professional development that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs worked with sites, as per teacher and/or administrator need.

Action 1H – Kern High Induction Program

There were no substantive differences in the planned action implementation. Kern High Induction Program provided 284 teachers (who are working towards obtaining their clear credentials and Cross-Cultural Language Academic Development (CLAD) certification) professional development and mentoring.

1I: Teacher Recruitment /Teacher Recruitment Administrator

There were no substantive differences in the planned action implementation. Currently there are 15 residents participating in the Kern High Teacher Residency program. KHSD 2021-2022 recruitment efforts will include participation in 30 teacher education job fairs in spring 2022.

1J – Appropriate Instructional Materials

There were no substantive differences in the planned action implementation. Appropriate instructional materials were verified by School Accountability Report Cards (SARCs) which verified that all students at KHSD have access to their own textbook(s) and instructional materials. All KHSD students also have access to technology resources.

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

Action 1A – (Class Size Reduction)

Certificated salaries and benefits were overestimated (\$1,016,092) due to the projected average cost per section.
(No change on planned percentages of improved services and estimated actual percentages of improved services.)

Action 1B – (Science Class Size Reduction)

Certificated salaries and benefits were slightly underestimated (\$25,475) due to a 4% salary increase.
(No change on planned percentages of improved services and estimated actual percentages of improved services.)

Action 1C – (Continuation Sites Class Size Reduction/Administrative Sections)

Certificated salaries and benefits were overestimated (\$101,025) due to the projected average cost per section.
(No change on planned percentages of improved services and estimated actual percentages of improved services.)

Action 1D – (Literary)

No material differences for Action 1D.

1E / 4I– (Ethnic Studies)

Action 1E/4I allocation of \$1,000,000 will be carried over to the 2022-2023 school year. The limited substitute availability for certificated staff to participate in planned professional development activities impedes this action.

(The inability to implement this action affected the planned percentages of improved services and estimated actual percentages of improved services.)

1F – (Professional Development)

Certificated salaries and benefits underestimated (\$521,202) due to substitute availability for certificated staff to provide planned professional development activities.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

1G–Teachers on Special Assignment (TOSAs)

Certificated salaries and benefits were underestimated (\$34,752) due to a 4% salary increase.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

Action 1H – Kern High Induction Program

Certificated salaries and benefits were slightly underestimated (\$11,064) due to a 4% salary increase.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

1I: Teacher Recruitment /Teacher Recruitment Administrator

Certificated salaries and benefits were overestimated (\$12,342) due to the 4% raise and underestimated (\$413,800) for teacher residency mentors' stipends and residents were funded out of another funding source.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

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

One measurement of progress effectiveness in achieving the desired outcomes for actions in Goal 1 was the review of annual measuring and reporting results of the 8 priorities outlined in Goal 1 with our educational partners.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard and data. The most recent data is reflected below. Educational partners reviewed the data and noted that in 2019-2020 KHSD students were receiving instruction services via distant learning. The metrics in each goal are designed to see results within a three-year period and provide educational partners and KHSD a year-to-year snapshot of progress.

State Priorities address in Goal 1:

Priority 1A: Basic (teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching)

The decrease of the number of teachers misassigned by course (as described by CDE guidelines) from the previous year is as follows. There was a decrease of 225 to 106 (52.9%) misassigned teachers. EL teacher misassignments also decreased from 44 to 4 (90.9%) misassigned teachers.

Priority 1B: Basic (every pupil in the school district has sufficient access to the standards-aligned instructional materials)

The School Accountability Report Cards (SARC) verified that all students at KHSD have access to their own textbook(s) and instructional materials. All textbooks purchased by KHSD are aligned to the state standards for each subject and approved by the district and local governing board.

Textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The School Accountability Report Card for each school site (<https://www.kernhigh.org/apps/pages/SARCs>) verifies that no finding was documented in this area.

Priority 2A: State Standards (the implementation of state board adopted academic content and performance standards for all students)

The implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.

English Language Arts – 4 (Full implementation)

Mathematics – 4 (Full implementation)

Social Studies – 4 (Full implementation)

English Language Development – 4 (Full implementation)

Next Generation Science – 4 (Full implementation)

Continuation of collaborative time continues to be needed in all curriculum areas to build resources, determine best practices, and effectively assess academic progress so that all students learn at optimal levels. KHSD is looking forward to increasing the number of in-person professional development offerings as COVID-19 restrictions are lifted and substitutes become available.

Priority 2B: State Standards (how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English)

The implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.

English Language Development – 4 (Full implementation)

Priority 8: Pupil Outcomes (addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable)

Local Priority 1A: Address local priority goals

Of the 161 new teachers hired for 2021-2022 school year an increase 3.8% to 4.3% was noted for African American.

Hispanic teaching staff decreased from 25.4% to 22.4%.

Action 1A: (Class Size Reduction)

Action 1A focus points are a-g rates and 1st semester grades. In 2019-2020 to 2020-2021 school years, KHSD traditional in-person learning was suspended due to the COVID-19 pandemic. In gauging the effectiveness of Action 1A in 2017-2018 to 2018-2019 (prior to the COVID-19 pandemic), the effectiveness of Action 1A can be measured by the increase of the a-g rate for all students which includes the following subgroups mentioned below.

A-g rates (2017-2018 compared to 2018-2019)

Districtwide: 1.7% increase

African American: 5.9% increase

Hispanic: 2.2% increase

English Learner: 2.3% increase

Foster Youth: 14.2% increase

Students with Disabilities: 0.90% increase

Socioeconomically Disadvantaged: 2.10% increase

Semester 1 Grades (percentage of students receiving one or more “Fs”)

	<u>2020</u>	<u>2021</u>
All:	21.4%	13.1%
EL:	35.9%	21.4%
FY:	36.9%	28.8%

SED: 24.5% 15.2%

Action 1B: Science Class Size Reduction

For the 2020-2021 school year, KHSD reported to CALPADS that 38,312 students were enrolled in one or more science courses. 73.4% (28,118) were designated as SED, .01% (312) FY, and 9.1% (3,479) EL students. A state mandated change in reporting course codes to CALPADS does not allow a yearly comparison for science course enrolled until there is two years of data.

KCSOS *KIDS* management data system did provide us with a snapshot of student's grades enrolled in science courses for 2020-2021. 77.9% of all students and 74.6% of students identified as unduplicated students enrolled in an Earth, Physical, Chemistry or Physics course received a passing grade of a D or higher for semester 1 2020.

Action 1C: Continuation Sites Class Size Reduction/Administrative Sections

Action 1C allocated 11 teaching sections (1 Apex, 2 Visual and Performing Art, 2 Career and Technical Education, 2 English, 1 History, 2 Mathematics, and 1 Physical Education). Tierra Del Sol, Vista, and Vista West were allocated 6 sections each for Dean of Student Behavior and Support and 2 (1 section each) for Central Valley and Nueva for Dean of Student Behavior and Support. The effectiveness contributed to the following:

All continuation sites had a zero-expulsion rate.

22.2% increase of Dashboard Alternative School Status (DASS) Graduation Rate (California School Dashboard) from 2020 to 2021.

All continuation sites have been deemed Model Continuation Schools by the California Continuation Education Association.

4 of the 5 continuation sites were awarded silver status from California PBIS Coalition.

Action 1D: Access Literacy Course

The number of students enrolled in Access Literacy courses for semester 1, 2021 was 1740. There was an 11.8% (205) decrease from the semester 1, 2020. 84.6% (1,472) of students enrolled in Access Literacy courses received a passing grade for Semester 1, 2021. 85.2% (1,483) are designated as unduplicated. Data reported on Goal 1, Priority 8 (page18) documents some increases in student reading levels.

Action 1E: Ethnic Studies

The Ethnic Studies committee was scheduled to plan and train staff on the following dates:

July 15, 2021 - Ethnic Studies Community Committee Meeting

September 15, 2021 - Changing the Narrative Part 1

September 30, 2021 - Changing the Narrative Part 2

November 29, 2021 - Book Study - Stamped: Racism, Antiracism, and You

Due to the availability for certificated substitutes the Ethnic Studies Committee had to postpone meetings until fall 2022.

Action 1F: Professional Development

Action 1F addresses professional development necessary for the on-going learning and professional growth of the district's teaching staff, particularly in pedagogy and effective instructional practices in relation to the most recent state frameworks and the state's accountability system. Data reported on Goal 1, Priority 2A and 2B, (page 17) documents teachers' Implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.

Action 1G: Teachers on Special Assignment (TOSAs)

TOSAs provided mentoring, guidance, and professional development to certificated and classified KHSD employees. The implementation, effectiveness and staff participation were tracked by the Organization Management System. 4,774 certificated and classified staff participated in 92 professional development consultations and 157 professional development events.

Action 1H: Kern High Induction Program (KHIP)

Currently there are 284 teachers who are working towards obtaining their clear credentials and Cross-Cultural Language Academic Development (CLAD) certification and to be effectively trained to teach the diverse student populations at KHSD high schools, including how to differentiate

instruction effectively so that all students reach optimal learning through high-quality instruction. Providing guidance for the KHIP participants has included 24 consultations and 29 events with 1,166 participants.

Action 1I: Teacher Recruitment / Teacher Recruitment Administrator

Recruitment efforts for 2021-22 recruited 161 new hires.

KHSD participated in 30 teacher education job fairs (in-person or virtually).

KHSD recruited in 12 states (Alabama, California, Colorado, Georgia, Illinois, Louisiana, Minnesota, Missouri, Michigan, New Mexico, Texas, and Virginia.) KHSD recruited in California at teacher job fairs (Bakersfield, Chico, Fresno, Fullerton, Hayward, Northridge, Pomona, San Bernadino, San Luis Obispo, San Marcos, and California Center on Teaching Careers).

Action 1J: Appropriate Instructional Materials

The School Accountability Report Cards (SARC) verify that all students at KHSD have access to their own textbook(s) and instructional materials. LCAP funding is not utilized for this action. KHSD general budget provides for funding allocations.

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.

KHSD educational partners deemed that no changes for LCAP 2022-2023 are recommended for the metrics, or desired outcomes in Goal 1. The following recommendations were made based on the feedback of educational partners for actions in Goal 1.

1A: Class Size Reduction

Section allocation for comprehensive sites increased from 947 to 1,080 to provide sections for Del Oro High School, opening in the fall of 2022. Additional sections were also added to accommodate increased enrollment of unduplicated students.

1B: Science Class Size Reduction

Section allocation for comprehensive sites increased from 55 to 59 to provide sections for Del Oro High School, opening in the fall of 2022. Additional sections were also added to accommodate increased enrollment of unduplicated students.

1D: Literacy

Section allocation for comprehensive sites increased from 70 to 75 to provide sections for Del Oro High School, opening in the fall of 2022. Additional sections were also added to accommodate increased enrollment of unduplicated students.

1G: Teachers on Special Assignment (TOSAs)

An additional TOSA for the English Learner program will be provided.

1I: Teacher Recruitment / Teacher Recruitment Administrator

The Education Pathway course will no longer be offered at a comprehensive school site. KHSD students will be able to enroll at ROC for this pathway.

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

Goal

Goal 2	Description
Goal 2	KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources which will equip students to be successful with all content standards and corresponding assessments.

An explanation of why the LEA has developed this goal.

Goal 2 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and educational partners’ consultation and recommendations. The actions in Goal 2 will provide the educational partners with clear alignment of the measurable outcomes (1C, 4E, 4F, 4H, 5E, Local Priority 2A, and 2B)

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

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

KHSD STUDENTS WILL GRADUATE, READY AND PREPARED FOR THEIR INDIVIDUAL, POST-SECONDARY EXPERIENCE (COLLEGE OR CAREER). The data provided is the most current data available.

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

Goal 2 aligns with the following most recent data from the California School Dashboard and input from educational partners:

English Learner Progress (California School Dashboard 2019-2020, most recent data available)

34.4% making progress towards English language proficiency

English Language Arts Data Comparisons:

EL: 157.9 points below standards

English Only: 3.9 points above standards

Local Indicator Basics (California School Dashboard 2019-2020, most recent data available)

Implementation of Local Standards

Access to Broad Course of Studies

Other Indicator

California Department of Education (CDE) DataQuest

EL Reclassification Rates: 13.4% (California School Dashboard 2020-2021)

Long-Term English Learners (LTEL): 80.4% of EL students

Kern High School Management System, Synergy, and PeopleSoft

KHSD school sites' Master Schedules (certificated and classified staff)

California Assessment of Student Performance and Progress (CAASPP) System

KCSOS Kern KiDS Management System \

California State Assignment Accountability System (CalSAAS)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1C) Maintain 100% rating of “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) for all school sites.	Baseline: 2020-2021 (Source: School Site School Accountability Report Card) Status: 22 of 23 school sites maintained a “good” or “exemplary” facilities rating on FIT.	2021-2022 Status: 23 of 23 school sites maintained a “good” or “exemplary” facilities rating on FIT.			100% rating of “good” or “exemplary” facilities rating on FIT for all school sites annually.
(Priority 4E) Increase the percentage of EL who are progressing towards English Language proficiency by 5% each year based on previous year’s rate.	Baseline 2019-2020 (Source: California School Dashboard) Status: 34.4%	2020-2021 Status: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.			Increase by 15% EL progressing towards English Proficiency within a 3-year time span.
(Priority 4E) Decrease the number of LTELs by 2% annually.	Baseline 2019-2020 (Source: CDE, DataQuest) Status: 8.9% (LTEL 6+ years) *Data was updated on 4/7/22 to reflect correct percentage.	2020-2021 Status: 16.1% (LTEL 6+ years)			Decrease LTELs percentage by 6% within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4F) Increase the reclassification rate of EL students by 3% each year, based on previous year's reclassification rate.	Baseline 2019-2020 (Source: CDE, DataQuest) Status: Reclassification Rate: 24.0%	2020-2021 Status: Reclassification Rate: 13.4%			Increase by 9% the EL reclassification rates within a 3-year time span.
(Priority 4H) EAP percentage of “ready” and “conditionally ready” as measured by the previous year's scores will increase by 1% districtwide, 1.5% for Hispanic and SED, 2% for AA, and Homeless, and 3% for EL and SWD.	Baseline 2018-2019 (Source: CAASPP) Status: Districtwide: 51.4% AA: 37.6% Hispanic: 47.2% EL: 2.6% FY: Data not available SED: 45.7% Homeless: 30.0% SWD: 7.5%	2020-2021 Status: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.			Increase EAP percentage of “ready” and “conditionally ready” as measured by the previous year's scores by 3% districtwide, 4.5% for Hispanic and SED, and 6% for AA and Homeless, and 9% for EL and SWD.
(Priority 5E) Increase graduation rate by 1% district-wide, Hispanic, and SED, and 2% for AA, American Indian or Alaska Native, EL, and FY, and 3% Homeless and SWD.	Baseline: 2019-2020 (Source: California School Dashboard) Status: All: 88.7% African American: 81.7% American Indian or Alaska Native: 75.9% Hispanic: 88.8% EL: 74.5% FY: 70.2% Homeless: 67.8% SED: 87.3% SWD: 70.1%	2020-2021 Status: All: 86.5% African American: 80.4% American Indian or Alaska Native: 80.0% Hispanic: 85.9% EL: 74.2% FY: 70.1% Homeless: 62.2% SED: 84.6% SWD: 66.3%			Increase by 3%: District-wide, Hispanic and SED; 6%: African American and American Indian or Alaska Native. EL, and FY; 9%: Homeless, and SWD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local Priority 2A) 100% of EL will be enrolled in the appropriate level of designated English Language Development (ELD) courses or courses designated per their Individualized Educational Plan (IEP).	Baseline: 2020-2021 Status: 74.9% Percentage of documented withdrawals: Parent request: 20.1% Home Instruction: 0.09% Independent Study: 1.18% Workforce: 2.02% Discovery: 0.7%	2021-2022 Status: 77.2% Percentage of documented withdrawals: Parent request: 18.8% Home Instruction: 0% Independent Study: 1.5% Workforce: 1.4% Discovery: 1.1%			Maintain 100% of EL students enrolled in appropriate level of ELD courses annually.
(Local Priority 2B) Decrease the failure rate of EL by 2% for ELD and core classes by providing Instructional Assistants (IAs) in ELD courses and Bilingual Instructional Assistants (BIA) in core classes to provide language support that will ensure students can successfully access the core curriculum.	Baseline: 2019-2020 Semester 1 (KHSD management system, Synergy) Status: 17.5%	2020-2021 and 2021-2022 Status: 2020-2021: 44.8% 2021-2022: 21.6%			Decrease 6% failure rate for EL students within a 3-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing

2A	English Learner	<p>Research demonstrates that “ELs in K-12 are far less likely to graduate high school, enroll in college, and complete college as compared to their non-EL peers” (Kanno & Cromley, 2013, 2015; Nuñez & Sparks, 2012). KHSD is committed to meeting the academic needs of EL students, including dually identified (identified as Students with Disabilities and EL), newcomers (EL students less than a year in the country), and LTELs. In the last three years KHSD EL reclassification rates were higher than Kern County and state of California.</p> <table><tr><th colspan="4">English Learner Reclassification Rates</th></tr><tr><th></th><th>Kern High School District</th><th>Kern County</th><th>California</th></tr><tr><td>2018-2019</td><td>40.1%</td><td>11.9%</td><td>13.8%</td></tr><tr><td>2019-2020</td><td>24.0%</td><td>14.5%</td><td>13.8%</td></tr><tr><td>2020-2021</td><td>13.4%</td><td>9.9%</td><td>8.6%</td></tr></table> <p>Historically, EL students that reclassify “perform much better than current EL students, and they sometimes perform better than students who do not speak a foreign language at home.” (Public Policy Institute of California, May 2018) KHSD reclassified students are no exception. In 2018-19, 50.4% of KHSD reclassified students met or exceeded standards for ELA. This compares to 51.4% for All students and 2.65% for EL students. It is imperative that KHSD maintain services that will enhance academic achievement for EL students by providing the following:</p> <ul style="list-style-type: none">• KHSD will provide 57 full-time equivalents (FTE) for Bilingual Instructional Assistants (BIA) and 3.75 FTE for Instructional Assistants (IA) at comprehensive and continuation sites to provide primary language support to EL students, serving EL 1 and EL 2 students first.• KHSD will retain site EL Coordinators (20 sections) to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.• KHSD will retain 21 FTE for Bilingual Technicians (BT). District BT (2 FTE) may also assist in completing state and local reports and monitoring progress data.• KHSD will retain District Supervising Administrator (1 FTE) to oversee the implementation of the English Learner program.• KHSD will retain 1 Clerical Staff.	English Learner Reclassification Rates					Kern High School District	Kern County	California	2018-2019	40.1%	11.9%	13.8%	2019-2020	24.0%	14.5%	13.8%	2020-2021	13.4%	9.9%	8.6%	\$6,408,664.00	Y
English Learner Reclassification Rates																								
	Kern High School District	Kern County	California																					
2018-2019	40.1%	11.9%	13.8%																					
2019-2020	24.0%	14.5%	13.8%																					
2020-2021	13.4%	9.9%	8.6%																					

Action #	Title	Description	Total Funds	Contributing
		KHSD provides a structured English immersion program, adopted by the State of California, to educate students who are not yet proficient in the English language and in order to ensure the following English language development goals are met to “close the achievement gap” between English Learners (EL) and native English speakers: (1) “Ensure that EL students acquire full proficiency in English as rapidly and effectively as possible and attain parity with native English speakers” (CDE website); (2) “Ensure that EL students, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.”		
2B	Literacy Intervention	<p>As part of a multifaceted approach to increase student achievement and reading levels, English Language Arts/Literacy CAASPP rates have increased from 49.07% in 2017-2018 to 51.04% in 2018-2019 that “Met” or “Exceeded” Standards.” According to the California School Dashboard in 2019, 10 school sites displayed a status of “increased significantly” and 5 school sites displayed a status of “increased”.</p> <p>KHSD will provide the following:</p> <ul style="list-style-type: none"> • Teacher-Librarians (19) at each site. Teacher-Librarians reinforce the school’s instructional framework by providing support to the core curriculum through complementary and supplementary resources and services. • KHSD will retain Clerical Staff (0.33 FTE). • Expanded learning opportunities by providing funding to keep each site’s library open after hours and on Saturdays to support academic progress and literacy for all students. • Beanstack program will be available districtwide to promote independent reading. KHSD librarians have welcomed (2017-2018 to 2019-2020) over 66,000 students through extended library hours. <p>Funding allocation for extended library hours will be based on the number of unduplicated students at the school sites.</p> <p>Arvin, Del Oro, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West (\$28,000 per site)</p> <p>Bakersfield, Highland, Independence, Kern Valley, North, and Ridgeview (\$20,000 per site)</p> <p>Centennial, Frontier, Liberty, and Stockdale (\$14,000 per site)</p>	\$5,201,374.00	Y

Action #	Title	Description	Total Funds	Contributing
2C	Learning Intervention	<p>Learning intervention includes 124 sections; 82 intervention sections for students who need additional support in English and math – e.g., Foundations (math), literacy courses, and Academic Performance courses that support “at risk” grade 9-12 students and 42 sections will be devoted to 9th grade math support courses allocated by school sites LCFF percentage. California School Dashboard in 2019 reported that districtwide KHSD students performed 96.4 points below standards compared to statewide performance of 33.5 points below standards. KHSD SED students performed 117.4 points below standard, EL students 188.2 points below standard and FY 187.7 points below standard.</p> <p>Through analysis of student need 1504 unduplicated students were enrolled in intervention courses. The need to continue offering intervention sections has been impacted by learning loss experienced this school year due to the COVID-19 pandemic. Districtwide there was an 11.9% increase of students receiving a failing grade from fall 2019-2020 to 2020-2021 school year. Students identified as unduplicated also experienced a 13.6% in failing grades during this time period.</p>	\$3,038,000.00	Y

2D	Summer Intervention	<p>Through analysis of semester 1 grades for 2021 and 2022, it was noted that 31.7% in 2021 and 20.7% in 2022 of unduplicated students received a failing grade. The summer school intervention sections were created for the unduplicated students based on need. In 2021 summer, school sections served 24,527 students. Of these students 60% of enrolled students were identified as unduplicated.</p> <p>Summer school sections are distributed proportionately per the sites' unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.</p> <p>KHSD will continue to offer summer school intervention sections and designated EL intervention sessions.</p> <ul style="list-style-type: none"> • EL intervention to maximize reclassification rate for LTELs • Credit recovery • Literacy, math, and STEM intervention and support • Academic “bridge” courses that acclimate and orient incoming, “at-risk” 9th graders • A-g completion and promotion (supporting “C” and “at risk” students through intervention for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps • Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses <p>The district will provide summer outreach to retain or recover “at-risk” students, determine students with the greatest intervention need, and provide graduation options for 5th year seniors districtwide. Funding will be allocated by LCCF student count, as follows:</p> <p>\$7,500 each for Arvin, Del Oro, East, Foothill, North, Mira Monte, South, and West</p> <p>\$4,500 each Bakersfield, Golden Valley, Ridgeview, and Shafter</p> <p>\$2,500 each Centennial, Frontier, Highland, Independence, Kern Valley, Liberty, and Stockdale</p> <p>\$15,000 for Alternative Education (Central Valley, Nueva, Tierra Del Sol, Vista, and Vista West)</p> <p>\$10,000 for Summer Migrant Program Outreach</p> <p>\$40,000 for EL Summer Outreach due to learning loss experienced in the 2020-21 school year</p> <p>The district will provide the following allocations for counseling during the summer session:</p>	\$1,390,063.00	Y
----	----------------------------	---	----------------	---

Action #	Title	Description	Total Funds	Contributing
		Comprehensive Sites and Education Options: 224 hours per site, Continuation Sites: 224 hours (one allocation for the 5 continuation sites), Education Options (Kern Learn and Discovery): 60 hours. KHSD will retain Clerical Staff (0.1 FTE).		

Action #	Title	Description	Total Funds	Contributing																								
2E	Intervention Resources	<p>An analysis of semester 1 grades (2019-2020, 2020-2021 and 2021-2022) for KHSD students indicates that there was an increase in the number of unduplicated students who received a failing grade in one or more courses compared to in 2019-2020.</p> <table><tr><th colspan="4">Grades Semester 1</th></tr><tr><th>Student Group</th><th>2021-2022</th><th>2020-2021</th><th>2019-2020</th></tr><tr><td>Districtwide</td><td>18.8%</td><td>28.8%</td><td>12.4%</td></tr><tr><td>SED</td><td>20.7%</td><td>32.2%</td><td>13.9%</td></tr><tr><td>English Learners</td><td>29.9%</td><td>51.1%</td><td>22.8%</td></tr><tr><td>Foster Youth</td><td>31.7%</td><td>41.9%</td><td>28.9%</td></tr></table> <p>Due to an increase of learning loss and students receiving a failing grade for fall semester 1, 2020-2021 (due to the COVID-19 pandemic), KHSD will maintain the following interventions.</p> <ul style="list-style-type: none">• STAR Renaissance licensing (from 2016-2017 to 2018-2019, 74,395 students were administered the STAR reading exam and 55,090 students in STAR math.) This data is utilized for student placement and growth in math and literacy classes.• Edmentum licensing will specifically be used in math courses to fill gaps in students' math knowledge so they will be successful in meeting the California math standards. (2016-2017 to 2018-2019, 1,769 modules were mastered.)• Apex licensing (15,179 students completed one or more courses from 2018-2019 to 2019-2020.)• Consultants (Aiding KHSD in seeking intervention resources.)• Exploring Learning Gizmos helps students develop a deep understanding of challenging concepts through inquiry and exploration. Students use Gizmos to interact with and explore hundreds of math and science topics ranging from heredity to trigonometry.• Buses/Vans – To provide transportation after regular school bus hours.	Grades Semester 1				Student Group	2021-2022	2020-2021	2019-2020	Districtwide	18.8%	28.8%	12.4%	SED	20.7%	32.2%	13.9%	English Learners	29.9%	51.1%	22.8%	Foster Youth	31.7%	41.9%	28.9%	\$2,885,656.00	Y
Grades Semester 1																												
Student Group	2021-2022	2020-2021	2019-2020																									
Districtwide	18.8%	28.8%	12.4%																									
SED	20.7%	32.2%	13.9%																									
English Learners	29.9%	51.1%	22.8%																									
Foster Youth	31.7%	41.9%	28.9%																									

Action #	Title	Description	Total Funds	Contributing
2F	Technology Resources	<p>Low-income students and students of color are less likely to own computers and use the internet than their peers. Technology can produce significant gains in student achievement (Stanford Center for Opportunity in Education, 2014.) Kern High will continue to strengthen the technology infrastructure and provide student devices to support and enhance learning in the classroom through high-speed internet connections, devices, and programs that promote student engagement. This action may include the following sub actions:</p> <ul style="list-style-type: none"> • Replacing server equipment, switches, and other hardware • Increasing computer access • Supporting Science, Technology, Engineering, and Math (STEM) classes • Increasing the use of portable devices in the classroom (Chromebooks) • Supporting the use of instructional technologies • Expanding bandwidth to support a robust network • Operations Support Technician for LCFF school sites that have 80% or greater LCFF count (Arvin, Bakersfield, East, Foothill, Golden Valley, Mira Monte, North, South, Shafter, and West) 	\$8,920,463.00	Y
2G	School Facilities	<p>KHSD facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public-School Construction (OPSC).</p>	N/A	N/A

2H	<p>Additional Custodial Support to Minimize the Spread of Illnesses</p> <p>Many factors can predict whether a student is likely to be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project). Kern County has one of the highest rates of coronavirus spread in the state, but some parts of the county are harder hit than others. By and large, those areas tend to be more disadvantaged than the community at large. And Kern County’s disadvantaged communities have been harder hit than their counterparts throughout the state. (Morgen 2021). Unduplicated students have higher exposure to COVID-19, as their parents are often under-employed and have less access to proper health care. “Many families live in multigenerational households, [where] parents are essential workers and are more accessible to contracting COVID” (Morgen 2021). These parents are also often employed in customer service-oriented jobs, which leads them to be more exposed to the public and more likely to be exposed to illnesses. Reyna Olaguez, communications director for Building Healthy Communities Kern, wrote in an email to <i>The Californian</i>. “They [low-income families] are forced to live in unsafe housing, lack adequate access to health care and parks, have very low trust in government and on and on and on. Poor people are already at a dangerous disadvantage. Crises like the pandemic just exacerbate the problems that are already there” (Morgen 2021). Attendance data from the 2020-2021 and 2021-22 school years shows that Chronic Absenteeism for unduplicated students drastically increased, in many cases as a result of illness, in comparison to that of all KHSD students, while overall Attendance rates declined slightly.</p> <p>Overall Attendance Rates</p> <table><tr><td>Student Group</td><td>2020-2021</td><td>2021-2022</td></tr><tr><td>ALL Students</td><td>94.2%</td><td>91.9%</td></tr><tr><td>SED Students</td><td>93.1%</td><td>90.9%</td></tr></table> <p>Chronic Absenteeism Rates</p> <table><tr><td>Student Group</td><td>2020-2021</td><td>2021-2022</td></tr><tr><td>ALL</td><td>13.6%</td><td>15.8%</td></tr><tr><td>FY</td><td>28.6%</td><td>44.5%</td></tr></table>	Student Group	2020-2021	2021-2022	ALL Students	94.2%	91.9%	SED Students	93.1%	90.9%	Student Group	2020-2021	2021-2022	ALL	13.6%	15.8%	FY	28.6%	44.5%	\$1,555,378.00	Y
Student Group	2020-2021	2021-2022																			
ALL Students	94.2%	91.9%																			
SED Students	93.1%	90.9%																			
Student Group	2020-2021	2021-2022																			
ALL	13.6%	15.8%																			
FY	28.6%	44.5%																			

Action #	Title	Description			Total Funds	Contributing
		EL	16.7%	21.8%		
		<p>In order to fulfill the goals of Priority 5b, which aims to decrease the chronic absenteeism rate by 3% district wide and 6% for EL, AA, and SWD and 9% for FY and Homeless students within a 3-year time span, and to complement Action 4G, which retained staff to collaborate with school sites to combat the issue of chronic absenteeism and low attendance rates resulting from student illness, KHSD will fund 20 FTE custodial positions at comprehensive and continuation sites with high concentrations of unduplicated students to prevent further spread of illness in the school setting. Typically, custodial staff on sites during the day is often not as large as in the evenings, so these new custodians will augment the existing custodial staff on these sites, who are occupied with fulfilling the increased demands from COVID which necessitates additional staffing. The additional FTE at each school site for cleaning will allow the schools to focus on disinfecting high touch areas, including bathrooms, throughout the school day to ensure that students have safe access to all necessary facilities without interruption, and to minimize virus spread to increase attendance and decrease chronic absenteeism due to illnesses. Adding FTE custodial positions at the high LCFF sites will help mitigate the spread of many viruses that would prevent students from attending school due to illness and will help to improve the overall health and wellness of all students and staff.</p> <ul style="list-style-type: none"> 8-hour custodians (Total 20), 15 for comprehensive sites and 5 for continuation sites. 				

21	School Facilities Support for LCAP Staffing	<p>The COVID-19 pandemic has resulted in drastic losses in learning for all students, especially our unduplicated students. When comparing Fall 2019 grades to Fall 2020 grades, failing grades increased for Foster Youth (16.3%), EL (18.9%), and Socioeconomically Disadvantaged (SED) students (13.6%). To counter these losses, KHSD has been committed to class size reduction, which increases teachers' individual contacts with students, and improves student learning and success. Additionally, KHSD is dedicated to improving student literacy, which directly benefits from the reduction of class sizes. In order to improve student outcomes and fully implement the actions in the LCAP and Kern High's strategic plan, KHSD has expanded its staffing needs to support continued class size reduction. For the 2022-23 school year, KHSD has a total of 1,595 LCAP funded sections.</p> <p>This total includes the addition of 170 new sections in the following LCAP funded Actions:</p> <ul style="list-style-type: none"> • 131 sections for class size reduction (Action 1A) • 3 sections for Science Class Size Reduction (Action 1B) • 5 sections for Access Literacy (Action 1D) • 4 sections for Freshman Math Support Classes (Action 2B) • 25 sections for OCI & SACs allocated for 3 portables for SACs total (Action 4B) <p>KHSD also is resolute in its approach to provide additional support services to our unduplicated students to reduce suspension rates, which has required additional personnel. Since implementing PBIS-MTSS districtwide, KHSD has experienced reduced expulsion discipline outcomes, and school personnel feel more effective. KHSD involuntary transfers to continuation sites have also decreased from the fall 2017-2018 to fall 2019-2020 districtwide from 0.08% to 0.06% as a result of MTSS implementation at all school sites. Tier 2 interventions have increased student success and have helped students meet academic and behavioral goals.</p> <p>As a result, KHSD has expanded site MTSS staff and support services for students and has allotted LCAP funding for a total of 143.5 FTE MTSS staff, including 12 AmeriCorps mentors and 8 Youth 2 Leaders (Y2L) mentors for the 2022-23 school year. This total includes an additional 19.375 FTE in the following LCAP funded Actions:</p>	\$5,700,000.00	Y
----	--	--	----------------	---

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Added 4 FTE Intervention Specialists (Action 4C) Added 2 FTE Substance Abuse Interventionists/Specialists (Action 4C) Added 3 FTE Intervention Counselors (Action 4B) Added 9.375 FTE Community Specialists (Action 4B) Added 1 FTE Parent Center Liaison (Action 4E) <p>In offering a variety of MTSS, many campuses have found that they are short on physical space (offices and classrooms), which makes it difficult to provide the supports and reduced class sizes that will continue to help our unduplicated students be successful in their educational pursuits. In order to continue to provide support and services with staff allocation in the LCAP, we need more space to house these personnel. KHSD currently has 406 portables throughout the district, and many of these buildings have reached the end of their lifespan and will need to be replaced. In many cases, these additional supports and services have displaced teachers and students. As a result, additional buildings are needed to house the supplemental personnel and preserve the class size reduction levels currently in place. The reallocated building space, which was being used for regular classrooms, is now being utilized for these MTSS support personnel. Adding more dedicated portable classrooms will allow school sites greater flexibility in choosing to either relocate their MTSS staff to the portable classrooms or relocate teachers and students to the new classroom locations as more space is now available. Portable classrooms/offices will be allocated by a team of district administrators in collaboration with site administration based on specific site needs.</p>		

Goal 2 Analysis for 2021-2022

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

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

Action 2A: (English Learners)

There were no substantive differences in the planned action implementation. Bilingual Instructional Assistants, Bilingual Technicians, EL Coordinators and District Supervising Administrator were retained to provide services for the English Learner program.

Action 2B: (Literacy Intervention)

There were no substantive differences in the planned action implementation. 18 teacher-librarians were maintained. School sites utilized their allocations for expanded library hours. Beanstack program was launched as planned.

Action 2C: (Learning Intervention)

There were no substantive differences in the planned action implementation. KHSD provided 80 sections (11 Academic Achievement, 10 Apex, 3 English, 51 Mathematics and 5 Independent Studies) for additional support in English and math – e.g., Foundations (math), literacy courses, and Academic Performance courses that support “at risk” grade 9-12 students and 39 sections (3 Algebra, 10 Boost math, 24 Fundamental Math and 2 Geometry) for 9th grade math support courses allocated by school sites LCFF percentage.

Action 2D: (Summer Intervention)

There were no substantive differences in the planned action implementation. In-person summer school sessions were offered which included a robust offering of courses before and after the regularly scheduled curricular day.

Action 2E: (Intervention Resources)

There were no substantive differences in the planned action implementation. All intervention resources were utilized (STAR Renaissance, Edmentum, APEX, Exploring Learning Gizmos and Boost math resources.)

Action 2F: (Technology Resources)

There were no substantive differences in the planned action implementation. Kern High strengthened the technology infrastructure and provided student devices to support and enhance learning in the classroom through high-speed internet connections, devices, and programs that promote student engagement.

Action 2G: (School Facilities)

There were no substantive differences in the planned action implementation. KHSD facilities were maintained in a manner that assures safety, cleanliness, and functionality.

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

Action 2A: (English Learners)

Classified salaries and benefits were overestimated (\$295,847) due to the shortage of BIA staff. EL Coordinators and BT salaries and benefits were underestimated (\$81,544) due to a 4% salary increase.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

Action 2B: (Literacy Intervention)

Teachers-Librarians salaries and benefits were underestimated (\$34,948) due to a 4% salary increase.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

Action 2C: (Learning Intervention)

Certificated salaries and benefits were underestimated (\$81,612) due to a 4% salary increase. Freshmen math support sections were overestimated (\$34,790) due to projected average cost per section.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

Action 2D: (Summer Intervention)

Certificated and classified salaries and benefits were overestimated (\$19,794). Summer outreach and additional counseling were overestimated (\$202,068) due to other funding sources which were utilized.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

Action 2E: (Intervention Resources)

The cost for the software was overestimated for Star Renaissance and Edmentum (\$102,920). Boost resources (\$11,582) will be carried over to the 2022-2023 LCAP budget. The cost for Exploring Gizmos, site surveys and UDL designed learning environments for co-teaching was underestimated (\$316,379).

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

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

One measurement of progress effectiveness in achieving the desired outcomes for actions for Goal 2 is the 6 state priorities outlined in Goal 2. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard and DataQuest. The most recent data is reflected below. Educational partners reviewed the data and noted that in 2020-2021 KHSD students were receiving instruction services via distant learning. The metrics in each goal are designed to see results within a three-year period and provide educational partners and KHSD a year-to-year snapshot of progress.

State Priorities addressed in Goal 2

(Priority 1C): School facilities are maintained in good repair

KHSD school sites received either an exemplary or good rating on the 2020-2021 Facility Inspection Tool (FIT) report.

Exemplary: Arvin, Bakersfield, Central Valley, East, Football, Frontier, Liberty, Mira Monte, Shafter, Tierra Del Sol, and Vista

Good: Centennial, Golden Valley, Highland, Independence, Kern Valley, North, Nueva, Ridgeview, South, Stockdale, Vista West, and West

(Priority 4E): Student Achievement: (% of ELs who make progress toward English proficiency)

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

(Priority 4F): Student Achievement: (EL Reclassification rate)

Data analyzed by educational partners noted that KHSD (17.3%) continues to reclassify EL students at a higher rate than the County of Kern (9.9%) and the State of California (8.6%).

(Priority 4H): Student Achievement: (% of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) or any assessment of college preparedness)

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. KHSD administered STAR Renaissance Reading Assessment as an alternative assessment for Early Assessment Program (EAP) for 11th grade.

Districtwide: 42.3%

AA: 29.5%

Hispanic: 37.4%

EL: 12.1%

FY: 5.7%

SED: 36.0%

Homeless: 25.7%

SWD: 7.8%

(Priority 5E): Student Engagement (High school graduation rates)

Data analyzed by educational partners noted that Native American or Alaskan American graduation rate increased by 4.1%. There was a decrease in graduation rates for all students and the following subgroups: All -2.2%, African American -1.3%, Hispanic -2.9%, English Learner -0.3%, Foster Youth -0.1%, Homeless -5.6%, Socioeconomically Disadvantaged -2.7%, and Students with Disabilities -3.8%.

(Local Priority 2A): Address local priority goals

Data analyzed by educational partners noted that 77.2% of EL students are enrolled in the appropriate level of designated English Language Development (ELD) courses or courses designated per their Individualized Educational Plan (IEP). EL students not appropriately enrolled in an ELD course: (Waivers documented)

Parent request: 18.8%

Home Instruction: 0.0%

Independent Study: 1.5%

Workforce: 1.4%

Discovery: 1.1%

Local Priority 2B): Address local priority goals

Baseline was established in 2019-2020 (semester 1) for EL students receiving an “F” in one or more classes (prior to the COVID-19 pandemic.)

Semester 1

2019-2020: 17.5%

2020-2021: 44.8%

2021-2022: 21.6%

Action 2A: (English Learners)

Data analyzed by educational partners noted that reclassification rates dropped from 24.0% to 13.4% from 2019-2020 compared to 2020-2021. The COVID-19 pandemic played a significant obstacle in the ability to assess the EL students on the reclassification criteria. KHSD continues to have a higher reclassification rate than the County of Kern (9.9%) and State of California (8.6%).

Action 2B: (Literacy Intervention)

School sites utilized their allocations for expanded library hours logging in 9,285 hours for Semester 1, 2022. The Beanstack program was launched and KHSD students enjoyed 6,820 hours of reading via the Beanstack program.

Action 2C: (Learning Intervention)

80 sections (11 Academic Achievement, 10 Apex, 3 English, 51 Mathematics and 5 Independent Studies) for additional support in English and math – e.g., Foundations (math), literacy courses, and Academic Performance courses that support “at risk” grade 9-12 students. An additional 39 sections (3 Algebra, 10 Boost, 24 Fundamental Math and 2 Geometry) for 9th grade math support courses allocated by school sites LCFF percentage.

Action 2D: (Summer Intervention)

There were 24,209 students that earned credits attending summer school in 2021.

Action 2E: (Intervention Resources)

All intervention resources were utilized (STAR Renaissance, Edmentum, APEX, Exploring Learning Gizmos and Boost math resources.)

Action 2F: (Technology Resources)

The following goals were met in 2021-2022:

Increased access to technology for students (Student Workstation Replacements, Chromebooks, Hot Spots and Classroom technology.)

Increased teachers’ ability to infuse and integrate technology into their curriculum (Canvas, Canvas Gradebook Integration, Apex, Synergy, Pear Deck, Surface Pro, Spheros, Screencastify, EdPuzzle, 3D Printing with Makerbot, Kahoot, Quizlet and Quizzz.)

Strengthened the technology infrastructure to support and enhance learning in the classroom through high-speed internet connections, devices, and programs that promote student engagement (Updated wireless networks, Chromebooks, and increased security for safe browsing.)

New Servers (Hardware to update Student and Teacher access to curriculum and resources.)

Action 2G: (School Facilities)

Kern High School District (KHSD) facilities were maintained in a manner that assures safety, cleanliness, and functionality.

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.

KHSD educational partners deemed that no changes for LCAP 2022-2023 are recommended for the metrics, or desired outcomes in Goal 2.

The following recommendations were made based on the feedback of educational partners for actions in Goal 2.

(Priority 4H): Student Achievement: (% of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) or any assessment of college preparedness)

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. KHSD administered STAR Renaissance Reading assessment as an alternative assessment for Early Assessment Program (EAP) for 11th grade.

(Priority 4E): Student Achievement: (% of ELs who make progress toward English proficiency)

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

2A: English Learners

Funding will be allocated for additional Bilingual Instructional Assistants that will be hired for the 2022-2023 school year. Allocation will be based on EL enrollment at the school sites. Two Bilingual Technicians were hired to provide support (1 Arvin High School and 1 District Office).

2B: Literacy Interventions

Funding will be allocated for a Teacher-Librarian and extended library hours for Del Oro High School, opening in the fall of 2022.

2C: Learning Intervention

Section allocation for comprehensive sites increased from 80 to 82 to provide sections for Del Oro High School, opening in the fall of 2022.

2E: Intervention Resources

One-time funding for Boost Math resources will not be re-allocated.

2F: Technology Resources

Additional funding allocation will be provided to meet the demands of students' technology needs. Hire additional Operations Support Technician (for LCFF school sites that have 90% or greater LCFF count (Arvin, Foothill, Golden Valley, Mira Monte, and South High School.)

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

Goal

Goal 3	Description
Goal 3	KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses that include all core subjects – English, Math, Social Studies, and Science – and Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.

An explanation of why the LEA has developed this goal.

Goal 3 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and educational partners' consultation and recommendations. The actions in Goal 3 will provide the educational partners with clear alignment of the measurable outcomes (4A, 4B, 4C, 4D, 4G, 7A, 7B, 7C, and Local Priority 3A.)

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

- Improve student literacy skills
- Improve the graduation rate
- Focus on curriculum and programs to better prepare and connect students for work, career training, and college
- Improve student academic performance in all subject areas
- Increase percentage of students fulfilling college admission requirements
- Expand elective offerings, ensuring a complete and comprehensive course schedule for all students
- Enhance instructional alternatives, including online learning opportunities
- Provide additional regional CTE programs and expand facilities
- Provide instruction to allow students to meet accountability measures while focusing on 21st century learning
- Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

California School Dashboard

College/Career Indicator (California School Dashboard 2019-2020, most recent data available)

Prepared

Districtwide: 46.7%

EL: 16.9%

SED: 41.9%

FY: 19.0%

SWD: 15.2%
 Homeless: 18.0%
Local Indicators
 Access to a Broad Course of Studies
California Department of Education DataQuest
Other Indicators
 Kern High School Management System, Synergy, and PeopleSoft
 KHSD school sites' Master Schedules (certificated and classified staff)
 California Assessment of Student Performance and Progress (CAASPP)
 KCSOS Kern *KiDS* Management System
 LCAP Annual Family Survey

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4A) Increase the percentage of students districtwide mastering grade-level standards (met or exceeded) on the English Language Arts (ELA), mathematics and California Science Test (CAST) assessment by 2% as measured by previous year's score rate and 3% for EL, SWD, and SED.	Baseline: 2018-2019 (Source: CAASPP) Status: <u>ELA</u> Districtwide: 51.1% EL: 2.7% SED: 45.2% SWD: 7.57% Status: <u>Mathematics</u> Districtwide: 21.0% EL: 1.15% SED: 15.1% SWD: 1.15% Status: <u>CAST</u> Districtwide: 19.6% EL: 1.26% SED: 15.37% SWD: 3.09%	2020-2021 (KHSD administered STAR Renaissance Reading and Math exam as an alternative assessment for 11 th grade) Status: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard.			Increase by 6% districtwide and 9% for EL, SED, and SWD, within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4B) Increase a-g completion rate by 1% districtwide, 2% for SED and Hispanic, and 3% for AA, EL, FY, Homeless, and SWD.	Baseline: 2019-2020 (Source: CDE, DataQuest) Status: Districtwide: 42.7% AA: 33.2% Hispanic: 40.8% EL: 11.0% FY: 11.1% Homeless: 12.0% SWD: 6.8% SED: 37.7%	2020-2021 Status: Districtwide: 40.6% AA: 30.7% Hispanic: 37.8% EL: 8.3% FY: 14.3% Homeless: 11.9% SWD: 4.0% SED: 34.7%			Increase by 3% a-g completion rate districtwide, 6% for SED and Hispanic, and 9% for AA, EL, FY, Homeless, and SWD within a 3-year time span.
(Priority 4C) Increase by 1% EL, FY and SWD and 2% for Homeless, SED, Hispanic, AA, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator. *Graduating seniors only.	Baseline: 2019-2020 (Source: California School Dashboard) Status: Districtwide: 39.5% AA: 33.3% Hispanic: 39.5% EL: 50.3% SED: 39.3% SWD: 65.7% FY: 44.7% Homeless: 39.8%	2020-2021 Status: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.			Increase by 3% EL, FY and SWD and 6% for Homeless, SED, Hispanic, AA, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator within a 3-year time span.
(Priority 4D) Increase by 1% the number of students completing CTE Pathway and a-g requirements.	Baseline: 2019-2020 (Source: Synergy, KHSD management system) Status: 6.2%	2020-2021 (Source: California School Dashboard) Status: 13.1%			Increase by 3% within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4G) AP score of 3 or better will increase by 1%.	Baseline: 2019-2020 (Source: Ca DataQuest) Status: 53.8%	Baseline: 2020-2021 (Source: California School Dashboard) Status: 48%			Increase by 3% within a 3-year time span.
(Priority 7A) All students will have access to a broad course of studies per school sites' master schedules.	Baseline: 2020-2021 (Source: Synergy, KHSD management system) Status: 100%	2021-2022 Status: 100%			Maintain 100% access to a broad course of studies annually.
(Priority 7B) All unduplicated students will have access to a broad course of studies per school sites' master schedules.	Baseline: 2020-2021 (Source: Synergy, KHSD management system) Status: 100% of students identified as unduplicated.	2021-2022 Status: 100% of all unduplicated students have access to a broad course of studies			Maintain 100% access to a broad course of studies annually.
(Priority 7C) All students with exceptional needs will have access to a broad course of studies per students' IEP and 504 plans.	Baseline: 2020-2021 (Source: Synergy, KHSD management system) Status: 100% of students identified with exceptional needs.	2021-2022 Status: 100% of students with exceptional needs have access to a broad course of studies.			Maintain 100% access to a broad course of studies annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local Priority 3A) Increase CTE parent survey responses of agree or strongly agree by 1% as compared to last year's responses. "My student's school is preparing my student for a future career path."	Baseline: 2019-2020 (Source: LCAP Family-School Relationship Survey) Status: All Responses: 84% Unduplicated Responses: 87%	2021-2022 (2020-2021 survey questions were modified to address the COVID-19 pandemic issues) Status: All Responses: 80% Unduplicated Responses: 85%			Increase by 3% the districtwide responses and unduplicated responses within a 3-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing
3A	Career Technical Education	<p>Students in Career and Technical Education: 11.9% Pathways, especially low-income students, are more likely to graduate from high school and enroll in post-secondary education (Dougherty, 2016). CTE reduces dropout and increases on-time graduation (American Education Research Journal, 2017). CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment college credit to students.</p> <p>KHSD CTE course offerings and enrollment have increased from 2017-2018 to 2019-2020. There has been a 12% increase of student enrollment in CTE pathway courses from 2017-2018 to 2019-2020 and 24.4% for students completing a career pathway. 84% of parents surveyed in spring 2019 stated that, "My student's school is preparing my students for a career path. This is a 3% increase from the previous year."</p> <ul style="list-style-type: none"> • Add \$12,000 for KVHS Agriculture program • Maintain the operation of Regional Occupation Center (ROC) and Career and Technical Education Center (CTEC) offering 37 career programs. • Hire 4 Bilingual Instructional Assistants (2-ROC / 2-CTEC) to provide assistance to English Learners. • 79 Pathways section to comprehensive school sites. <p>Maintain postsecondary partners and local industry partnerships at all 19 comprehensive school sites, 5 alternative education school sites, and the ROC/CTEC.</p>	\$17,834,589.00	Y

3B

College and Career Readiness

KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career). KHSD students are better prepared to accomplish their goal of post-secondary education. For the last four years, KHSD students have outperformed county and statewide four-year adjusted cohort graduation rates.

KHSD, Kern County and California Four-Year Adjusted Graduation Rate California DataQuest					
	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
KHSD	89.4%	88.6%	89.3%	87.6%	85.9%
Kern County	86.4%	86.7%	87.7%	85.7%	84.6%
Statewide	86.7%	87.3%	88.0%	84.3%	87.7%

California DataQuest also reported that for the 2020-2021 school year, the following student groups obtained below districtwide graduation rates: African American 78.7%, American Indian or Alaska Native 76.8%, Not Reported (Race/Ethnicity) 85.6%, English Learner 70.7%, Foster Youth 62.6%, Homeless 54.9%, and Students with Disabilities 65.3%. To mitigate these gaps KHSD will provide the following resources for their students and staff.

- Career Choices program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.
- Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.
- Advanced Placement test fee reimbursement for unduplicated students.
- Advancement Via Individual Determination and college tutors.
- Resource Counselor to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students as well as avenues and resources for “seamless transitioning” into college or career.
- Add counseling hours outside of regular day at both comprehensive and continuation sites.
- Retain Clerical Staff (0.1 FTE)
- Dual Enrollment curriculum alignment, professional development, and materials.

\$2,531,368.00

Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Early College Program • UC Transcript Evaluation Service for KHSD mentoring programs • Quest for Success, a career-development program that includes work experience for the student, offered at the five continuation sites. 		

Goal Analysis for 2021-2022

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

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

Goal 3 outlined 2 actions and services that focus on KHSD students graduating, ready and prepared for their individual, post-secondary experience (college or career) through courses that include all core subjects – English, Math, Social Studies, and Science – and Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education. Both actions (3A and 3B) and services were fully implemented as planned.

Action 3A – Career Technical Education

There were no substantive differences in the planned action implementation. KHSD maintained the operation of Regional Occupation Center and Career and Technical Education Center offering 38 career programs.

Action 3B – College and Career Readiness

There were no substantive differences in the planned action implementation. KHSD provided a broad course of study for their students and provided college and career readiness resources (Career Choices program, Naviance, Advanced Placement test fee reimbursement, Dual Enrollment, AVID, and a resources counselor) for their students.

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

Action 3A – Career Technical Education

Certificated and classified salaries and benefits were underestimated (\$72,921) due to a 4% salary increase and due to projected average cost per section. (No change on planned percentages of improved services and estimated actual percentages of improved services).

Action 3B – College and Career Readiness

Career Choice curriculum was underestimated (\$14,192) due to the cost of resource materials.

Naviance licenses were underestimated (\$10,710) due to additional licenses being purchased.

District Resource Counselor was underestimated (\$24,368) due to a 4% salary increase.

College Tutors were overestimated (\$113,690); salaries were paid from a different funding source.

(No change on planned percentages of improved services and estimated actual percentages of improved services.)

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

One measurement of progress effectiveness in achieving the desired outcomes for actions for Goal 3 is the 10 state priorities outlined in Goal 3. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard and DataQuest. The most recent data is reflected below. Educational partners reviewed the data and noted that in 2019-2020 KHSD students were receiving instruction services via distant learning. The metrics in each goal are designed to see results within a three-year period and provide educational partners and KHSD a year-to-year snapshot of progress.

(Priority 4A): Pupil Achievement - Statewide assessments administered

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

(Priority 4B): Pupil Achievement - % of pupils that have successfully completed a-g requirements

Data analyzed by educational partners noted that there was a decrease in a-g completion rate for all student groups except Foster Youth. Foster Youth a-g rates increased by 3.2% (11.1% to 14.3%). Prior to the 2020-2021 school year, student groups had been experiencing increases in a-g completion rates. Distance learning hindered the ability for students to access in-person resources.

(Priority 4C): Percentage of pupils prepared or approaching prepared for CCI

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

(Priority 4D): Pupil Achievement - % of pupils who have successfully completed both a-g and CTE pathways

Data analyzed by educational partners noted that there was an increase of the number of students completing both a-g and CTE pathways in 2019-2020 (6.2%) to 2020-2021 (13.1%).

(Priority 4G): Pupil Achievement - % of pupils that pass AP exams with a score of 3 or higher

A new baseline was established due to state reporting changes for AP exams.

(Priority 7A, 7B, and 7C): Course Access - Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE (Physical Education), VAPA, World Language)

All KHSD students have access to enroll in a broad course of study. The following list includes support and opportunities.

8th grade data from feeder schools

Counselors develop, monitor, and review 4-year plans

a-g completion

Support and remediation

CTE pathways

ROC and CTEC to increase CTE access

Dual enrollment

Early College Degree Completion Program (five pathways)

Concurrent enrollment

Consultation and reflection with Collaborative Learning Solutions (CLS)

Collaboration with feeder districts and post-secondary partners

Professional development and professional learning communities (PLC)

Continued focus on least restrictive environment (LRE)

Some barriers do exist. These include:

Low reading and math scores, need for remediation/intervention

Impacted schedules

Poor attendance

Individual IEP for Students with Disabilities

Failure to participate in summer school, need for credit recovery

(Priority 7A): Course Access - Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE (Physical Education), VAPA, World Language)

KHSD school sites provide a broad course of studies for all students. School site counselors review students' transcripts on a regular basis.

(Priority 7B): Course Access - Programs and services developed and provided to low income, English learner, and foster youth pupils

KHSD school sites provide a broad course of studies for low income, English learner, and foster youth. School site counselors review students' transcripts on a regular basis.

(Priority 7C): Course Access - Programs and services developed and provided to students with disabilities

KHSD school sites provide a broad course of studies for students with disabilities. School site counselors and administrators review students' transcripts on a regular basis.

(Local Priority 3A): Address local priority goals

80% of KHSD parents responded favorably (1,826 responses) to the LCAP family survey question, "My student's school is preparing my student for a career path. This compares to 85% of parents of unduplicated students (1,118 responses).

Action 3A – Career Technical Education

Semester 1. 2021 CTEC and ROC served 1,867 daytime students and 414 evening students. This enrollment data includes 4% EL, 1% FY, and 69% SED students, our unduplicated count enrolled in CTEC and ROC sites. CTE and ROC have a retention rate (85%) for daytime students and 79% rate for evening students. Currently there are 600 student interns in over 200 businesses.

2020-2021 Highlights:

41 training programs across 15 industry sectors

All programs are a-g courses

86% of the students completed program requirement

25 of 41 programs are college credit bearing

572 student interns over 200 businesses (most current data, 2019-2020)

95% of ROC/CTE seniors graduated high school

731 students earned college credit

CTE Course Completion (CALPADS 2020-2021)

Introductory: 5,427 courses

Concentrators: 13,033 courses

Capstone: 7,083 courses

Action 3B – College and Career Readiness

For the last three years (2017-2018, 2018-2019 and 2019-2020), KHSD students have outperformed county and statewide four-year adjusted cohort graduation rates. There was a slight decrease in graduation rate from 87.6% (2019-2020) to 85.9% (2020-2021). Due to COVID-19 pandemic, KHSD students accessed their courses through remote learning. In-person resources were not readily available to the students. KHSD graduation mirrored the County of Kern and State of California which experienced a slight decrease in graduation rate. In-person learning resumed in 2021-2022 school year.

2021-2022 Highlights:

Career Choices – 15 school sites offering 74 sections

District Resource Counselor retained

Naviance program – 15,549 student logins

AVID Tutors - Serving 11 school sites

AVID Students – 1,392 students' participants at 10 school sites
 Quest for Success – 54 students enrolled at KHSD Continuation sites
 CTE Pathways – 15 CTE industry sectors in California; over 20,116 students completed a CTE course at their school site in 2020-2021
 2020-2021 Dual Enrollment
 Bakersfield College – 367 enrollment sections, 5,062 students
 California State University, Bakersfield - 34 enrollment sections, 791 students
 High School Diploma and Associates of Arts (AA) degree class of 2021 - 6 students graduated and received their AA at Arvin High School (AHS). It is anticipated that 12 AHS students will graduate in June 2022 with their high school diploma and AA degree.

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.

(Priority 4D): Pupil Achievement - % of pupils who have successfully completed both a-g and CTE pathways
 Prior to the 2021-2022 school data verification for students successfully completing a-g and CTE pathways was calculated by KHSD Synergy management system. Beginning in 2021-2022 data was available on the California School Dashboard. Educational partners recommended that a new baseline be established to reflect data on the California School Dashboard.

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

Goal

Goal 4	Description
Goal 4	KHSD students will learn in positive, welcoming, safe, and supportive environments, and parents, students, and community voices will be valued in enhancing student success.

An explanation of why the LEA has developed this goal.

Goal 4 is aligned with the KHSD Strategic Priorities, School Plan for Student Achievement (SPSA) and educational partners' consultation and recommendations. The actions in Goal 4 will provide the educational partners with clear alignment of the measurable outcomes (3A, 3B, 3C, 5A, 5B, 5C, 5D, 5E, 6A, 6B, 6C and KHSD Local Priority 8.)

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

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

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

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard

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

- Suspension rates
- Local Indicator: Parent and Family Engagement

Local Indicators

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3a) Increase by 1% the number of “parents that feel welcomed and connected to their student’s school”, as measured by LCAP parent survey.	Baseline: 2019-2020 (Source: LCAP Parent Survey) Status: Districtwide: 89%	2020-2021 Status: Districtwide: 87%			Increase by 3% districtwide responses within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3a) Increase by 1% the number of “parents that feel that the school actively seeks their input about decisions”, as measured by LCAP parent survey.	Baseline: 2019-2020 (Source: LCAP Parent Survey) Status: Districtwide: 74%	2020-2021 Status: Districtwide: 73%			Increase by 3% districtwide responses within a 3-year time span.
(Priority 3b) Increase by 1% the number of “parents that feel that the school actively seeks their input about decisions”, for parents or guardians of unduplicated students as measured by LCAP parent survey.	Baseline: 2019-2020 (Source: LCAP Parent Survey) Status: Unduplicated: 80%	2020-2021 Status: Unduplicated: 81%			Increase by 3% districtwide responses within a 3-year time span.
(Priority 3c) Increase by 1% the number of “parents that feel that the school actively seeks their input about decisions”, for parents or guardians of SWD students as measured by LCAP parent survey.	Baseline: 2019-2020 (Source: LCAP Parent Survey) Status: SWD: 84%	2020-2021 Status: SWD: 82%			Increase by 3% districtwide responses within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 5a) Increase attendance rate by 1% for All, EL, SED, and SWD and 2% for FY and Homeless.	Baseline: 2020-2021 (Source: KCSOS, KIDS Kern Integrated Data System) management system Status All: 94.2% EL: 91.3% FY: 84.6% Homeless: 76. % SED: 93.1% SWD: 90.9%	2021-2022 Status All: 91.9% EL: 91.4% FY: 87.6% Homeless: 82.2% SED: 90.9% SWD: 89.2%		.	Increase by 3% for All, EL, SED, and SWD and 6% for FY and Homeless within a 3-year time span.
(Priority 5b) Decrease chronic absenteeism rate by 1.0% districtwide and 2% for EL, AA, and SWD and 3% FY and Homeless students from the previous year's rate.	Baseline: 2019-2020 (Source: Synergy, KHSD management system) Status: Districtwide: 13.6% FY: 28.6% EL: 16.7% AA: 19.7% SWD: 22.0% Homeless: 47.3%	2020-2021 Status: Districtwide: 15.8% FY: 44.5% EL: 21.8% AA: 25.8% SWD: 23.6% Homeless: 55.4%			Decrease chronic absenteeism rate by 3% districtwide and 6% for EL, AA, and SWD and 9% for FY and Homeless students within a 3-year time span.
(Priority 5c) Middle School Dropout Rate	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 5d) Decrease dropout rate (by cohort) by 1% districtwide and 2% for AA, American Indian or Alaska Native and 3% for AA male SWD, EL, FY, SWD, and Homeless students from the previous year's rate.	Baseline: 2019-2020 (Source: CDE, DataQuest) Status: Districtwide: 11.7% FY: 34.9% EL: 29.6% AA: 19.1% AA male students SWD: 34.8% American Indian or Alaska Native: 25.9% Homeless: 37.9% SWD: 30.4%	2020-2021 Status: Districtwide: 14.1% FY: 37.0% EL: 28.1% AA: 21.3% AA male students SWD: 46.5% American Indian or Alaska Native: 23.2% Homeless: 44.1% SWD: 34.4%			Decrease dropout rate by 3% districtwide and by 6% for AA, American Indian or Alaska Native and by 9% for AA male SWD, EL, FY, SWD, and Homeless students within a 3-year time span.
(Priority 6a) Decrease suspension rate by 1% districtwide, Hispanic, SED, SWD, and EL and by 2% for AA, AA male, SWD, FY, and Homeless.	Baseline: 2019-2020 (Source: CDE, DataQuest) Status: Districtwide: 8.1% African American (AA): 17.6% African American male SWD: 26.7% EL: 10.8% FY: 24.4% Hispanic: 7.7% SED: 9.1% SWD: 14.1%	2020-2021 Status: Districtwide: 0.4% African American (AA): 1.3% African American male SWD: 2.3% EL: 0.6% FY: 1.1% Hispanic: 0.3% SED: 0.5% SWD: 0.9%			Decrease suspension rate by 3% districtwide, Hispanic, SED, SWD, and EL and by 6% for AA, AA male SWD, FY, and Homeless within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 6b) Decrease expulsion rate districtwide and for all significant student groups from previous year's rate with focus on AA male SWD.	Baseline: 2020-2021 (Source: CDE, DataQuest) Status: Districtwide: 0.04% AA: 0.11% Filipino: 0.19% Two or More Races: 0.20% AA male SWD: 0.29%	2021-2022 (2020-2021 survey questions were modified to address the COVID-19 pandemic issues) Status: Districtwide: 0.0% AA: 0.0% Filipino: 0.0% Two or More Races: 0.0% AA male SWD: 0.0%			Decrease expulsion rate annually districtwide and for all significant student groups, with focus on AA male SWD.
(Priority 6c) Increase by 2% students' responses: "I am happy to be at this school."	Baseline: 2020-2021 Status: Districtwide: 69%	2021-2022 (2020-2021 survey questions were modified to address the COVID-19 pandemic issues) Status: Districtwide: 77%			Increase by 6% districtwide responses within a 3-year time span.
(Priority 6c) Increase by 2% students' responses: "I know teachers at my school treat me fairly."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 65%	2021-2022 Status: Districtwide: 73%			Increase by 6% districtwide responses within a 3-year time span.
(Priority 6c) Increase by 2% students' responses: "Students on my campus care for me."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 73%	2021-2022 Status: Districtwide: 68%			Increase by 6% districtwide responses within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 6c) Increase by 2% students' responses: "I feel as though activities I participate in at school make the school or community a better place."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 67%	2021-2022 Status: Districtwide: 70%			Increase by 6% districtwide responses within a 3-year time span.
(Priority 6c) Increase by 2% students' responses: "I know where to go for help with my problems at this school."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 75%	2021-2022 Status: Districtwide: 80%			Increase by 6% districtwide responses within a 3-year time span.
(Priority 6c) Decrease by 2% for all students' responses: "I felt unsafe at school within the last 60 days."	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 15%	2021-2022 Status: Districtwide: 14%			Decrease by 6% districtwide responses within a 3-year time span.
(Priority 8) Increase course completion rate with a "C" or better by 1% districtwide and SED and by 2% for FY and EL students compared to previous year's completion rates.	Baseline: Semester 1 2020-2021 (Source: KHSD, Synergy) Status: All: 80.8% FY: 64.1% EL: 67.8% SED: 78.2%	Semester 1 2021-2022 Status: All: 76.7% FY: 58.3% EL: 65.5% SED: 76.2%			Increase by 3% districtwide and SED and by 6% for FY and EL within a 3-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing
4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	<p>Multi-Tiered System of Supports (MTSS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day, including Positive Behavioral Interventions and Supports (PBIS). It is a way to support students – especially students with disabilities – to create the kinds of schools where all students are successful.</p> <p>KHSD is committed to addressing student behavior through systems change. Within an MTSS, school counselors, school nurses, school social workers and school psychologists are primary providers of learning support. (Florida Department of Education).</p> <p>Since implementing PBIS-MTSS districtwide, KHSD has experienced reduced expulsion discipline outcomes, and school personnel feel more effective. From 2017-2018 to 2019-2020 districtwide there has been a 0.04% (29 students) decline to 0.04% (17 students), EL 0.14% (5 students) to 0.06% (2 students), FY 0.62% (3 students) to 0.42% (2 students), and Students with Disabilities 0.14% (6 students) to 0.10% (5 students). All these students were identified as unduplicated. To help facilitate PBIS-MTSS, KHSD will maintain the following:</p> <ul style="list-style-type: none"> • 1.5 District PBIS Administrators • 5.625 FTE Truancy Clerks (Increased from 4.375 FTE) • Site allocations for PBIS activities (professional development and supplies) • 4 Clerical Staff (Increase of 1 Clerical Staff). • 16 Nurses 	\$6,953,534.00	Y

Action #	Title	Description	Total Funds	Contributing
4B	MTSS Tier 1	<p>MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. KHSD involuntary transfers to continuation sites have decreased from the fall 2017-2018 to fall 2019-2020 districtwide from 0.08% to 0.06%. Some student groups also have seen a decline of involuntary transfer to continuation; African American from 0.21% to 0.08%, and Hispanic from 0.08% to 0.06%:</p> <p>To help facilitate MTSS Tier 1, KHSD will maintain the following:</p> <ul style="list-style-type: none"> • 7 District Teachers on Special Assignment for Social Emotional Learning • 24 On Campus Intervention (OCI) sections, 19 comprehensive school sites (5 sections per site) and 5 continuation sites (4 sections per site). • 10 Student Advocacy Centers (SAC) - includes additional allocation for portables and equipment for new sites (BHS, DOHS, GVHS, NoHS) • Increase FTE Community Specialists to 27.5 (from 18.125) (as per 2021-22 staffing level) • 16 Intervention Counselors (Arvin, Bakersfield, Del Oro, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West) • Retain 1 Clerical Staff. • Retain 10 Clerical for SAC sites. • Student engagement programs: <ul style="list-style-type: none"> ○ Fine Arts Projects ○ Mariachi / Folklórico pilot programs 	\$12,043,158.00	Y

Action #	Title	Description	Total Funds	Contributing
4C	MTSS Tier 2	<p>Some students need academic support in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, Check-In/Check-Out (CICO) interventions are often part of Tier 2, as well. According to the Annual Student Climate Survey (2019-2020) 75% of the students stated that, "I have someone on campus who cares about my personal life as well as my academics," compared to 74% the previous year.</p> <p>This targeted support allows students to work toward catching up with their peers. To help facilitate MTSS Tier 2, KHSD will maintain the following:</p> <ul style="list-style-type: none"> • Added 2 District Coordinators, for a total of 3. • 1 District Lead Interventionist • 26 Interventionists for school sites 9 • 1 District Lead Substance Abuse Specialist • 21 Districtwide Substance Abuse Specialist • 1 Clerical 	\$5,911,291.00	Y
4D	MTSS Tier 3	<p>A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists. Suspension trends (rates) are as follows for the 23 School Sites (Comprehensive and Continuation Sites.)</p> <ul style="list-style-type: none"> • 13 schools (57%) have demonstrated a cumulative 4-year reduction in suspension since 2014-15 • 2 schools (9%) have demonstrated consecutive reductions for 4 years in a row, and 10 schools (43%) have demonstrated reductions for 3 of the last 4 years • 12 schools (52%) have demonstrated cumulative reductions in the percentage of students with multiple suspensions since 2014-2015 <p>To help facilitate MTSS Tier 3, KHSD will maintain the following:</p> <ul style="list-style-type: none"> • 1 District Social Worker • 30 School Site Social Workers • 1 Clerical staff 	\$4,598,419.00	Y

Action #	Title	Description	Total Funds	Contributing
4E	Parent and Student Outreach	<p>Schools and families have essential roles to play in promoting children's positive development and academic performance. When educators and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. (Colorado Department of Education)</p> <p>Since the conception of the KHSD Parent and Family Centers, parent participation has increased. From spring 2017 to spring 2022, 70,119 parents have visited the Parent and Family Centers. To help facilitate KHSD parent involvement KHSD will maintain:</p> <ul style="list-style-type: none"> • Operation and resources for 19 Parent and Family Centers • 19 Parent Center Community Specialists • 2 District Student Outreach Liaisons • Foster Youth Liaison (0.33 FTE) • 2 Parent Educational Liaisons • Clerical Staff (0.33 FTE) • Parent Leadership Programs 	\$4,065,330.00	Y

Action #	Title	Description	Total Funds	Contributing
4F	Mentoring	<p>A high school mentoring program helps develop critical social skills, encourages academic achievement, and provides positive, life-enriching experiences for students. Students who participate in high school mentoring programs have lower dropout rates, higher graduation rates, more self-esteem, increased chances at professional success and much more. (realitycharger.org) Young Women Empowered for Leadership (YWEL) has demonstrated the benefits of the mentoring program. 2018-19 graduation rate for all KHSD African American students was 87.4% compared to 93.0% of African American females who participated in YWEL. Students who participated in Sons, Brothers and Sisterhood Rising saw a decline in discipline issues from 2018-2019 to 2019-2020. AmeriCorps mentors work with FY students and have seen a 1% increase in student attendance. 106 students participated in Project BEST in 2018-2019 and 154 participated in 2019-2020. The remaining mentoring programs are pilot programs and data is not available. KHSD will continue to provide the following mentoring programs targeting unduplicated students and other underperforming student groups.</p> <ul style="list-style-type: none"> • AmeriCorps • Aspire • Cal-Soap College Tutors • Garden Pathways, Sons, Brothers and Sisterhood Rising • Latinos In Stride to Obtain Success (LISTOS) • New mentoring program • Project BEST / BSU • Providing Opportunity for Development, Empowerment and Resilience (PODER) • Sexuality and Gender Alliance • Budding Leaders in partnership with California State University, Bakersfield - Student Climate and Leadership • Young Women Empowered for Leadership (YWEL) • Youth to Leaders 	\$1,875,376.00	Y

Action #	Title	Description	Total Funds	Contributing
4G	Education Option Administrator and Outreach	<p>There are many factors that predict whether a student is likely to be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project). KHSD has seen a slight reduction in chronic absenteeism rates in the last three years districtwide (0.40%), Homeless (2.9%), Students with Disabilities (0.4%), English Learner (2.2%), Socioeconomically Disadvantaged (0.45%) and Foster Youth (0.8%). According to Manwaring, a senior education policy advisor for Children Now, a statewide child advocacy organization, "It may take a few years for the numbers to improve" (Edsource, January 2019).</p> <p>Under the guidance of the Education Option Administrator the Interventionists have contacted 3,076 chronically absent KHSD students and their families via telephone calls and home visits and have held 1,331 school attendance review boards (SARBs) meetings during the 2017-2018, 2018-2019 and 2019-2020 school years. The board is composed of community members and school staff who meet regularly to diagnose and resolve persistent student attendance or behavior problems. In 2021, KHSD was chosen as a Model SARB winner by the California Department of Education.</p> <p>KHSD will retain the following positions to collaborate with school sites to combat the issue of chronic absenteeism.</p> <ul style="list-style-type: none"> • Provide additional funds for attendance outreach. • Education Option Administrator • 2 Interventionists • Clerical Staff (0.1 FTE) • Resource materials and supplies 	\$803,102.00	Y

Action #	Title	Description	Total Funds	Contributing
4H	Educational Partners	<p>KHSD's on-going engagement of educational partners plays an intricate role in the progress and implementation of the LCAP in developing the goals, actions, expenditures, and metrics. Within the last three years KHSD Supervising Administrator and Coordinator have engaged educational partners in LCAP Advisory Council (24 meetings), LCAP public forums (36 meetings), and on-going interaction with KHSD Employee Groups (Classified and Certificated), Principal's Advisory Council, Assistant Principals, Counselors, EL Coordinators, LCAP Project Managers and Kern County Superintendent of Schools, in order to obtain Educational Partners feedback and create action plans as part of the continuous improvement process.</p> <p>KHSD has also provided annual surveys, California Healthy KIDS Survey and KHSD Student School Climate Survey to obtain feedback and action plan as part of the continuous improvement process. Educational Partners includes regular meetings with English Language Advisory Council and District Parent Advisory Council (18 meetings), as well as meeting with the African American Parent Advisory Council and Special Education Department Community Advisory Committee. KHSD will retain the LCAP Supervising Administrator and the LCAP District Coordinator to facilitate the day-to-day LCAP process. KHSD also provides funding for translation services.</p>	\$1,013,110.00	Y
4I	Contingent Action 2022-2023	<p>As described in the LCAP adopted on 6/27/22, to best meet the needs of our EL, FY and SED and to continue to improve and increase services for the unduplicated students we continued to consult with our educational partners to analyze student data and to allocate additional funds from the state budget adopted in July and funds carried over from the 2021-22 LCAP budget.</p> <p>As a result, Contingent Action 4I has been dissolved as funds have been allocated to the existing actions 1F, 1H, 1I, 2A, 2B, 2D, 2F, 3A, 3B, 4A, 4B, 4C, 4E, 4F, 4G, and 4H. Additionally, two new actions, 2 H and 2I were created. You will find descriptions and information in the narratives and budgets of each of the aforementioned actions.</p>	0	Y

Goal Analysis for 2020-2021

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.

Action 4A: Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)

There was a substantive difference in the planned action implementation. Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS) were implemented as planned. KHSD hired 7 additional nurses and retained 9. KHSD retained 18 School Site PBIS Administrators, 4.375 FTE Truancy Clerks, site allocations for PBIS activities (professional development and supplies), and 3 clerical staff.

Action 4B: MTSS Tier 1:

There was a substantive difference in the planned action implementation. An additional District Teacher on Special Assignment for Social Emotional Learning was hired, and Restorative Practices and Emotional Learning Resource Counselor was not retained. KHSD retained 24 On Campus Intervention (OCI) instructors, 18 comprehensive school sites (5 sections per site) and 5 continuation sites (4 sections per site). These staff members provided methods of early identification and intervention that can help struggling students to catch up with their peers by utilizing MTSS Tier I methodologies and strategies.

Action 4C: MTSS Tier 2:

There was a substantive difference in the planned action implementation. KHSD hired 8 Substance Abuse Specialists and retained 12. KHSD retained 1 District Lead Interventionist, 25 Interventionists for school sites, and 1 District Lead Substance Abuse Specialist. These staff members provided methods of early identification and intervention that can help struggling students to catch up with their peers by utilizing MTSS Tier 2 methodologies and strategies.

Action 4D: MTSS Tier 3:

There were no substantive differences in the planned action implementation. KHSD retained 1 district social worker and 24 school site social workers. These staff members provided methods of early identification and intervention that can help struggling students to catch up with their peers by utilizing MTSS Tier 3 methodologies and strategies.

Action 4E: Parent and Student Outreach

There were no substantive differences in the planned action implementation. KHSD operated 18 Parent and Family Centers and retained 18 Parent Center Community Specialists, 1 District Student Outreach Liaison and 1 Parent Outreach Liaison.

Action 4F: Mentoring

There was a substantive difference in the planned action implementation. Instead of the 8 AmeriCorps mentors KCSOS was only able to hire 7. All KHSD mentoring programs resumed in-person as well as provided virtual activities for the 2021-2022 school year.

Action 4G: Education Option Administrator and Outreach

There were no substantive differences in the planned action implementation. KHSD retained 1 Education Option Administrator and 2 Interventionists.

Action 4H: Educational Partners

There were no substantive differences in the planned action implementation.

Action 4I: Contingent Action

There were no substantive differences in the planned action implementation. All the prescribed funding was allocated to their assigned actions.

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

Action 4A: Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)

Administrative salaries were overestimated (\$9,503) due to the projected cost per section.

Due to the hiring of an additional 7 nurses and 1 social worker this action was underestimated (\$1,145,100.)
SAC teachers' salaries were underestimated (\$33,367) due to a 4% salary increase for staff.
(No change on planned percentages of improved services and estimated actual percentages of improved services)

Action 4B: MTSS Tier 1

There was a difference of \$74,331 between budgeted expenditures and estimated actual expenditures due to a 4% salary increase for OCI and SAC staff.

OCI teachers' salaries were underestimated (\$133,216) due to the projected cost per section.

Intervention counselors' salaries were underestimated (\$33,367) due to a 4% salary increase for staff.

An overestimation (\$461,375) for Community Specialist was due to vacancies not being filled.

(No change on planned percentages of improved services and estimated actual percentages of improved services)

Action 4C: MTSS Tier 2

There was an increase of \$361,704 between budgeted expenditures and estimated actual expenditures due to the hiring of 8 Substance Abuse Specialists and 2 Interventionists, as well as a 4% salary increase.

(No change on planned percentages of improved services and estimated actual percentages of improved services)

Action 4E: Parent and Student Outreach

There was an increase of \$234,925 between budgeted expenditures and estimated actual expenditures. The difference can be contributed to a 4% salary increase and budgeted activities being held virtually.

(No change on planned percentages of improved services and estimated actual percentages of improved services)

Action 4F: Mentoring

There was an increase of \$18,366 between budgeted expenditures and estimated actual expenditures. The difference can be contributed to underestimating the cost for mentoring programs. While other mentoring programs were overestimated (\$86,035) due to some activities were held virtually.

(No change on planned percentages of improved services and estimated actual percentages of improved services)

Action 4G: Education Option Administrator and Outreach

There was a slight increase of \$5,327 between budgeted expenditures and estimated actual expenditures. The difference can be contributed to a 4% salary increase.

(No change on planned percentages of improved services and estimated actual percentages of improved services)

Action 4H: Educational Partners

There was a decrease of \$15,000 between budgeted expenditures and estimated actual expenditures. This difference can be contributed to educational partners activities being held virtually.

Supervising Administrator's salary was underestimated due to a 4% salary increase.

(No change on planned percentages of improved services and estimated actual percentages of improved services)

Action 4I: Contingent Action

There was a decrease of \$4,458 between budgeted expenditures and estimated actual expenditures. This difference can be contributed to the overestimated cost of buses.

(No change on planned percentages of improved services and estimated actual percentages of improved services)

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

One measurement of progress effectiveness in achieving the desired outcomes for actions for Goal 4 is the 11 state priorities outlined in Goal 4. (Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard and DataQuest. The most recent data is reflected below.) Educational partners reviewed the data and noted that in 2019-2020 KHSD students were receiving instruction services via distant learning. The metrics in each goal are designed to see results within a three-year period and provide educational partners and KHSD a year-to-year snapshot of progress.

(Priority 3A): Parent and Family Engagement - Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.

There was a 2% decrease (89% to 87%) in the number of parents that feel welcomed and connected to their student's school.

There was a 1% decrease (74% to 73%) of the number of parents that feel that school actively seeks their input about decisions.

LCAP parent survey is administered by an educational survey company. Parents encountered difficulty accessing the survey due to technology issues experienced by the educational company. Due to the technology issues over 3,000 fewer parents responded to the LCAP Family Survey.

(Priority 3B): Parent and Family Engagement - How the school district will promote parental participation in programs for low income, English learner, and foster youth pupils

There was a 1% increase (84% to 82%) of the number of parents of unduplicated that feel the school actively seeks their input about decisions.

LCAP parent survey is administered by an educational survey company. Parents encountered difficulty accessing the survey due to technology issues experienced by the educational company. Due to the technology issues over 300 fewer parents of unduplicated students responded to the LCAP Family Survey.

(Priority 3C): Parent and Family Engagement - How the school district will promote parental participation in programs for students with disabilities.

There was a 2% decrease (84% to 82%) of the number of parents of students with disabilities that feel the school actively seeks their input about decisions. LCAP parent survey is administered by an educational survey company. Parents encountered difficulty accessing the survey due to technology issues experienced by the educational company. Due to the technology issues over 200 fewer parents of students with disabilities responded to the LCAP Family Survey.

(Priority 5A): Pupil Engagement – Attendance rates

Attendance data was obtained from KCSOS, KIDS management system. All students decreased (94.2% to 91.9%) comparing data from spring 2021 to spring 2022. There was an increase in attendance for FY (84.6% to 87.6%) and Homeless (76.0% to 82.2%). EL students maintained their attendance rate of 91.3%. The following subgroups experienced a slight decrease: SED (93.1% to 90.9%), SWD (90.96% to 89.2%) and Unduplicated (93.1% to 91.0%).

(Priority 5B): Pupil Engagement - Chronic absenteeism

Chronic Absenteeism rate increased districtwide (13.6% to 15.8%) from 2019-2020 to 2020-2021 school year. This trend was also recorded for the following subgroups.

African American (19.7% to 25.8%)

English Learner (16.7% to 21.8%)

Foster Youth (28.6% to 44.5%)

SWD: (22.0% to 23.6%)

Homeless: (47.3% to 55.4%)

(Priority 5C): Pupil Engagement - Middle school dropout rates (Not Applicable)

KHSD student enrollments includes grades 9th to 12th grades.

(Priority 5D): Pupil Engagement- High school dropout rates

Districtwide dropout rates increased districtwide (11.7% to 14.1%) for 2019-2020 to 2020-2021 school year.

FY (34.9% to 37.0%)

EL (29.6% to 28.1%)

AA (19.1% to 21.3%)

AA male students SWD (34.8% to 46.5%)

American Indian or Alaska Native (25.9% to 23.2%)

Homeless: (37.9% to 44.1%)

SWD: (30.4% to 34.4%)

Prior to COVID-19 pandemic, KHSD student's dropout rates were declining.

Priority 6A): School Climate - Suspension rates

Suspension rates decreased 8.1% to 0.4%, districtwide.

(Priority 6B): School Climate - Expulsion rates

Expulsion rates decreased to 0%.

(Priority 6C): School Climate - Other local measures (Surveys on safety and school connectedness)

The student's climate survey data revealed an increase in the following.

There was an 8% increase (69% to 77%) in the number of students who responded favorably to "I am happy to be at this school."

There was an 8% increase (65% to 73%) in the number of students who responded favorably to "I know teachers at my school treat me fairly."

There was a 5% increase (75% to 80%) in the number of students who responded favorably to "I know where to go for help with my problems at this school."

There was a decrease (15% to 14%) in the number of students who responded to "I felt unsafe at school within the last 60 days."

There was a decrease (73% to 68%) in the number of students who responded to "Students on my campus care for me."

(Priority 8): Other Pupil Outcomes:

The number of KHSD students receiving a grade of a "C" or higher increased for the following subgroups from 2020 to 2021, Semester 1.

All students increased from 58.1% to 67.9%.

FY students increased from 49.2% to 58.4%

EL students increased from 33.3% to 50.5%.

SED students increased from 53.8% to 65.3%

Action 4A: Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)

Multi-Tiered System of Supports (MTSS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day, including Positive Behavioral Interventions and Supports (PBIS). Since conception and implementation of PBIS-MTSS, KHSD suspension and expulsion rates have decreased and students' attendance rates have increased.

From 2014-2015 to 2020-2021 suspension rates have decreased from 12.1% to 0.4% for All students.

From 2014-2015 school year there were 4,699 unduplicated students suspended compared to 179 unduplicated students in 2020-2021 school year.

From 2014-2015 to 2020-2021 expulsion rates have decreased from 0.2% to 0.0% for All students.

From 2014-2015 school year there were 66 unduplicated students expelled compared to 0 unduplicated students in 2020-2021 school year.

From 2017-2018 there were 27,321 students that were documented as having "No Absence Issues" compared to 33,374 in 2020-2021 reported in K/DS (KCSOS data management system.)

From 2017-2018 there were 10,075 unduplicated students that were documented as having “No Absence Issues” compared to 14,112 in 2020-2021 reported in K/DS (KCSOS data management system.)

PBIS-MTSS addresses the medical barriers that students may be facing which hinder their success. KHSD 19 nurses provide the following services for KHSD students and their families. Nurses are assigned regionally within designated high need LCFF school sites to serve over 40,000 students enrolled at KHSD.

Nurses:

Attend Individual Educational Plans (IEPs) and 504s at each of their school sites as needed

Manage the health care needs and all specialized health care procedures for students within the KHSD

Implement and maintain student medical orders annually and as needed

Train all Kern High School District Health Care staff annually and as needed on all health care procedures

Instruct Cardiopulmonary Resuscitation (CPR)/First Aid/ Automatic external defibrillator (AED) training for KHSD health care staff, coaches, and Administrators throughout the district.

Provide education to students, families, community, and physicians as needed regarding student health care

Arrange/implement Vision and Hearing screenings in accordance with State Mandate

Maintain Immunization Compliance

Host Health Fair

Complete of Special Meal Accommodation

Action 4B: MTSS Tier 2

MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels.

During Semester 1 2021, the TOSAs provided the following services;

Provide resources to site coordinator to collaboratively build Tier 1 school climate leadership team agendas and help co-facilitate or lead those meetings with site administrators

Provide on-site coaching and problem solving to school climate teams to build and sustain PBIS implementation focused on Tiers 1-3

Provide coaching and recommendations to school climate teams in preparing for and administering the appropriate assessments required for PBIS-MTSS data collection

Assist sites in data collection, data analysis, action planning and problem solving

Facilitate professional development trainings, new staff PD and refreshers as needed, provide guidance and model Social Emotional Learning (SEL) strategies, Restorative Practices, Trauma Informed Care, Evidence-based classroom management strategies, Mindfulness, Implicit Bias and other related areas to staff and parents

Provide staff professional development skills in the classrooms by assisting teachers in infusing Culturally Relevant Education and SEL education, RP/SEL/Mindfulness strategies into content-based lessons, lesson planning support, modeling lessons, team teaching, providing resources, strengthening Tier 1 structures in the classroom/ classroom management, and developing sustainability

Provide additional support to sites related to Restorative Conferences as needed

Build site capacity with staff, students, and parents related to PBIS-MTSS implementation

Examples of Specific Functions

Provide Coaching Pacing Guide

Build Capacity on Campuses

Provide resources to school sites (coaching agenda, data calendar, and decision-making template)

Attend Tier 1 and Tier 2 meetings when requested

Administer PBIS Tiered Development Fidelity Inventory
Provide site specific follow-up professional development (Hub/Canvas Module/Google Classroom)
Provide lessons for staff
Provide classroom one-to-one mentoring
Lead restorative circles between students and/or staff
Model - I do, We do, You do

Action 4C: MTSS Tier 2

Some students need academic support in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings.

In Semester 1, 2021, Substance Abuse Specialist provided services for 874 students either one-one or a small group setting

Interventionist provided services for 1,497 students:

Check In-Check Out: 220 students
Forward Thinking: 92 students
Child Anxiety Tales: 222 students
My Grief Journey: 178 students
Skill Streaming: 38 students
Social Skills – Girl's Circle: 102 students
Social Skills – Boy's Circle: 54 students
Anger Management: 66 students
Why Try: 12 students
Substance / Matrix: 513 students

Action 4D: MTSS Tier 3

During Semester 1 2021, the School Social Workers provided support to approximately 2,151 students. This included the following services:

Provide crisis assessments
Provide tier 3 interventions (one-on-one supports
Provide referrals for basic needs (food/clothing/shelter)
Provide case management

Assist with immediate needs for students

Action 4E: Parent and Student Outreach

Parent Center Community Specialists located at the 18 Parent and Family Centers reported for semester 1, 2021 that 24,093 parents utilized the following services and resources.

Attendance 3,749
Community Referrals 1,276
Technology 6,450
English As a Second Language 523
College/University FAFSA Application 930
Health / Nutrition 226
Immigration Information 10
School Forms / Information 4,221
Translation 2,816

Home Visits / Transportation 985

Job Search / Resumes 16

Other Services: 2,891

Action 4F: Mentoring

AmeriCorps: (175 participants at 5 school sites)

The mission of AmeriCorps is to improve lives, strengthen communities, and foster civic engagement through creating positive mentoring relationships that have a profound positive impact on the social, emotional, and academic growth of students.

Cal-Soap College Tutors: (11,729 participants at 18 comprehensive school sites and 5 alternative education school sites)

The mission of Cal-SOAP is designed to increase the accessibility of postsecondary educational opportunities and financial aid for students from underserved communities. Cal-Soap College Tutors have assisted in the following outreach efforts to KHSD students.

Apply and complete the matriculation steps to Community Colleges (e.g., Application, Orientation, New Student Workshop, Course Registration)

UC/CSU/Private Colleges eligibility and admissions application submission

College and Career Searches

Connect with college student support program

FAFSA/California Dream Act Applications/Correction

Web grants 4students Account

Web grants School Administrator support (GPA upload, student matching, graduation verification)

Scholarship Applications

SAT/ACT preparation

Submit Intent to Enroll/Intent to Register

Summer Support (accept financial aid awards, register for orientations, and summer bridge programs, arrange college housing plan, access college portals and completing "To-Do List," register for classes, and pay enrollment fees)

Garden Pathways, Sons, Brothers and Sisterhood Rising: (25 participants at 1 school site)

The mission of Garden Pathways is to transform lives from the inside out through loving, mentoring relationships.

Latinos In Stride to Obtain Success (LISTOS): (107 participants at 7 school sites)

The mission of the KHSD LISTOS program is to build confidence, instill educational value, and promote effective communication, inspire college and career goals, foster an appreciation of culture, and encourage brotherhood.

Black Excellence in Scholarship and Teaching (BEST): (546 participants at 17 school sites)

The purpose of Project BEST is to increase the graduation and college attendance rate of Kern High School District's African American male students and also designed to foster entry into the teaching profession.

Providing Opportunity for Development, Empowerment and Resilience (PODER): (665 participants at 11 school sites)

The mission of PODER is to encourage Latina girls to set goals, stay motivated and focused on goals, improve in school, gain confidence, explore career and college possibilities, and learning about culture and education through activities and opportunities.

Budding Leaders Program in partnership with California State University, Bakersfield: (57 participants, districtwide)

The mission is to increase the access, retention, and graduation rates of underrepresented minority (URM) males. Due to COVID-19 pandemic, Budding Leaders summer program was suspended and will resume this year.

Young Women Empowered for Leadership: (665 participants at 11 school sites)

The mission of the KHSD Young Women Empowered for Leadership Program is to instill confidence, build self-esteem, promote effective communication, inspire college and career goals, impart an appreciation of culture, and encourage sisterhood.

Youth to Leaders: (177 participants at school 7 sites)

The mission of Youth 2 Leaders Education Foundation is to ensure that the next generation of Kern County students have the opportunity to go to college. Our ultimate goal is to increase the number of Kern County youth that attain a higher education at the community college or university of their choice. The focus of Youth 2 Leaders is to serve KHSD Foster Youth population.

Action 4G: Educational Option Administrator and Outreach:

The 2 PBIS-MTSS Intervention Specialists who work with Education Options Administrator to reinforce truancy-prevention efforts districtwide. The Education Options Administrator and his team also supported district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance. The following services have been provided from July 1, 2021, to April 30, 2022.

SARB Hearings: 150

Home Contacts: 640

Truancy Sweeps: 6 (conjunction with school sites)

Attendance Presentations: 8

Action 4H: Educational Partners

KHSD's on-going engagement of stakeholders plays an intricate role in the progress and implementation of the LCAP in developing and analyzing the goals, actions, expenditures, and metrics. In 2021-2022 school year, KHSD provided educational partners with various avenues for feedback and recommendations in the planning of the LCAP 2022-2023. Please refer to Engaging Educational Partners section (page 11) for a list of KHSD Educational Partners, summary of the feedback provided by specific educational partners, and how the LCAP 2022-2023 was influenced by specific input from educational partners.

Action 4I: Contingent Action

All the prescribed funding was allocated to their assigned actions. Please see the following actions.

Action 1E, Action 4E

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.

Data analysis by educational partners recommended the following staff (certificated and classified) be hired or retained to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students.

Goal 1: Action 1A (Class Size Reduction)

Section allocation increased from 947 to 1,080 (Del Oro High School was allocated 28 sections; the other 5 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1B (Science Class Size Reduction)

Science sections 55 to 59 (Del Oro High School was allocated 2 sections; the other 3 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1D (Literacy)

Literacy sections 70 to 75 (Del Oro High School was allocated 1 section; the other 4 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1G (Teachers on Special Assignment (TOSAs))

An additional ELD TOSA

Goal 2: Action 2A (English Learners)

Additional Bilingual Instructional Assistants and Bilingual Technician per EL enrollment at school sites.

Goal 2: Action 2B (English Learners)

Teacher-Librarian and extended library hours for Del Oro High School

Goal 2: Action 2C (Learning Intervention)

Freshman math intervention 39 to 42 sections

Goal 2: Action 2F (Technology)

Hire additional Operations Support Technician for LCFF school sites that have 90% or greater LCFF count (Arvin, Foothill, Golden Valley, Mira Monte, and South High School)

Goal 3: Action 3A (Career Technical Education)

Increase of section allocation to provide evening CTE courses

Goal 3: Action 3B (College and Career Readiness)

College tutors for Del Oro

Goal 4: Action 4A (Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS))

School Site Administrator for Del Oro High School (3 sections)

Goal 4: Action 4B (MTSS Tier 1)

On Campus Intervention (OCI) sections for Del Oro High School (3 sections)

Student Advocacy Centers (SAC) for Bakersfield, Del Oro, Golden Valley, and North High Schools

Certificated staff for SAC (Bakersfield, Golden Valley, and North High Schools)

Intervention Counselor for Del Oro High School (6 sections)

Goal 4: Action 4C (MTSS Tier 2)

20 Substance Abuse Specialists by LCFF count

1 Interventionist for Del Oro High School

Goal 4: Action 4C (MTSS Tier 3)

2 Social Workers for (Del Oro: 6 sections / Central Valley: 3 sections / Nueva: 3 sections)

Goal 4: Action 4E (Parent and Student Outreach)

Parent Community Specialist for Del Oro High School

Goal 4: Action 4I (Contingent Action)

Upon educational partner feedback the narrative will be modified to outline the LCAP 2022-2023 Contingent Action.

*Please note that Del Oro High School will be opening in the fall 2022. Del Oro High School student enrollment will encompass students that would have attended four of the highest LCFF school sites (Arvin, Golden Valley, Mira Monte, and South High School)

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$88,572,568.00	\$11,956,295.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.64%	3.79%	\$14,488,496.00	29.43%

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

Required Descriptions

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

KHSD will continue supporting the following existing actions and prioritizing the action based on need for the unduplicated students. KHSD 2021-2022 enrollment of unduplicated students is 72.4%, with 10 of the 18 comprehensive sites at 80% or higher and all 5 continuation sites at 80% or higher. The high unduplicated student count, districtwide, means students who are at-risk and living below the poverty line attend all schools; hence, LCFF funding is used to provide all students access to the core curriculum and to advanced course work, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level. In conjunction with KHSD educational partners and staff, all actions, except for 1J and 2G, which pertain to the Williams Act, are principally directed toward addressing the needs of our foster youth (FY), English learners (EL), and Socioeconomically Economically Disadvantaged (SED).

Goal 1:

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

The need to continue class size reduction has been exacerbated by the pandemic and the effect of learning loss for all students. Prior to 2020-2021, data showed that KHSD unduplicated student graduates were meeting University of California (UC) and California State University (CSU) requirements at an increased rate from 2016-2017 to 2019-2020: EL +1.7%, FY +2.9%, and SED +5.1%. Unfortunately, from fall 2019 to fall 2020, course failure data indicated that unduplicated students were struggling academically at a rate higher than their peers. The number of KHSD students receiving a failing grade for fall semester 2019 compared to fall semester 2020 increased by 11.9%. In the fall 2021, there was a decrease of students receiving a failing grade (29.6% to 13.8%) but prior to COVID-19 pandemic, students' failure rate was 12.4%. During this same time (fall 2021) failure rate for ELs increased by 18.9% (7.0% higher than all students), FY increased by 16.3% (4.4% higher than all students), and SED increased by 13.6% (1.7% higher than all students.) Like their peers ELs and SED experienced a decrease in failure rates in fall 2021 (EL 23.2% and SED 16.1%). FY failure rate increased by 13.4% (17.2% to 30.6%). In addition to loss of credits, this increased failure rate for unduplicated students will also have a negative effect on the a-g completion rate. Class size reduction will allow teachers to differentiate instruction and better direct individual student needs to address learning gaps and learning loss due to the pandemic and to return to the improving academic outcomes as demonstrated prior to the pandemic. Actions 1A, 1B and 1C effectiveness will be measured annually within the following measurable outcomes: 4b, 4g, 5e, 7a, 7b and 7c.

Literacy (Action 1D)

Data analysis of the need for literacy support for students in Kern High revealed a clear trend and need for unduplicated students. Kern High receives 8th graders from many local districts. The long-standing trend among our neediest students (the unduplicated population) is that many of these students are not reading at grade level and require additional support to make gains in literacy. All students needing literacy support due to Instructional Reading Level (IRL) assessment at the 6th grade or lower are enrolled in an Access literacy course. The need, especially for our unduplicated population, is evident in the course enrollment data. In fall 2021, 84.6% (1,472) of the 1,740 students who were enrolled in an Access course were identified as unduplicated. The average IRL for students who were enrolled in Access sections for fall 2021 was 6.8 (9th grade - 6.6, 10th - 6.6, 11th grade - 7.1 and 12th grade 7.2). In 2016-2017, enrollment data indicated that a large number of incoming freshmen, in particular those who were identified as unduplicated, were in need of literacy support as they were assessed as reading at the 6th grade level or below. The district sought to support sites by providing additional sections to support freshmen with Access literacy classes. Data from 2016-2017 to the present indicates that this is still an area of need for unduplicated students. While the IRL score for incoming first-year students has increased by 2.7 from 2018-2019 (3.9) to 2021-2022 (6.6), this is still far below grade-level (9.0). As it is anticipated that literacy support for unduplicated students will continue to be an area of need, as indicated by several years of data for incoming first-year students, the district will continue to support school sites by providing sections for Access literacy classes. The learning gap for this student group is extended year over year growth of less than 0.5 IRL annually. Therefore, the intended outcome is to stop that negative trend and match the IRL goal for all students of 0.5 IRL increase by the end of the first semester. This will stop the increase of the learning gap and allow us to begin to close said gap. Action 1D effectiveness will be measured annually within the following measurable outcomes: 2a and 4a.

Ethnic Studies (1E)

During the 2019-2020 administration of the KHSD Student Climate survey, 29% of FY and 28% of ELs reported that, "There is a lot of tension at my school between different cultures, races, and ethnicities"; this is 8% higher than all students. KHSD has a diverse student population (5.6% African American, 0.6% American Indian or Alaska Native, 2.9% Asian, 1.2% Filipino, 69.0% Hispanic or Latino, 0.3% Pacific Islander, 18.5% White, 1.1% two or more races, and 0.8% not reported) of which 72.4% are designated as unduplicated students. "As the demographics continue to shift in California to an increasingly diverse population—for example, with Chicana/o/x and Latina/o/x students comprising a majority in our public schools, and students of two or more races comprising the fastest growing demographic group—there is a legitimate need to address the academic and social needs of such a population. All students should be better equipped with the knowledge and skills to successfully navigate our increasingly diverse society." (California Department of Education, 2018–2019 Enrollment by Ethnicity and Grade) To increase student connectedness among our

unduplicated students, many of whom are also traditionally marginalized students, KHSD will utilize funds to create an Ethnic Studies course aligned with the California Department of Education Model Curriculum and provide professional development to staff who will be teaching the course beginning in 2023-2024. Action 1E effectiveness will be measured annually within the following measurable outcomes: 6c, 7a, 7b and 7c.

Professional Development (Actions 1E and 1F)

In the previous five years, Kern High has made significant investment in professional development to build multi-tiered SEL and academic support for all students. These MTSS structures were initially based on student data from the California School Dashboard that indicated unduplicated student outcomes were lower than that of all students in several key areas. These achievement gaps were common on the academic side in ELA and Math, and visible on the SEL side with higher suspension, expulsion, and chronic absenteeism rates. In response to these needs of our unduplicated students, we created districtwide actions to institute MTSS structures in SEL and academics. Our initial focus was on SEL, and the resulting three-tiered system is clear at all schools. In recent years we have shifted the same multi-year focus to create a three-tiered system of academic support for all students as a response to the clear need for unduplicated students. The academic system is still in the implementation phase and is less apparent districtwide as we continue this multi-year implementation plan. Student outcome data shows that the MTSS created for SEL has resulted in a dramatic and sustained reduction in unduplicated students reporting as suspended, expelled, or chronically absent. The same is true for all students and results are now equitable for all students; expulsion rates districtwide and for SED students is 0.05%. The same trend is starting to emerge on the academic side as implementation continues for the MTSS and there is only a 1.9% difference between graduation rates districtwide for all students and SED students. These increases and successes are directly tied to the initial investment in SEL and academic professional development for all staff in Kern High. Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success. For the last several years, the KHSD professional learning team has been striving to meet the demands of their students. In 2021-2022, 85.9% of KHSD students graduated districtwide. Due to ongoing staffing increases and the desire to maintain the increased and improved student outcomes for unduplicated students and all students, Kern High will continue to provide professional development to support the MTSS systems already in place and continue to develop and refine both SEL and academic support.

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

Teacher Recruitment (Actions 1G and 1H)

There is a trend among unduplicated student outcomes of a lower graduation rate for unduplicated student groups (EL 70.7%, FY 62.6% and SED 82.6%) as compared to all students (85.9%). The graduation rate reflects overall successes in many other related systems and criteria throughout a student's high school experience (course passage rates, level of engagement, and feelings of autonomy). "(The) research shows that all students benefit from having a more diverse teacher workforce, and specifically students of color who deserve to see teachers who look like them," said Tony Thurmond (California State Superintendent of Public Instruction.) Benefits of a diverse teacher workforce for students of color include better performance on standardized tests, higher attendance rates, lower rates of disciplinary issues, increased chances of completing high school, and increased chances of pursuing a higher education (Williams, 2020.) Research supports our observations, that if unduplicated students have access to a diverse teaching staff that more accurately reflects the ethnic makeup of unduplicated students and all students, that it will lead to improving student outcomes. As of 2021-2022, student demographics indicate that 5.7% (2,424) of KHSD students are African American with 81.2% (1,969) identified as SED; 69.7% (29,863) of KHSD students are Hispanic with 82.0% (24,488) identified as SED; 0.7% (312) identified as FY; 9.4% (3,972) identified as ELs; and 18.1% of KHSD students are White with 44.9% (3,480) identified as SED (CDE DataQuest.) In 2020-2021, 2.8% of KHSD teachers were African American, 22.6% of KHSD teachers were Hispanic/Latino, and 63.2% of KHSD teachers were White. KHSD will continue efforts to recruit,

hire, develop, and retain a fully credentialed, appropriately assigned, and effective teaching staff, demographically reflective of the diverse student body, in particular unduplicated students, of KHSD. Through the recruitment, hiring, and retention of a diverse teaching staff, KHSD anticipates decreased chronic absenteeism, decreased suspensions and expulsions, and increased graduation rates, for unduplicated students of color. Kern High will continue to support national teacher recruitment efforts to assist in creating a teacher workforce that more accurately represents the ethnic and demographic enrollment of students to support unduplicated students as well as all students. Action 1G and 1H effectiveness will be measured annually within the following measurable outcomes: 1a, 1b, and Local Priority 1a.

Goal 2:

EL Intervention (Actions 2A and 2D)

In 2018-19, 50.4% of KHSD reclassified students met or exceeded standards for ELA. This compares to 51.4% for districtwide and 2.65% for EL students. There were 4,027 EL students enrolled at KHSD for the 2021-2022 school year. Of these students, 1,553 are Long Term ELs (LTEL). Historically, EL students that reclassify, “perform much better than current EL students, and they sometimes perform better than students who do not speak a foreign language at home.” (Public Policy Institute of California, May 2018). “Research repeatedly shows that as ELs enter later grades, it becomes harder and harder for them to achieve grade-level standards. Indeed, ELs who continue to require dedicated English as a second language instruction for five or more years regularly lag in every grade level. These students, classified as LTELs, require specialized support to make up for these performance gaps.” (Hanover, Effective Interventions for Long-Term ELs, 2017) These multi-year improved student outcomes (KHSD for the last 3 years has surpassed reclassification rates by more than double than state average rates) for ELs who participated in school wide interventions show that the intervention systems created districtwide based on the need of EL students are supporting increased outcomes for ELs. Based on these results, Kern High will continue to implement and improve intervention opportunities based on the need supported by data for ELs. This will continue to close outcome gaps for ELs and to support increased outcomes for other student groups as data identifies need. Action effectiveness will be measured annually within the following measurable outcomes: 4e, 4f, Local Priority 2a and 2b.

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

Prior to the pandemic, fall 2020-2021, EL students receiving a “C” or better in one or more classes were 67.8% compared to 45.4% (22.4% decrease) in fall 2020-2021. FY (73.7% to 47.4%--26.3% decrease) and SED (78.2% to 62.3%--15.9% decrease) experienced similar decreases. The need to develop students’ knowledge and skills will be even more crucial because of the effect of learning loss during and after the pandemic. To address this negative student outcome trend for unduplicated students, which is also present to a lesser degree for all students, Kern High will support the targeted interventions identified previously to increase the course completion rate for unduplicated students and support increased high school graduation rates and increased levels of unduplicated students prepared for post-secondary education. These actions are being implemented in a districtwide fashion and the expectation is that all students enrolled will benefit from the support while closing the identified achievement gap for unduplicated students. Action: 2B, 2C, 2D, 2E and 2F effectiveness will be measured annually within the following measurable outcomes: 4b, 4g, 5d and Local Priority 8.

Additional Custodial Support to Minimize the Spread of Illnesses (Action 2H)

To combat the issue of chronic absenteeism and low attendance rates resulting from student illness, KHSD will fund 20 FTE custodial positions at comprehensive and continuation sites with high concentrations of unduplicated students to prevent further spread of illness in the school setting. Typically, custodial staff on sites during the day is often not as large as in the evenings, so these new custodians will augment the existing custodial staff on these sites, who are occupied with fulfilling the increased demands from COVID which necessitates additional staffing. The additional FTE at each school site for cleaning will allow the schools to focus on disinfecting high touch areas, including bathrooms, throughout the school day to ensure

that students have safe access to all necessary facilities without interruption, and to minimize virus spread to increase attendance and decrease chronic absenteeism due to illnesses. Adding FTE custodial positions at the high LCFF sites will help mitigate the spread of many viruses that would prevent students from attending school due to illness and will help to improve the overall health and wellness of all students and staff. Action effectiveness will be measured annually within the following measurable outcomes: Priorities 5a & 5b

School Facilities Support for LCAP Staffing (Action 2I)

In offering a variety of MTSS, many campuses have found that they are short on physical space (offices and classrooms), which makes it difficult to provide the supports and reduced class sizes that will continue to help our unduplicated students be successful in their educational pursuits. To continue providing support and services with staff allocation in the LCAP, we need more space to house these personnel. Adding more dedicated portable classrooms will allow school sites greater flexibility in choosing to either relocate their MTSS staff to the portable classrooms or relocate teachers and students to the new classroom locations as more space is now available. Action effectiveness will be measured annually based on the following measurable outcomes: Priorities 2a, 3a, 3b, 3c, 4a, 4b, 4g, 5a, 5b, 5d, 5e, 6a, 6b, 7a, 7b & 7c; Local Priorities 2B & 8

Goal 3:

College and Career (Action 3A and 3B)

In recent years, due to the previous investment into CTE pathways outcomes for unduplicated students have improved for EL, FY, and SED students as well as all students in both CTE Pathway Completion and a-g Completion; CTE Pathway Completion (California School Dashboard) 2019 to 2020 data All: 40.2% (1,841 students), an increase of 5.5% from the previous year EL: 41.5% (66 students), an increase of 5.9% from the previous year, FY: 44.8% (13 students), an increase of 17.5% from the previous year; SED 39.3% (1,309 students), an increase of 4.5% from the previous year. A-g Completion (CDE, Dataquest) 2017-2018 to 2018-2019: All students: 40.3% (3,500 students), an increase of 1.2% from the 2017-2018 school year EL: 11.7% (86 students), an increase of 2.1% from the 2017-2018 school year FY: 22.7% (20 students), an increase of 14.1% from the 2017-2018 school year; SED: 34.8% (2,344 students), an increase of 1.6% from the 2017-2018 school year. The programs previously implemented are showing success in shrinking the gap in both CTE Pathway Completion Rate and a-g completion rate. Kern High will continue to maintain existing programs and develop/expand new and existing CTE Pathways for all students as the data confirms that it is improving outcomes for all three student groups represented in the unduplicated student count as well as all students in the district. Actions 3A and 3B effectiveness will be measured annually within the following measurable outcomes: 4b, 4c, 4d, 4g, and 4e.

Goal 4:

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

From 2017-2018 to 2020-2021, there has been a 0.04% (29 students) decline to 0.00% (0 students) in expulsions districtwide. Multi-Tiered System of Supports (MTSS) provides a method of early identification and intervention utilizing a three-tier system that can help struggling students to catch up with their peers. Since implementing PBIS-MTSS districtwide, KHSD has experienced reduced expulsion discipline outcomes. According to the LCAP certificated survey there was an 8% (69% to 77%) increase from 2019 to 2020 on the school climate response section, with a 5% (75% to 80%) increase of students happy to be at their school site and a 5% increase in students knowing where to seek help for problems they may be

experiencing. KHSD will continue to implement PBIS/MTSS to maintain expulsion discipline outcomes. MTSS offers a framework for identifying students who are struggling and who need focused support to meet academic, behavioral, and social-emotional challenges. Equity challenges have been further exacerbated by COVID-19 pandemic and its aftereffects. Many students whose engagement with school was tenuous before COVID-19 pandemic, new barriers created by the pandemic that may increase their likelihood of dropping out. (Koppick, "Expanding Multi-Tiered System of Supports in California" 2020) In order to maintain previous improvements in student outcomes for unduplicated students and all students, and to address the ongoing trend of needs for incoming unduplicated students and all students, Kern High will continue to support the MTSS system for SEL and continue to adapt and add resources as needs are identified. Actions 4A, 4B, 4C, 4D, 4E and 4F effectiveness will be measured annually within the following measurable outcomes: 3a, 3b, 3c, 5a, 5b, 5d, 6a, and 6b.

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

In addition to the districtwide actions described in the previous prompt to support FY, EL, and SED students, Kern High continues to deliver a targeted action to meet the specific needs of ELs. Action 1G, 2A and aspects of 2D are directed to support specific and varied needs of ELs and Action 4E and 4F are directed to support specific and varied needs of FY in the district. ELs have a graduation rate (2019-2020) of 72.2% and FY have a graduation rate of 64.2%, which are lower than that of all students (88.3%). The graduation rate is a student outcome that is dependent upon many other student outcomes throughout the student's high school career. ELs and FY experience a lower a-g completion rate (EL 11% and FY 11.5%) which is often due to a higher rate of D/F in final course grades. In addition, ELs have a lower IRL than all students (4.2) compared to All (6.3). These student outcomes have started to improve over the past few years with the addition of increased, targeted staffing and support. KHSD will continue to provide the following additional staffing to ELs to meet their specific identified needs as well as additional resources for FY. EL: Instructional Assistants (IAs) and Bilingual Instruction.

Assistants (BIAs): IAs and BIAs provide the following for EL students:

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

English Language Development Teacher on Special Assignment:

- Provides professional development for ELD certificated and classified staff (new curriculum, delivery of instructional practices, and development of assessments and alignment of curriculum and instruction with district's instructional priorities.)
- Facilitates site teams to analyze student progress data and develop appropriate instructional intervention plans.
- Guides site staff (as requested) in implementation of new curriculum, delivery of instructional practices, and development of assessments.
- Aligns curriculum and instruction with district's instructional priorities.
- Facilitates in the selection and implementation of appropriate learning materials, including textbooks and online resources.
- Examines current legislation and content frameworks as they pertain to curriculum and instruction and examines new curriculum and instructional practices.

- Builds, supports, and facilitates district Professional Learning Communities that provide ongoing and targeted training.
- Employs data-driven instructional decision-making strategies.

Bilingual Technicians:

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

Supervising Administrator of EL Program:

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

EL Site Coordinators:

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

Foster Youth:

- Youth 2 Leaders – Mentoring program for FY; mentors meet with students on a regular basis for academic and SEL needs.
- Provide additional support for FY transportation needs.

YES! Program:

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

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

Data analysis by educational partners recommended the following staff (certificated and classified) be hired or retained to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students.

Goal 1: Action 1A (Class Size Reduction)

- Section allocation increased from 947 to 1,080 (Del Oro High School was allocated 28 sections; the other 5 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1B (Science Class Size Reduction)

- Science sections 55 to 59 (Del Oro High School was allocated 1 section; the other 3 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1D (Literacy)

- Literacy sections 70 to 75 (Del Oro High School was allocated 1 section; the other 4 sections were allocated to school sites with increased enrollment)

Goal 1: Action 1G (Teachers on Special Assignment (TOSAs)

- An additional ELD TOSA

Goal 2: Action 2A (English Learners)

- Additional Bilingual Instructional Assistants and Bilingual Technician per EL enrollment at school sites.

Goal 2: Action 2B (English Learners)

- Teacher-Librarian and extended library hours for Del Oro High School

Goal 2: Action 2C (Learning Intervention)

- Freshman math intervention 39 to 42 sections

Goal 2: Action 2F (Technology)

- Hire additional Operations Support Technician for LCFF school sites that have 90% or greater LCFF count (Arvin, Foothill, Golden Valley, Mira Monte, and South High School)

Goal 3: Action 3A (Career Technical Education)

- Increase of section allocation to provide evening CTE courses

Goal 3: Action 3B (College and Career Readiness)

- College tutor for Del Oro

Goal 4: Action 4A (Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS))

- School Site Administrator for Del Oro High School (3 sections)

Goal 4: Action 4B (MTSS Tier 1)

- On Campus Intervention (OCI) sections for Del Oro High School (3 sections)
- Student Advocacy Centers (SAC) for Bakersfield, Del Oro, Golden Valley, and North High Schools
- Certificated staff for SAC for Bakersfield, Golden Valley, and North High Schools
- Intervention Counselor for Del Oro High School (6 sections)

Goal 4: Action 4C (MTSS Tier 2)

- 20 Substance Abuse Specialists by LCFF count
- 1 Interventionist for Del Oro High School

Goal 4: Action 4C (MTSS Tier 3)

- 2 Social Workers for (Del Oro – 6 sections, Central Valley – 3 sections, / Nueva – 3 sections)

Goal 4: Action 4E (Parent and Student Outreach)

- Parent Community Specialist for Del Oro High School

Goal 4: Action 4F (Mentoring)

- Expand the Y2L mentors for foster youth

*Please note that Del Oro High School will be opening in the fall 2022. Del Oro High School student enrollment will encompass students that would have attended four of the highest LCFF school sites (Arvin, Golden Valley, Mira Monte, and South High School)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less 4 Comprehensive Sites	Schools with a student concentration of greater than 55 percent (14 Comprehensive School Sites / 5 Continuation Site)
Staff-to-student ratio of classified staff providing direct services to students	1: 42.75	1: 28.92
Staff-to-student ratio of certificated staff providing direct services to students	1: 23.52	1: 18.21

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 100,528,843.00	\$ 86,040,368.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1A	Class Size Reduction (CSR)	Yes	\$ 22,254,500	\$ 21,238,408
1	1B	Science Class Size Reduction	Yes	\$ 1,316,000	\$ 1,341,475
1	1C	Continuation Sites	Yes	\$ 902,033	\$ 801,008
1	1D	Literacy	Yes	\$ 1,705,000	\$ 1,635,782
1	1E	Ethnic Studies	Yes	\$ 611,413	\$ -
1	1F	Professional Development	Yes	\$ 1,604,854	\$ 1,245,652
1	1G	Teachers on Special Assignment (TOSAs)	Yes	\$ 1,089,492	\$ 1,124,244
1	1H	Kern High Induction Program (KHIP)	Yes	\$ 890,000	\$ 901,064
1	1I	Teacher Recruitment/Teacher Recruitment Adn	Yes	\$ 747,000	\$ 616,735
2	2A	English Learners	Yes	\$ 4,252,177	\$ 4,002,926
2	2B	Literacy Intervention	Yes	\$ 2,748,609	\$ 2,783,557
2	2C	Learning Intervention	Yes	\$ 2,796,500	\$ 2,800,428
2	2D	Summer Intervention	Yes	\$ 1,235,400	\$ 1,250,094
2	2E	Intervention Resource	Yes	\$ 1,183,573	\$ 1,066,764
2	2F	Technolnogy Resource	Yes	\$ 2,387,602	\$ 2,387,602
3	3A	Career Technical Education	Yes	\$ 14,941,556	\$ 15,007,178
3	3B	College and Career Readiness	Yes	\$ 1,535,998	\$ 1,471,568
4	4A	Positive Behavioral Interventions and Supports	Yes	\$ 4,726,401	\$ 5,690,027
4	4B	MTSS Tier 1	Yes	\$ 7,728,655	\$ 7,156,612
4	4C	MTSS Tier 2	Yes	\$ 3,113,424	\$ 3,476,023
4	4D	MTSS Tier 3	Yes	\$ 3,392,557	\$ 3,681,082
4	4E	Parent & Student Outreach	Yes	\$ 2,346,000	\$ 2,151,553
4	4F	Mentoring	Yes	\$ 827,000	\$ 766,420
4	4G	Education Option Administrator and Outreach	Yes	\$ 632,113	\$ 508,705
4	4H	Stakeholder Engagement	Yes	\$ 436,058	\$ 398,773
4	4I	Contingent Action	Yes	\$ 15,124,928	\$ 2,536,688

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 100,528,843	\$ 100,528,843	\$ 86,040,368	\$ 14,488,475	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1A	Class Size Reduction (CSR)	Yes	\$ 22,254,500	\$ 21,238,408.00	0.00%	0.00%
1	1B	Science Class Size Reduction	Yes	\$ 1,316,000	\$ 1,341,475.00	0.00%	0.00%
1	1C	Continuation Sites	Yes	\$ 902,033	\$ 801,008.00	0.00%	0.00%
1	1D	Literacy	Yes	\$ 1,705,000	\$ 1,635,782.00	0.00%	0.00%
1	1E	Ethnic Studies	Yes	\$ 611,413	\$ -	0.00%	0.00%
1	1F	Professional Development	Yes	\$ 1,604,854	\$ 1,245,652.00	0.00%	0.00%
1	1G	Teachers on Special Assignment (TOSAs)	Yes	\$ 1,089,492	\$ 1,124,244.00	0.00%	0.00%
1	1H	Kern High Induction Program (KHIP)	Yes	\$ 890,000	\$ 901,064.00	0.00%	0.00%
1	1I	Teacher Recruitment/Teacher Recruitment Admin	Yes	\$ 747,000	\$ 616,735.00	0.00%	0.00%
2	2A	English Learners	Yes	\$ 4,252,177	\$ 4,002,926.00	0.00%	0.00%
2	2B	Literacy Intervention	Yes	\$ 2,748,609	\$ 2,783,557.00	0.00%	0.00%
2	2C	Learning Intervention	Yes	\$ 2,796,500	\$ 2,800,428.00	0.00%	0.00%
2	2D	Summer Intervention	Yes	\$ 1,235,400	\$ 1,250,094.00	0.00%	0.00%
2	2E	Intervention Resource	Yes	\$ 1,183,573	\$ 1,066,764.00	0.00%	0.00%
2	2F	Technology Resource	Yes	\$ 2,387,602	\$ 2,387,602.00	0.00%	0.00%
3	3A	Career Technical Education	Yes	\$ 14,941,556	\$ 15,007,178.00	0.00%	0.00%
3	3B	College and Career Readiness	Yes	\$ 1,535,998	\$ 1,471,568.00	0.00%	0.00%
4	4A	Positive Behavioral Interventions and Supports and M	Yes	\$ 4,726,401	\$ 5,690,027.00	0.00%	0.00%
4	4B	MTSS Tier 1	Yes	\$ 7,728,655	\$ 7,156,612.00	0.00%	0.00%
4	4C	MTSS Tier 2	Yes	\$ 3,113,424	\$ 3,476,023.00	0.00%	0.00%
4	4D	MTSS Tier 3	Yes	\$ 3,392,557	\$ 3,681,082.00	0.00%	0.00%
4	4E	Parent & Student Outreach	Yes	\$ 2,346,000	\$ 2,151,553.00	0.00%	0.00%
4	4F	Mentoring	Yes	\$ 827,000	\$ 766,420.00	0.00%	0.00%
4	4G	Education Option Administrator and Outreach	Yes	\$ 632,113	\$ 508,705.00	0.00%	0.00%
4	4H	Stakeholder Engagement	Yes	\$ 436,058	\$ 398,773.00	0.00%	0.00%
4	4I	Contingent Action	Yes	\$ 15,124,928	\$ 2,536,688.00	0.00%	0.00%

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 382,132,117	\$ 100,528,843	0.00%	26.31%	\$ 86,040,368	0.00%	22.52%	\$ 14,488,475.00	3.79%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 131,246,832	\$ -	\$ -	\$ -	131,246,832	\$ 97,422,891	\$ 33,823,941

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1A	Class Size Reduction (CSR)	Unduplicated	\$ 26,460,000	\$ -	\$ -	\$ -	\$ 26,460,000
1	1B	Science Class Size Reduction	Unduplicated	\$ 1,445,500	\$ -	\$ -	\$ -	\$ 1,445,500
1	1C	Continuation Sites	Unduplicated	\$ 956,192	\$ -	\$ -	\$ -	\$ 956,192
1	1D	Literacy	Unduplicated	\$ 1,897,500	\$ -	\$ -	\$ -	\$ 1,897,500
1	1E	Ethnic Studies	Unduplicated	\$ 1,611,413	\$ -	\$ -	\$ -	\$ 1,611,413
1	1F	Professional Development	Unduplicated	\$ 3,035,561	\$ -	\$ -	\$ -	\$ 3,035,561
1	1G	Teachers on Special Assignment (TOSAs)	Unduplicated	\$ 1,331,929	\$ -	\$ -	\$ -	\$ 1,331,929
1	1H	Kern High Induction Program (KHIP)	Unduplicated	\$ 1,041,882	\$ -	\$ -	\$ -	\$ 1,041,882
1	1I	Teacher Recruitment/Teacher Recruitment Admin	Unduplicated	\$ 737,980	\$ -	\$ -	\$ -	\$ 737,980
2	2A	English Learners	Unduplicated	\$ 6,408,664	\$ -	\$ -	\$ -	\$ 6,408,664
2	2B	Literacy Intervention	Unduplicated	\$ 5,201,374	\$ -	\$ -	\$ -	\$ 5,201,374
2	2C	Learning Intervention	Unduplicated	\$ 3,038,000	\$ -	\$ -	\$ -	\$ 3,038,000
2	2D	Summer Intervention	Unduplicated	\$ 1,390,063	\$ -	\$ -	\$ -	\$ 1,390,063
2	2E	Intervention Resource	Unduplicated	\$ 2,885,656	\$ -	\$ -	\$ -	\$ 2,885,656
2	2F	Technology Resource	Unduplicated	\$ 8,920,463	\$ -	\$ -	\$ -	\$ 8,920,463
2	2H	Additional Custodial Support	Unduplicated	\$ 1,555,378	\$ -	\$ -	\$ -	\$ 1,555,378
2	2I	School Facilities Support for LCAP Staffing	Unduplicated	\$ 5,700,000	\$ -	\$ -	\$ -	\$ 5,700,000
3	3A	Career Technical Education	Unduplicated	\$ 17,834,589	\$ -	\$ -	\$ -	\$ 17,834,589
3	3B	College and Career Readiness	Unduplicated	\$ 2,531,368	\$ -	\$ -	\$ -	\$ 2,531,368
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of	Unduplicated	\$ 6,953,534	\$ -	\$ -	\$ -	\$ 6,953,534
4	4B	MTSS Tier 1	Unduplicated	\$ 12,043,158	\$ -	\$ -	\$ -	\$ 12,043,158
4	4C	MTSS Tier 2	Unduplicated	\$ 5,911,291	\$ -	\$ -	\$ -	\$ 5,911,291
4	4D	MTSS Tier 3	Unduplicated	\$ 4,598,419	\$ -	\$ -	\$ -	\$ 4,598,419
4	4E	Parent & Student Outreach	Unduplicated	\$ 4,065,330	\$ -	\$ -	\$ -	\$ 4,065,330
4	4F	Mentoring	Unduplicated	\$ 1,875,376	\$ -	\$ -	\$ -	\$ 1,875,376
4	4G	Education Option Administrator and Outreach	Unduplicated	\$ 803,102	\$ -	\$ -	\$ -	\$ 803,102
4	4H	Stakeholder Engagement	Unduplicated	\$ 1,013,110	\$ -	\$ -	\$ -	\$ 1,013,110

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 455,429,015	\$ 116,758,337	25.64%	3.79%	29.43%	\$ 131,246,832	0.00%	28.82%	Total:	\$ 131,246,832
								LEA-wide Total:	\$ 99,347,140
								Limited Total:	\$ -
								Schoolwide Total:	\$ 31,899,692

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1A	Class Size Reduction (CSR)	Yes	Schoolwide	All	High Schools	\$ 26,460,000	0.00%
1	1B	Science Class Size Reduction	Yes	Schoolwide	All	High Schools	\$ 1,445,500	0.00%
1	1C	Continuation Sites	Yes	Schoolwide	All	CSR Continuation Sites	\$ 956,192	0.00%
1	1D	Literacy	Yes	LEA-wide	All	All	\$ 1,897,500	0.00%
1	1E	Ethnic Studies	Yes	LEA-wide	All	All	\$ 1,611,413	0.00%
1	1F	Professional Development	Yes	LEA-wide	All	All	\$ 3,035,561	0.00%
1	1G	Teachers on Special Assignment (TOSAs)	Yes	LEA-wide	All	All	\$ 1,331,929	0.00%
1	1H	Kern High Induction Program (KHIP)	Yes	LEA-wide	All	All	\$ 1,041,882	0.00%
1	1I	Teacher Recruitment/Teacher Recruitment	Yes	LEA-wide	All	All	\$ 737,980	0.00%
2	2A	English Learners	Yes	LEA-wide	English Learners	All	\$ 6,408,664	0.00%
2	2B	Literacy Intervention	Yes	LEA-wide	All	All	\$ 5,201,374	0.00%
2	2C	Learning Intervention	Yes	Schoolwide	All	All	\$ 3,038,000	0.00%
2	2D	Summer Intervention	Yes	LEA-wide	All	All	\$ 1,390,063	0.00%
2	2E	Intervention Resource	Yes	LEA-wide	All	All	\$ 2,885,656	0.00%
2	2F	Technology Resource	Yes	LEA-wide	All	All	\$ 8,920,463	0.00%
2	2H	Additional Custodial Support	Yes	LEA-wide	All	All	\$ 1,555,378	0.00%
2	2I	School Facilities Support for LCAP Staffing	Yes	LEA-wide	All	All	\$ 5,700,000	0.00%
3	3A	Career Technical Education	Yes	LEA-wide	All	All	\$ 17,834,589	0.00%
3	3B	College and Career Readiness	Yes	LEA-wide	All	All	\$ 2,531,368	0.00%
4	4A	Positive Behavioral Interventions and Suppo	Yes	LEA-wide	All	All	\$ 6,953,534	0.00%
4	4B	MTSS Tier 1	Yes	LEA-wide	All	All	\$ 12,043,158	0.00%
4	4C	MTSS Tier 2	Yes	LEA-wide	All	All	\$ 5,911,291	0.00%
4	4D	MTSS Tier 3	Yes	LEA-wide	All	All	\$ 4,598,419	0.00%
4	4E	Parent & Student Outreach	Yes	LEA-wide	All	All	\$ 4,065,330	0.00%
4	4F	Mentoring	Yes	LEA-wide	All	All	\$ 1,875,376	0.00%
4	4G	Education Option Administrator and Outreac	Yes	LEA-wide	All	All	\$ 803,102	0.00%
4	4H	Stakeholder Engagement	Yes	LEA-wide	All	All	\$ 1,013,110	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

2021–22 LCAP Supplement Instructions

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 students
- 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list

of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage.

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

