

LCFF Budget Overview for Parents

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

CDS Code: 15635290000000

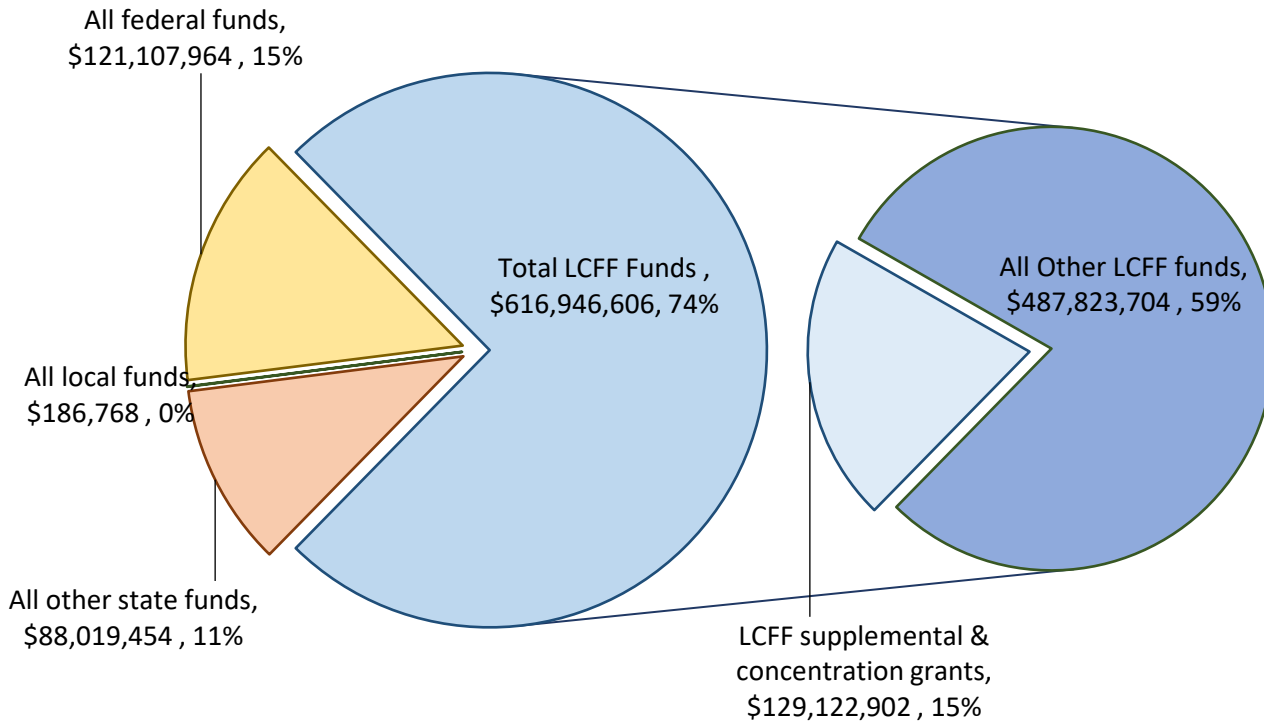
School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

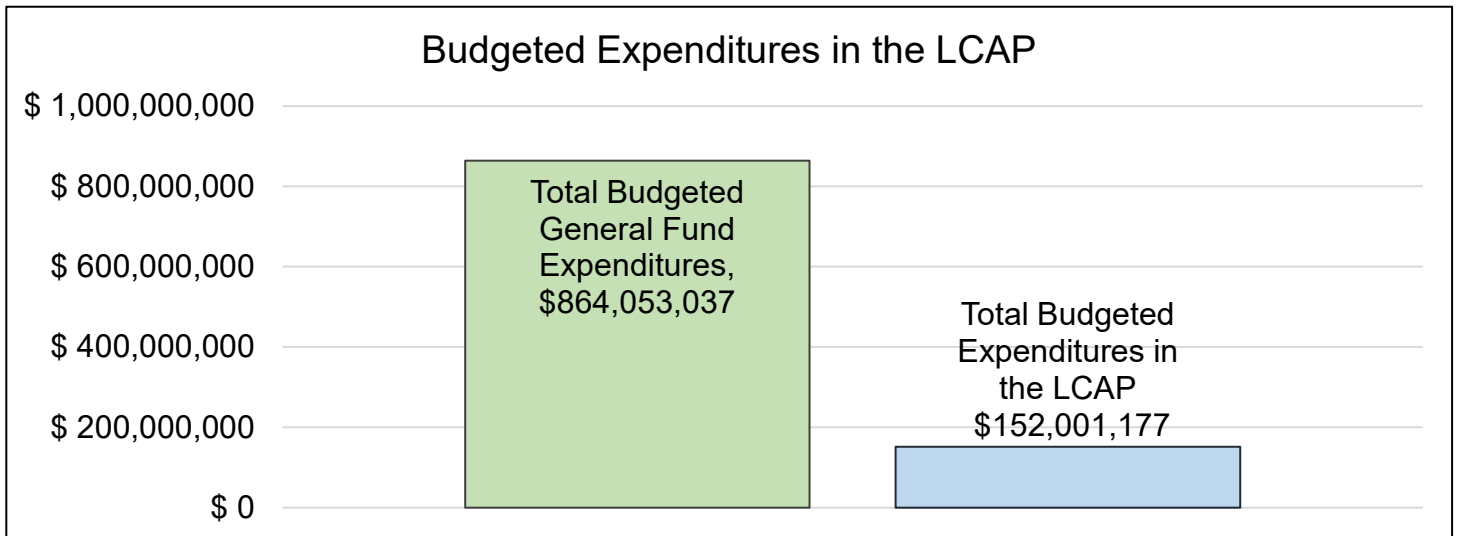


This chart shows the total general purpose revenue Kern High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kern High School District is \$826,260,792.00, of which \$616,946,606.00 is Local Control Funding Formula (LCFF), \$88,019,454.00 is other state funds, \$186,768.00 is local funds, and \$121,107,964.00 is federal funds. Of the \$616,946,606.00 in LCFF Funds, \$129,122,902.00 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 2023-24. 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 \$864,053,037.00 for the 2023-24 school year. Of that amount, \$152,001,177.00 is tied to actions/services in the LCAP and \$712,051,860.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

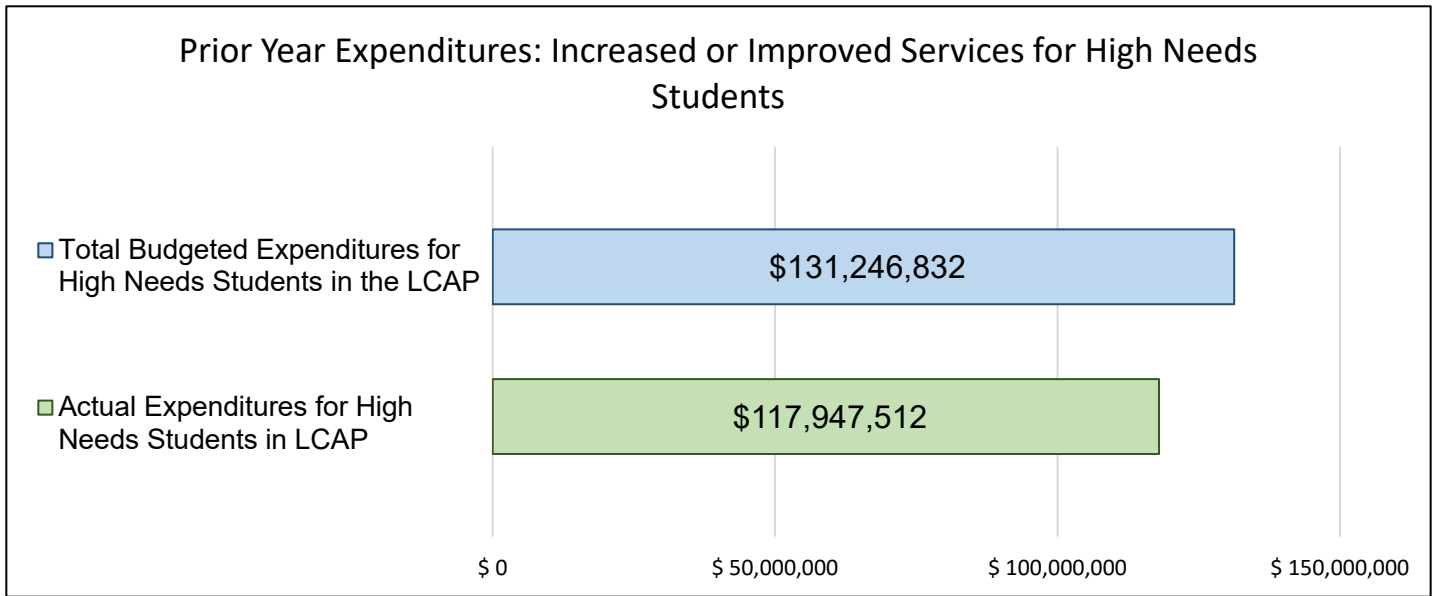
General fund expenditures specified above for the 2022-2023 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Kern High School District is projecting it will receive \$129,122,902.00 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 \$152,001,177.00 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 2022-23



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 2022-23, Kern High School District's LCAP budgeted \$131,246,832.00 for planned actions to increase or improve services for high needs students. Kern High School District actually spent \$117,947,512.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$13,299,320.00 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. For the 2022-2023 school year, staff salaries were overestimated, and several planned new positions went unhired. Based on preliminary data and educational partner feedback, KHSD will continue to work to fill staff vacancies and 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., custodians). Allocation for Ethnic Studies will be carried over to the 2023-2024 school year, due to a shift in focus to address more pressing student concerns. Teacher residency mentors' and resident stipends were not utilized due to the availability of another funding source. Resources allocated for library updates to support literacy and increase student usage were not utilized this year because this funding was allocated late due to the May revision; the balance will be carried over to the following year. Allocation for school facilities support will be carried over to the 2023-2024 school year. Some mentoring programs did not utilize their total allocation because they were partially funded by grants; this funding will also be carried over to next year.

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 2023-2024

General Information

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

Serving 42,451 students (5.7% African American, 0.5% American Indian or Alaska Native, 2.7% Asian, 1.1% Filipino, 69.5% Hispanic, 0.3% Pacific Islander, 18.2% White, 1.0% two or more races, and 0.9% 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 19 comprehensive high schools, 5 alternative education schools, 3 Special Education Career Centers (Journey, Ruggenberg, and Schuetz), 3 Special Education Programs (Constellation, ABLE, and TLC), 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 opened the 19th comprehensive high school, Del Oro High School. The Bakersfield Adult School serves 5,500 students annually; almost 21,000 students participate in the district’s CTE programs; and approximately 412 students are served in the district’s charter school (Kern Workforce 2000 Academy). 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.

Counting each student once, even if the student meets more than one of these criteria, forms the “unduplicated count.” The KHSD unduplicated count is 75.6%. Following are KHSD percentages of the three “high need” student groups, as designated by the state:

- o English Learner (EL) 9.4%
- o Foster Youth (FY) 0.7%
- o Socioeconomically Disadvantaged (SED) 73.6%

The following are distinctions that refine the composition of the district’s students:

- o Homeless 0.7%
- o Students with Disabilities (SWD) 12.3%
- o African American 5.7%
- o Hispanic 69.5%

15 of the 19 sites (Arvin: 95.2%, Bakersfield: 82.5%, Del Oro: 85.3%, East: 90.2%, Foothill: 91.1%, Golden Valley: 91.8%, Highland: 79.4%, Independence: 71.0%, Kern Valley: 71.9%, Mira Monte: 94.4%, North: 87.5%, Ridgeview: 75.6%, Shafter: 86.0%, South: 96.1%, and West: 91.3%) are

comprised of, at minimum, greater than 55% unduplicated students. 5 of the 5 alternative education sites (Central Valley: 98.9%, Nueva: 99.1%, Tierra Del Sol: 96.0%, Vista: 95.5%, and Vista West: 83.3%) have a student population of, at minimum, 83.3% 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 classes, a focus on Foundations mathematics classes, Positive Behavioral Intervention & Supports (PBIS), which support the social-emotional learning (SEL) of the student, and Multi-Tiered System of Supports (MTSS), a framework to provide targeted support to struggling students. In addition, the district provides on-going professional development (PD) 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 (CSR). In the 2022-2023 school year, 1150 teaching sections were allocated specifically to CSR, 124 sections to intervention, 115 sections to On-Campus Intervention (OCI), 50 sections for Student Advocacy Centers (SACs), and 75 sections to Literacy Intervention. In addition, the district values an ethnically diverse and experience-rich teaching staff that reflects the demographic composition of its student body. KHSD searches for teachers in various areas of the United States 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 sixth year of implementation of the Kern High Teacher Residency program (KHTR) to attract more teachers of color so that students have sufficient role models and aspire to enter the teaching profession themselves (EdSource, 2018). KHSD hired 236 new teachers for the 2022-23 school year. Of these new hires, 16 (7%) were completers of the KHTR program and were mostly of Hispanic backgrounds. As a result 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 program at the Regional Occupation Center (ROC).

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 CSUB to align systems and programs to support the continuing education of all students. Dual Enrollment (DE) 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 19 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 2022

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using local data for College and Career Measures (CCM).

College and Career Measures (CCM): Student Groups (2022)

- 12.97% of All completing one semester, two quarters, or two trimesters of college credit courses
- 6.57% of All completing two semesters, three quarters, or three trimesters of college credit courses

- 11.5% of Native American completing one semester, two quarters, or two trimesters of college credit courses
- 7.5% of Native American completing two semesters, three quarters, or three trimesters of college credit courses

- 13.3% of Hispanic completing one semester, two quarters, or two trimesters of college credit courses
- 6.06% of Hispanic completing two semesters, three quarters, or three trimesters of college credit courses

- 16.07% of Filipino completing one semester, two quarters, or two trimesters of college credit courses
- 10.71% of Filipino completing two semesters, three quarters, or three trimesters of college credit courses

- 12.68% of SED students completing one semester, two quarters, or two trimesters of college credit courses
- 5.55% of SED students completing two semesters, three quarters, or three trimesters of college credit courses

EL Progress Indicator: Current Dashboard (2022) vs. Pre-Pandemic (2019)

- Increased by 6.7% as compared to Pre-Pandemic

Graduation Rates: (CA Dashboard 2022)

(Student Groups Grad Rate > State "ALL" Grad Rate %)		
Student Group	KHSD	State
All	89.5%	87.4%
Filipino	96.5%	95.5%
Hispanic	89.5%	85.3%
Native Hawaiian or Pacific Islander	91.7%	85.3%
SED	88.3%	85.1%
EL	80.5%	73.3%

(Student Groups Grad Rate > KHSD "ALL" Grad Rate %)	
Student Group	KHSD
All	89.5%
Asian	95.0%
Filipino	96.5%
Hispanic	89.5%
Native Hawaiian or Pacific Islander	91.7%
White	90.3%

All Continuation Sites Graduate Total

2020-2021 – 394

2021-2022 – 403

Returned to Home Site (Graduates)

2020-2021 – 34 (428)

2021-2022 – 69 (472)

Suspension Rates: (DataQuest)

- Overall: Suspensions decreased by 1.1% as compared to pre-Pandemic
- EL: Decreased by 3.0% as compared to pre-Pandemic
- FY: Decreased by 1.3% as compared to pre-Pandemic
- Hispanic: Decreased by 1.2% as compared to pre-Pandemic
- Homeless: Decreased by 1.7% as compared to pre-Pandemic
- SED: Decreased by 1.1% as compared to pre-Pandemic
- SWD: Decreased by 1.8% as compared to pre-Pandemic
- White: Decreased by 1.0% as compared to pre-Pandemic

Local Indicators: (DataQuest)

- **State Seal of Biliteracy:** 925 graduating students, class of 2021-2022, achieved this honor. The following LCFF school sites achieved a higher percentage than the KHSD average (10.1%): Arvin (18.1%), Bakersfield (10.3%), Foothill (14.2%), Golden Valley (11.4%), Mira Monte (13.5%), Shafter (13.2%). Arvin, Foothill, Mira Monte, and Shafter also achieved a higher percentage than the State of California's average of 12.3%.
- **Golden State Seal of Merit Graduation Diploma:** 3776 graduating students, class of 2021-2022, achieved this honor. The following LCFF school sites achieved a higher percentage than KHSD (41.1%) average: Highland (41.5%), Independence (48.2%), Ridgeview and South (41.7%). Arvin (39.6%), East (36.8%), Foothill (30.7%), Golden Valley (39.7%), Highland (41.5%), Independence (48.2%), Mira Monte (35.9%), North (38.4%), Ridgeview (49.6%), Shafter (39.1%), and South (41.7%) also achieved a higher percentage than the State of California's average of 30.2%.
- **CSUB DE Courses:** 1,010 students enrolled in 43 classes at 15 school sites in fall 2021 and spring 2022
- **Kern Community College District (KCCD):** 8,702 students enrolled in 433 sections at 23 school sites in fall 2021 and spring 2022
- **Articulated Credit (Bakersfield College):** Course offerings at Continuation sites increased from 26 courses offered in 2020-2021 to 35 courses offered in 2021-2022
- **Dual Enrollment:** Course offerings at continuation sites increased from 22 courses offered in 2020-2021 to 34 courses offered in 2021-2022

Semester Grades: (Synergy)

Semester 1 2021 to Semester 1 2022: student groups who met graduation criteria with a grade of D or better

- All students receiving a passing grade increased from 87.0% to 89.2%
- EL students receiving a passing grade increased from 78.6% to 81.1%
- FY students receiving a passing grade increased from 71.2% to 78.6%
- African American students receiving a passing grade increased from 82.5% to 84.7%
- Hispanic students receiving a passing grade increased from 86.1% to 88.6%
- SED students receiving a passing grade increased from 84.8% to 87.6%

Advancement Via Individual Determination (AVID):

- Students enrolled in AVID for the 2021-2022 school year had a higher attendance rate (93.7%) compared to all students' attendance rate (90.15%)
- 94% of AVID students met their UC/CSU requirements compared to all students (37.8%)
- 76% of AVID students applied to a 4-year university and 72% received an acceptance letter to attend
- 74% of AVID seniors took a college or DE course
- 61% of AVID seniors took at least one AP course
- AVID seniors had an average GPA of 3.4

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 CSR 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 KHTR 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 monitoring program specifically for math and literacy), and summer school
- Provide CTE programs
- Provide intervention counselors
- Provide avenues for DE
- Provide mentoring programs for students
- Provide PBIS and MTSS which foster 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.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). The California School Dashboard state indicators show assessment results for which any student group was two or more performance levels below the “All student” performance (Data is the most recent available).

KHSD’s Local Indicator for 2021-2022 CAASPP testing summary (11th graders) for English Language Arts (ELA) and Mathematics.

All Students (2021-2022)

- ELA: Low
- Mathematics: Very Low
- Suspension Rate: High
- EL Progress: Low

English Language Arts: (Standard Met or Standard Exceeded)			
Student Group	2018-19	2021-22	Rate of Change
All Students	51.1%	47%	-4.1%
African American	37.6%	33.8%	-3.8%
EL	2.7%	3.9%	+1.2%
FY	***	23.7%	+23.7%
Hispanic	47.4%	43.8%	-3.6%
Homeless	30%	28.6%	-1.4%
SED	45.2%	41.8%	-3.4%
SWD	7.57%	10%	+2.4%

Mathematics: (Standard Met or Standard Exceeded)			
Student Group	2018-19	2021-22	Rate of Change
All Students	21%	16.2%	-4.8%
African American	10.7%	9.1%:	-1.6%
EL	1.2%	0.6%:	-0.6%
FY	***	2.6%	+2.6%
Hispanic	16.7%	12.1%:	-4.6%
Homeless	5%	3.9%:	-1.1%
SED	15.1%	11.0%:	-4.1%
SWD	1.2%	1.1%:	-0.1%

Graduation Rates*:

*Data reflects combined Four- and Five- Year Graduation Rate, California Dashboard 2022

(Student Groups Grad Rates ≤ to State “ALL” Grad Rate %)		
		*
Student Group	KHSD	State
Homeless	72.4%	74.4%
Two or More Races	54.5%	89.6%

(Student Groups Grad Rates ≤ to KHSD “ALL” Grad Rate %) *	
Student Group	KHSD
All	89.5%
EL	80.5%
FY	68.1%
Homeless	72.4%
SED	88.3%
SWD	76.7%
African American	84.6%
Two or More Races	54.5%

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). (Source: DataQuest)

- 37.8%: All Students
- 26.9%: African American
- 10.8%: EL
- 12.9%: FY
- 14.3%: Homeless
- 32.3%: SED
- 7.0%: SWD

Action Steps:

- 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. 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 when summer school is in session
- Provide district and school site resources for students identified as Homeless and FY. At the district level, the Homeless and FY Liaison coordinates with school site counselors to provide guidance, resources, and services for our Homeless and FY students. Tailored programs such as Youth Empowering Success (YES), mentoring programs, and Youth 2 Leaders through AmeriCorps are available to our students
- Increase student access to remediation, acceleration, and CTE 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 1,867 teachers, not including counselors or other certificated positions. The LCAP and its goals and actions are aligned with the “Strategic Priorities” of the KHSD Board of Trustees to “maintain and support exemplary staff and provide effective instructional and extra-curricular programs.”

LCAP has provided the following teaching sections:

- 1,080 LCFF sections for CSR (Goal 1)
- 59 Science sections (Goal 1)
- 75 Access sections (literacy classes) (Goal 1)
- 11 Sections for continuation sites (Goal 1)
- 82 Intervention sections (Goal 2)
- Summer EL intervention sections (Goal 2)
- Summer School sections (Goal 2)
- 115 OCI sections (Goal 4)

- 50 Student Advocacy Center (SAC) sections (Goal 4)

LCAP has provided the following support resources for teaching staff:

- Kern High Induction Program (KHIP) for new teacher support (Goal 1)
- PD (Goal 2)
- District Teachers on Special Assignment (TOSAs) (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, and 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, and technology resources) (Goal 2)
- A wide variety of class offerings (Goals 1, 2, 3, and 4)
- Additional support for EL, FY, and SED students (Goals 1, 2, 3, and 4)
- Extended library hours (Goal 2)
- FY site mentoring (Goal 4)
- PBIS at all school sites (Goal 4)
- MTSS at all school sites (Goal 4)
- Expansion of CTE and pathways (Goal 3)
- Classes for college and career readiness (Goals 1, 2, 3, and 4)
- AVID (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)
- Gay Straight Alliance/Sexuality and Gender Acceptance (GSA/SAGA) Program (Goal 4)
- Expansion of a-g classes (Goals 1, 2, 3, and 4)
- Additional counselors (Goal 4)
- Additional counseling hours (Goal 2)
- 20 full time equivalent (FTE) custodial sections (Goal 2)
- School facilities support for LCAP staffing (Goal 2)
- District Student Liaisons (Goal 4)
- Nurses (Goal 4)
- District TOSAs for SEL (Goal 4)
- On Campus Intervention (OCI) sections (Goal 4)
- Student Advocacy Centers (SAC) (Goal 4)
- Community Specialists (Goal 4)
- Restorative Practices (RP)/SEL Resource Counselor (Goal 4)
- Intervention Counselors (Goal 4)
- District lead interventionist (Goal 4)
- Interventionists (Goal 4)
- Substance Abuse Specialist (SAS) (Goal 4)
- Social workers (Goal 4)

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

- 19 Parent Centers (Goal 4)
- Community Specialists including those housed at Parent and Family Centers (Goal 4)
- Parent activities, which include meetings, parent classes, and college field trips (Goal 4)
- District Parent Liaisons (Goal 4)
- LCAP Advisory Council (Goal 4)
- African American Parent Advisory Council (AAPAC) (Goal 4)
- District English Learner Advisory Council (DELAC) (Goal 4)
- District Parent Advisory Council (DPAC) (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 KHSD 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 further 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:

- Central Valley (Graduation Rate)
- Kern Valley (Low-Performing)
- Mira Monte (Low-Performing)
- Tierra Del Sol (Graduation Rate)
- Vista (Graduation Rate)
- Vista West (Graduation Rate)

- Workforce (Graduation Rate)

Support for Identified Schools

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

KHSD administrators representing Alternative Education, Innovative Programs, Instruction, and 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. In recent years, KHSD Alternative Education sites have worked with the Kern County Superintendent of Schools (KCSOS) and utilized strategies learned in the Continuous Improvement Process to assist CSI sites, which include leadership coaching with school sites and Fidelity Integrity Assessment for school sites implementing PBIS-MTSS. Two comprehensive sites (Kern Valley and Mira Monte) will begin working with KCSOS for future needs.

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 CTE and DE (LCAP Goal 3); technology and instructional resources (LCAP Goals 1 and 3); and PD for staff (LCAP Goal 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 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), district and school site 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 2022-23 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 (DPAC) (Quarterly, and then monthly)
- District African American Parent Advisory Council (AAPAC) (Quarterly, and then monthly)
- District English Learner Advisory Council (DELAC) (Quarterly, and then monthly)
- Principals' Advisory Council (PAC) (Quarterly)
- Assistant Principals of Instruction and Administration (Quarterly)
- Guidance Leadership (Semiannually)
- Head Counselors and Counselors, including FY Liaisons (Semiannually)
- KHSD Community Counselors (Semiannually)
- Kern High School Teachers' Association (KHSTA) (Semiannually)
- Classified Association (CSEA) (Semiannually)
- Special Education Parent/Management Advisory (Semiannually)
- KHSD's Special Education Local Plan (SELPA) administration regarding specific support for students with disabilities (Semiannually)
- KHSD superintendent written responses to the English Language Advisory and District Parent Advisory Council (Annually)
- KHSD Superintendency and/or their designee reviews all SPSAs in the district for alignment with the LCAP (Annually)
- EL Coordinators (Semiannually)

Other opportunities are as follows:

- KHSD Webpage (www.kernhigh.org)
- Annual Parent, Certificated and Classified Staff Surveys
- Quarterly Student 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 FY, EL, SED, SWD, at-risk students, 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 students' interests and needs. Each of the 19 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 FY, EL, SED, 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
2022-2023**

August 4, September 1, October 6,
November 3, December 1,
January 12, February 2,
March 2, April 13, and May 4

**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
2022-2023**

October 24, November 29,
February 10, and May 3

**KHSD Parent Advisory Groups
2022-2023**

**African American Parent Advisory
Council –**

September 27, October 18, January 17,
February 28, March 21, April 18, and
May 16

**Special Education Department
Community Meeting –
May 18**

**KHSD LCAP Community
Public Forums/Comment Sessions
2022-2023**

October 19, November 9 (1pm and 4pm),
November 16, November 30, December 7,
December 15 (1pm and 4pm), January 23,
January 31, May 16, May 23, and May 25

**Surveys
Spring 2023**

Certificated and Classified Survey
LCAP Parent Survey
Student Climate Survey
Healthy KIDS Survey

**KHSD Board Meetings
2022-2023**

August 1, September 6, October 3,
November 7, December 12, January 9,
February 6, March 6, April 11, May 1, June 5,
and June 26

**English Language Advisory and
District Parent Advisory Council
2022-2023**

February 28, March 27, April 24, May 8, and
May 22

POST DRAFT: KHSD to tentatively post initial draft version of 2023-2024 LCAP on KHSD website, <https://www.kernhigh.org>. The initial edit window (May 15-June 5) 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:

- Continue to provide funding to reduce class sizes
- Provide funding for additional CTE classes
- Expand access to CTE courses for AP students
- Better inform students of post-secondary options after graduation
- Expand KHSD's teacher recruitment process
- Explore possible modifications in pay structure to offer more competitive pay for teachers to increase recruitment effectiveness
- Provide more mental health supports for students
- Expand student access to counseling services
- Provide additional tutoring hours
- Continue to provide off-site tutoring support (such as tutor.com)
- Explore creating student literacy support with feeder districts
- Increase student awareness about PBIS-MTSS services available on school sites
- Improve parent outreach systems and provide more opportunities for parent engagement
- Build more partnerships with community to enhance parent involvement on campuses
- Improve/increase security on site campuses
- Update technology in Parent Centers
- Improve transportation (student buses)
- Provide more bilingual / multicultural library books
- Provide ELPAC Bootcamps
- Increase EL graduation and reclassification rates
- Provide cleaner and safer restrooms
- Purchase new musical instruments
- Offer more university /college trips
- Replicate results of AVID with EL student groups
- Improve quality of school meals

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

Educational partners provided vital input into the 2023-2024 LCAP actions. Our educational partners recommended carrying forward previous adoptions to the 2022-2023 LCAP, and have recommended the following action modifications to the 2023-2024 LCAP:

Goal 1: Action 1A, 1B, 1C (Class Size Reduction)

- Continue to provide sections to reduce class sizes

Goal 1: Action 1D (Literacy)

- Continue to provide sections to reduce class sizes
- Continue to support literacy councils
- Investigate the creation of student literacy support with feeder districts

Goal 1: Action 1E (Ethnic Studies)

- Utilize remaining carryover funds allocated in 2022-2023 to develop the course of study, train staff, and purchase supplemental resources during the 2023-2024 and 2024-2025 school years

Goal 1: Action 1F (Professional Development)

- Continue to fund PD for teachers and staff
- Provide additional PD (such as de-escalation strategies) for security on site campuses

Goal 2: Action 2A (English Learner)

- Provide more Bilingual Instructional Aides (BIA)s to support EL students

Goal 2: Action 2B (Literacy Intervention)

- Provide additional library hours
- Provide additional afterschool tutoring

Goal 2: Actions 2C, 2D, 2E (Learning Intervention)

- Continue providing intervention supports
- Continue to provide summer school interventions
- Provide additional tutoring hours
- Continue to provide off-site tutoring support (such as tutor.com)

Goal 2: Action 2F (Technology Resources)

- Continue to update technology as necessary

Goal 2: Action 2H (Additional Custodial Support)

- Continue to hire additional custodians to ensure that school sites are effectively sanitized

Goal 3: Action 3A (Career Technical Education)

- Provide funding for additional CTE Pathways at comprehensive sites
- Expand access to CTE courses for AP students by minimizing scheduling conflicts

Goal 4: Actions 4A, 4B, 4C, 4D (PBIS-MTSS)

- Expand student access to counseling services
- Provide more mental health supports for students

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

- Increase student awareness about PBIS-MTSS services available on school sites
- Improve parent outreach systems to increase parent engagement

Goal 4: Action 4F (Mentoring)

- Continue to provide mentoring programs for students

Goal 4: Action 4G (Education Option Administrator and Outreach)

- Continue to provide funding for interventionists
- Review and improve attendance-taking procedures on school sites

Goal 1

Goal #	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 focuses on student learning
- Promote a culture of high morale among employees
- 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

English Learner Progress (California School Dashboard 2022, most recent data available)

- 41.1% making progress towards English language proficiency

English Language Arts (California School Dashboard 2022, most recent data available)

- All: 23.1 points below standard
- FY: 153.5 points below standard
- Homeless: 119 points below standard
- EL: 116 points below standard
- SWD: 138 points below standard
- SED: 41.5 points below standard

Mathematics (California School Dashboard 2022)

- All: 124.8 points below standard
- FY: 213.7 points below standard
- Homeless: 207.4 points below standard
- EL: 198.5 points below standard
- SWD: 209.1 points below standard
- SED: 145.5 points below standard

Local Indicator Basics

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

Other Indicators

- California Department of Education (CDE) DataQuest
- EL Reclassification Rates

- KHSD Management Systems: Synergy and PeopleSoft
- KHSD school sites' Master Schedules
- KHSD Certificated Staff LCAP Survey
- KHSD LCAP Parent Survey
- KCSOS Kern Integrated Data management System (KiDS)
- 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 (Source: CalSAAS) Status: 106 teacher misassignments	2022-2023 (Source: CalSAAS) Status: 188 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 (Source: CalSAAS) Status: 4 EL teacher misassignments	2022-2023 (Source: CalSAAS) Status: 23 EL teacher misassignments		Decrease the number of EL teacher misassignments annually from the previous year.
(Priority 1b) Maintain 100% access to appropriate instructional materials for all students	Baseline: 2020-2021 (Source: School Site School Accountability Report Card) Status: No reported significant findings	2021-2022 (Source: School Site School Accountability Report Card) Status: No reported significant findings	2022-2023 (Source: School Site School Accountability Report Card) 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	Baseline: 2021 (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey)	2022 (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey)	2023 (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey)		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																																													
implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.	Status: 3.0 (Initial Implementation)	Status: 4.0 (Full Implementation)	Status: 4.0 (Full Implementation)																																															
(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: 2021 (Source: California School Dashboard/ KHSB Certified Staff LCAP Survey) Status: 3.0 (Initial Implementation)	2022 (Source: California School Dashboard/ KHSB Certified Staff LCAP Survey) Status: 4.0 (Full Implementation)	2023 (Source: California School Dashboard/ KHSB Certified Staff LCAP Survey) Status: 4.0 (Full Implementation)		5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.																																													
(Priority 8) The average Instructional Reading Level (IRL) will increase by 1.0 for each grade level per academic year.	Baseline: 2019-2020 Established annually Quarter 1 (Pre) and Quarter 3 (Post) (Source: STAR Renaissance Reading Assessment) Status: Instructional Reading Level (IRL) <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>6.4</td> <td>N/A</td> </tr> <tr> <td>10th</td> <td>6.7</td> <td>N/A</td> </tr> <tr> <td>11th</td> <td>7.3</td> <td>N/A</td> </tr> <tr> <td>12th</td> <td>7.6</td> <td>N/A</td> </tr> </tbody> </table>	Grade	Fall	Spring	9 th	6.4	N/A	10 th	6.7	N/A	11 th	7.3	N/A	12 th	7.6	N/A	2021-2022 (Data for 2020-2021 unavailable due to COVID19 Pandemic) Status: Instructional Reading Level (IRL) <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>6.3</td> <td>6.4</td> </tr> <tr> <td>10th</td> <td>6.8</td> <td>6.9</td> </tr> <tr> <td>11th</td> <td>7.3</td> <td>7.3</td> </tr> <tr> <td>12th</td> <td>7.6</td> <td>7.5</td> </tr> </tbody> </table>	Grade	Fall	Spring	9 th	6.3	6.4	10 th	6.8	6.9	11 th	7.3	7.3	12 th	7.6	7.5	Baseline: 2022-2023 Established annually Quarter 1 (Pre) and Quarter 3 (Post) (Source: STAR Renaissance Reading Assessment) Status: Instructional Reading Level (IRL) <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>6.0</td> <td>5.8</td> </tr> <tr> <td>10th</td> <td>6.5</td> <td>6.4</td> </tr> <tr> <td>11th</td> <td>6.8</td> <td>6.7</td> </tr> <tr> <td>12th</td> <td>6.9</td> <td>6.8</td> </tr> </tbody> </table>	Grade	Fall	Spring	9 th	6.0	5.8	10 th	6.5	6.4	11 th	6.8	6.7	12 th	6.9	6.8		The average Instructional Reading Level (IRL) will increase by 1.0 for each grade level per academic year.
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<p>(Local Priority 1a) Increase the number of teachers hired that reflect the demographic student groups of the district at an increase of 2% for Hispanic and 1% for African American per year.</p>	<p>Baseline: 2020-2021 (Source: Synergy and PeopleSoft)</p> <p>Status: African American: 3.8% Hispanic: 25.2%</p>	<p>2021-2022 (Source: Synergy and PeopleSoft)</p> <p>Status: African American: 4.3% Hispanic: 22.4%</p>	<p>2022-2023 (Source: Synergy and PeopleSoft)</p> <p>Status: African American: 0.4% Hispanic: 25.4%</p>		An increase of 6% Hispanic and 3% African American newly hired teachers within the three-year time span.																																													

Goal 1 Actions

Action #	Title	Description	Total Funds	Contributing												
1A	Class Size Reduction	<p>The need to continue CSR 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 12%. In the following year (fall 2021), the number of students receiving a failing grade dropped 8.2%, and then fell another 2.2% in fall of 2022, which brought the number of failing KHSD students to almost pre-Pandemic levels (9.2% in fall of 2019 compared with 10.8% in fall of 2022). During this same period failing grades for EL increased by 18.9%, FY 16.3%, and SED 13.7%.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Failing Grades Semester 1</th> </tr> <tr> <th>Student Group</th> <th>2020-2021*</th> <th>2021-2022*</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Failing Grades Semester 1				Student Group	2020-2021*	2021-2022*	2022-2023					\$29,160,000	Y
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1B	Science Class Reduction	<p>Since 2021-2022, student enrollment in Science courses increased 3.89% (from 18,826 students in to 19,558 students in 2022-2023. Enrollment in Physics courses showed the largest increase, from 529 students in 2021-22 to 1,249 students enrolled in 2022-2023 (a 136.11% increase). Course enrollment for Introduction to Physical Science (IPS) courses also increased, from 5,389 students enrolled during 2021-2022 to 5,919 students enrolled in 2022-2023 (a 9.83% increase). Student enrollment in Biology and Earth Science remained</p>	\$1,593,000	Y																																																												

Action #	Title	Description	Total Funds	Contributing																																												
		<p>relatively static. One possible explanation for the increases in enrollment in Physics and IPS is that more KHSD school sites are offering IPS to their 9th grade students. Being a lab-based Science course, IPS better prepares students for future lab-based courses such as Biology, Chemistry, and Physics. Additionally, Science CSR increases engagement in classes and better allows teachers to facilitate lab experiments, which results in higher student passing rates than previous years.</p> <p>According to data from KiDS, the rate of students earning passing grades (A's, B's, or C's) for Quarter 1 in Earth Science, Physical Science, and Physics classes increased 8.72% since 2020-2021, from 63.81% earning passing grades in 2020-2021 to 72.53% earning passing grades in 2022-2023. The percentage of students earning passing grades for Quarter 1 in Life Science or Biology courses increased 7.89% (from 62.88% in 2020-21 to 70.77% in 2022-23).</p> <p>KHSD will continue to allocate 59 science sections for CSR for the comprehensive school sites.</p> <table border="1" data-bbox="894 688 1451 1308"> <thead> <tr> <th colspan="4">HSD School Sites Science Section Allocations 2023-2024</th> </tr> </thead> <tbody> <tr> <td>Arvin</td> <td>4</td> <td>Kern Valley</td> <td>1</td> </tr> <tr> <td>Bakersfield</td> <td>4</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>2</td> <td>North</td> <td>3</td> </tr> <tr> <td>East</td> <td>3</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>4</td> </tr> <tr> <td>Highland</td> <td>4</td> <td>West</td> <td>3</td> </tr> <tr> <td>Independence</td> <td>3</td> <td>Total 59</td> <td></td> </tr> </tbody> </table>	HSD School Sites Science Section Allocations 2023-2024				Arvin	4	Kern Valley	1	Bakersfield	4	Liberty	3	Centennial	3	Mira Monte	3	Del Oro	2	North	3	East	3	Ridgeview	4	Foothill	3	Shafter	2	Frontier	3	South	3	Golden Valley	4	Stockdale	4	Highland	4	West	3	Independence	3	Total 59			
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1C	Continuation Sites Class Size Reduction/ Administrative Sections	<p>KHSD's 5 continuation sites serve 3% of the total district's LCFF population with an average LCFF percentage for all continuation sites of 92.6%. To improve student outcomes at continuation schools, KHSD will allocate 11 teaching sections and 20 administrative sections above the allocated district sections for all five Continuation sites to provide:</p>	\$1,053,696	Y																																												

Action #	Title	Description	Total Funds	Contributing																				
		<ul style="list-style-type: none"> ○ Maximized instructional time ○ Increased student engagement <p>As reported by CDE DataQuest, the combined average graduation rate for all continuation schools for the 2021-2022 school year increased by 24% since 2019-2020 (45.2%). Of 467 Seniors enrolled in a continuation school cohort during the 2021-2022 school year, 323 (69.2%) earned their High School diploma. 62 of these students returned to their home school sites and graduated; 48 (10.3%) of these students were one half a year (27.5 credits) behind in credits when entering a continuation school site, and 14 (3.0%) were one year (55 credits) behind or more.</p> <table border="1"> <thead> <tr> <th colspan="4">Continuation Site Graduation Rates (All Sites)</th> </tr> <tr> <th>School Year</th> <th>Cohort</th> <th>HS Diploma Graduates</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>522</td> <td>236</td> <td>45.2%</td> </tr> <tr> <td>2020-2021</td> <td>693</td> <td>309</td> <td>44.6%</td> </tr> <tr> <td>2021-2022</td> <td>467</td> <td>323</td> <td>69.2%</td> </tr> </tbody> </table> <p>KHSD will also utilize the administrative sections 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, such as:</p> <ul style="list-style-type: none"> ○ Improved school climate ○ Reduction in suspensions ○ Increased attendance 	Continuation Site Graduation Rates (All Sites)				School Year	Cohort	HS Diploma Graduates	Graduation Rate	2019-2020	522	236	45.2%	2020-2021	693	309	44.6%	2021-2022	467	323	69.2%		
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1D	Literacy	<p>KHSD will continue to focus on literacy by maintaining current 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 enrolled in Access sections (2,496 students) for fall 2022 was 4.65. For fall 2023, the average IRL for students enrolled in Pre-Access or Access courses (2,386 students) was 4.33.</p> <p>To improve literacy outcomes for students KHSD will take the following actions:</p> <ul style="list-style-type: none"> ○ Continue to work with literacy consultant to facilitate KHSD and school site Literacy Councils 	\$2,085,000	Y																				

Action #	Title	Description	Total Funds	Contributing																																												
		<ul style="list-style-type: none"> ○ 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 border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">KHSD School Sites Literacy Section Allocations 2023-2024</th> </tr> </thead> <tbody> <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>5</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>5</td> </tr> <tr> <td>Independence</td> <td>4</td> <td>Total 75</td> <td></td> </tr> </tbody> </table>	KHSD School Sites Literacy Section Allocations 2023-2024				Arvin	6	Kern Valley	1	Bakersfield	6	Liberty	2	Centennial	2	Mira Monte	5	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	5	Independence	4	Total 75			
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1E	Ethnic Studies	<p>In a 2011 report for the National Education Association entitled The Academic and Social Value of Ethnic Studies, Christine Sleeter stated that: “There is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students.” KHSD has a diverse student population (5.5% African American, 0.5% American Indian or Alaska Native, 2.7% Asian, 1.1% Filipino, 72.0% Hispanic or Latino, 0.3% Pacific Islander, 17% White, 1.1% two or more races, and 1.0% not reported) of which 75.6% are designated as unduplicated students. KHSD will be implementing ethnic studies courses, mandated by the California Assembly Bill AB101, for the 2025-2026 school year.</p>	\$1,611,413	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>	\$3,492,549	Y																																												

Action #	Title	Description	Total Funds	Contributing
		<p>Effective Professional Development (PD) enables educators to develop the knowledge and skills they need to address students' learning challenges. For the 2022-23 school year KHSD Teachers on Special Assignment (TOSAs) offered over 400 workshops to meet the needs of KHSD teachers.</p> <p>KHSD will continue to provide ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. PD needs are regularly assessed by examining District and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.</p> <p>Focus Areas: Literacy, Inclusive Practices, High-leverage Instructional Practices, PLC Process, Equitable Practices</p> <p><u>Literacy</u></p> <ul style="list-style-type: none"> ○ Each site has a literacy council that consists of an administrator and teachers ○ This year, we have used the book <i>This is Disciplinary Literacy</i> by Releah Cossett Lent to guide the work ○ We contracted with Dr. Jill Hamilton-Bunch ○ Councils meet 3 times/year at the district level to learn how to improve literacy rates & they meet multiple times as a site council to develop and monitor a site literacy plan <p><u>Inclusive Practices</u></p> <ul style="list-style-type: none"> ○ Co-Teaching <ul style="list-style-type: none"> ○ This year there are 162 co-teaching pairs across the district ○ KHSD supports co-teaching by providing PD and paying 1 hour/week for co-teacher pairs to collaborate with each other ○ PD offerings in 2022-2023 include: <ul style="list-style-type: none"> ○ The How of Co-Teaching ○ Co-Teaching Basics 		

Action #	Title	Description	Total Funds	Contributing
		<p><u>High-Leverage Instructional Practices</u></p> <ul style="list-style-type: none"> ○ Instructional Services TOSAs research high-leverage instructional practices that are evidence-based ○ TOSAs provide PD to district teachers through workshops, lesson studies, and individual coaching <p><u>PD offerings in 2022-2023 included:</u></p> <ul style="list-style-type: none"> ○ Building Thinking Classrooms ○ Curriculum Training ○ Restorative Practices ○ SEL ○ Get Curious, Not Furious ○ Integrated ELD Strategies ○ Jane Schaffer Writing ○ Classroom Management ○ Learning Centered Grading ○ Lesson Planning ○ Inquiry Training ○ Science 5E Model ○ AVID Strategies ○ Collaborative Learning strategies <p><u>PLC Process</u></p> <ul style="list-style-type: none"> ○ Instructional Services supports site PLCs by providing resources for success collaboration such as curriculum and instruction, assessment, data analysis, and response to intervention <p><u>Equitable Practices</u></p> <ul style="list-style-type: none"> ○ Instructional Services offers PD that embeds equitable practices such as Learning Centered Grading, SEL, RP, UDL, student collaboration, and integrated ELD to name a few 		

Action #	Title	Description	Total Funds	Contributing
		<p>KHSD will provide PD for certificated staff, focusing on the California Standards for the Teaching Profession and the following seven interrelated domains for teaching practices:</p> <ul style="list-style-type: none"> ○ Engaging and supporting all students in learning ○ Creating and maintaining effective environments for student learning ○ Understanding and organizing subject matter for student learning ○ Planning instruction and designing learning experiences for all students ○ Assessing students for learning ○ Developing as a professional educator ○ Equity, including implicit bias <p>For 2023-2024, KHSD will provide:</p> <ul style="list-style-type: none"> ○ PD for classified staff who are assigned to the classrooms. ○ PD for non-core/non-arts teachers, classified staff who are assigned to classrooms or front office, inclusive practices, and interpretation for bilingual staff. ○ Resources and supplies to facilitate Instructional Coaching 		
1G	Teachers on Special Assignment (TOSAs)	<p>KHSD's TOSAs provide targeted PD 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 7.5% (140) increase in KHSD teaching staff from 2020-2021 when KHSD employed 1,727 teachers compared to 1,867 teaching staff for the 2022-2023 school year. Of the 799 KHSD teachers who responded to an annual survey in 2023, 511 (64%) stated that PD opportunities were relevant to the content that they teach. This is an increase of 1% from the winter 2022 survey.</p> <p>TOSA's 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 	\$1,489,248	Y
1H	Kern High Induction Program (KHIP)	<p>Since its inception in 2017-18, 1,314 teachers have participated in the KHIP. Currently, there are 157 teachers (119 general and 38 special education teachers) who are working towards obtaining their clear credentials and Cross-Cultural Language Academic Development (CLAD) certifications. Additionally, the KHIP program consists of 44 general and 18 special</p>	\$1,147,937	Y

Action #	Title	Description	Total Funds	Contributing
		<p>education interns, 23 Provisional Internship Permits (PIP) and 58 Short-Term Staff Permits (STSP), 7 waivers, and 51 CTE teachers.</p> <p>The teachers in the KHIP program are being trained to help the diverse student populations at KHSD high schools reach optimal learning through high-quality teaching strategies, including how to effectively differentiate instruction.</p> <p>KHSD also provides ongoing PD 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>A substantial amount of funding provides stipends for mentors assigned to each participant at their school site. Mentors enjoy confidential, professional relationships with their candidates and agree to assist each candidate through a minimum of one hour of direct support per week. Mentors express the ability, willingness, and flexibility to meet each candidate's individual needs. Mentors are provided support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks.</p> <p>Mentors are trained in the following:</p> <ul style="list-style-type: none"> ○ effective coaching and mentoring practices ○ goal setting ○ the use of appropriate mentoring instruments for each candidate's program ○ best practices in adult learning ○ program processes designed to support candidate growth and effectiveness <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>		
11	Teacher Recruitment / Teacher Recruitment Administrator	“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).	\$739,667	Y

Action #	Title	Description	Total Funds	Contributing																																										
		<p>KHSD continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned, and effective teaching staff, demographically reflective of the diverse student body of KHSD.</p> <ul style="list-style-type: none"> ○ Target recruitment in areas of the US that offer candidates of ethnically diverse backgrounds ○ Increase recruitment in California ○ Provide hours for the Recruitment Administrator to coordinate recruitment efforts ○ Work to develop teacher preparation pathways within the KHSD ○ Maintain the Kern High Teacher Residency (KHTR) Program, a partnership teacher-credentialing program with California State University, Bakersfield <table border="1"> <thead> <tr> <th colspan="4">Teacher Ethnicity Comparison 2022-2023</th> </tr> <tr> <th></th> <th>White/Caucasian</th> <th>Hispanic/Latinx</th> <th>Black/African American</th> </tr> </thead> <tbody> <tr> <td>State*</td> <td>61.2%</td> <td>21.1%</td> <td>3.9%</td> </tr> <tr> <td>County*</td> <td>64.1%</td> <td>24.5%</td> <td>2.7%</td> </tr> <tr> <td>District**</td> <td>57.2%</td> <td>25.8%</td> <td>2.6%</td> </tr> </tbody> </table> <p>* Dataquest (2018-2019) ** As Reported by KHSD Employees 2022-2023</p> <p>For the 2022-23 school year, KHSD hired 236 new teachers. Of these new hires, 16 (7%) were completers of the KHTR program.</p> <table border="1"> <thead> <tr> <th colspan="2">KHTR Residents Hired in 2022-2023</th> </tr> <tr> <th>School Site</th> <th>Number Hired</th> </tr> </thead> <tbody> <tr> <td>Arvin</td> <td>4</td> </tr> <tr> <td>Del Oro</td> <td>1</td> </tr> <tr> <td>Foothill</td> <td>4</td> </tr> <tr> <td>Highland</td> <td>2</td> </tr> <tr> <td>Liberty</td> <td>1</td> </tr> <tr> <td>Stockdale</td> <td>2</td> </tr> <tr> <td>Tierra Del Sol</td> <td>1</td> </tr> <tr> <td>West</td> <td>1</td> </tr> <tr> <td>Total Residents Hired</td> <td>16</td> </tr> </tbody> </table> <p>As of spring 2023, 26 residents are participating in KHTR program. 17 (65%) of the residents are Hispanic/Latinx, 1 (4%) is Asian, 1 (4%) Asian/Latinx/White, 2 (8%) are Black/Latinx 4 (15%) are White and 1 (4%) declined to report. The residents are currently being mentored at the following school sites:</p>	Teacher Ethnicity Comparison 2022-2023					White/Caucasian	Hispanic/Latinx	Black/African American	State*	61.2%	21.1%	3.9%	County*	64.1%	24.5%	2.7%	District**	57.2%	25.8%	2.6%	KHTR Residents Hired in 2022-2023		School Site	Number Hired	Arvin	4	Del Oro	1	Foothill	4	Highland	2	Liberty	1	Stockdale	2	Tierra Del Sol	1	West	1	Total Residents Hired	16		
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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																																																

Goal 1 Analysis for 2022-2023

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 outlines 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 10 actions (1A, 1B, 1C, 1D, 1F, 1G, 1H, 1I, and 1J) and services were fully implemented as planned.

Action 1A: (Class Size Reduction)

There were no substantive differences in the planned action implementation. 1080 sections were allocated for CSR, and 1073 sections were used (492 English, 202 Mathematics, 201 Social Studies, 127 Science, 10 Miscellaneous, 18 Modern Language, 9 Physical Education, 9 Business/CTE, and 5 Visual and Performing Arts). 954 sections (88.3%) 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. 59 science sections (7 Earth Science, 18 Introduction to Physical Science, 23 Biology, and 11 Chemistry sections) were allocated to meet the Next Generation Science Standards, which require the “doing of more science.” 47 sections (79.7%) 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 CSR and administrative sections provided 11 teaching sections (2 Apex, 2 Miscellaneous, 3 English, 2 English & Miscellaneous, 1 Mathematics, and 1 Physical Education).

20 administrative sections for continuation schools which included 3 full-time Deans of Student Behavior and Supports (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. 75 sections were allocated for Access and/or Pre-Access courses. These courses provide targeted literacy support for 9th grade students reading below grade level.

Action 1E: (Ethnic Studies)

There was a substantive difference in the planned action implementation of Action 1E. KHSD planned to develop a course of study and curricula for the Ethnic Studies course and begin to train teachers who were anticipated to teach the course in the 2025-2026 school year. However, the return from the COVID-19 Pandemic caused a shift in focus to address more pressing student concerns, such as student learning loss, substance abuse issues, and social-emotional needs.

1F: (Professional Development)

There were no substantive differences in the planned action implementation. Action 1F addressed PD necessary for the ongoing 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, 2 English Language Development, 1 Social Studies, 2 Math, and 1 Science) worked with their respective departments, as well as each Instruction Director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD 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. KHIP provided 157 teachers (who are working towards obtaining their clear credentials and CLAD certification) with PD and mentoring.

Action 1I: (Teacher Recruitment /Teacher Recruitment Administrator)

There were no substantive differences in the planned action implementation. Currently there are 26 residents participating in the KHTR program, and KHSD's 2022-2023 recruitment efforts included participation in teacher recruitment and education job fairs at multiple locations throughout 9 different states. For the 2022-23 school year, KHSD hired 236 new teachers. Of these new hires, 16 (7%) were completers of the KHTR program.

Action 1J – Appropriate Instructional Materials

There were no substantive differences in the planned action implementation. Appropriate instructional materials were verified by 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 (\$1,591,988) due to the projected average cost per section.

Action 1B: (Science Class Size Reduction)

Certificated salaries and benefits were overestimated (\$89,369) due to the projected average cost per section.

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

Certificated salaries and benefits were overestimated (\$131,282) due to the projected average cost per section. Certificated salaries and benefits were overestimated for the Dean of Students (\$63,928) due to the projected salary increase for staff.

Action 1D: (Literary)

Certificated salaries and benefits were overestimated (\$119,105) due to the projected average cost per section.

Action 1E: (Ethnic Studies)

Action 1E allocation (\$1,611,413) will be carried over to the 2023-2024 school year, due to a shift in focus to address more pressing student concerns. Action 1E was the only action that planned percentages of improved services and estimated actual percentages of improved services was not initiated.

Action 1F: (Professional Development)

Certificated salaries and benefits underestimated (\$770,161) due to substitute availability for certificated staff to provide planned PD activities and other funding sources were utilized.

Action 1G: (Teachers on Special Assignment [TOSAs])

Certificated salaries and benefits were underestimated (\$145,209) due to a TOSA vacancy.

Action 1H: (Kern High Induction Program)

Certificated salaries and benefits were underestimated (\$109,047) due to the projected salary increase for staff.

Action 1I: (Teacher Recruitment /Teacher Recruitment Administrator)

Teacher residency mentors' and resident stipends (\$545,487) were not utilized due to the availability of another funding source.

Action 1J: (Appropriate Instructional Materials)

No material differences for Action 1J.

No change on planned percentages of improved services and estimated actual percentages of improved services for the above Actions.

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. 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 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 increase of the number of teachers misassigned by course (as described by CDE guidelines) from the previous year is as follows: The number of misassigned teachers increased from 106 to 188 (a 77.4% increase). EL teacher misassignments also increased from 4 to 23 misassigned teachers (a 475% increase). These increases in teacher misassignments resulted from a variety of causes:

- There has been a 7.5% (140 teacher) increase in KHSD teaching staff from 2020-2021 when KHSD employed 1,727 teachers compared to 1,867 teaching staff for the 2022-2023 school year
- Currently, there are 157 teachers (119 general and 38 special education teachers) who are working towards obtaining their clear credentials and Cross-Cultural Language Academic Development (CLAD) certifications
- Additionally, the KHIP program consists of 44 general and 18 special education interns, 23 Provisional Internship Permits (PIP) and 58 Short-Term Staff Permits (STSP), 7 waivers, and 51 CTE teachers

This shortage of fully credentialed teachers has led to individual teachers causing multiple instances of “misassignment” across several assigned sections in their workday, resulting in inflated numbers of teacher misassignments in the district overall.

- Many EL misassignments were due to the difference between Integrated ELD and Designated ELD. The assumption is that if a teacher has a recent credential that they are authorized to instruct standalone ELD courses, which is not necessarily the case

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

The 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 SARC 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 (ELD) – 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 PD offerings.

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.

ELD – 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 236 new teachers hired for the 2022-2023 school year, the percentage of African American teachers hired decreased from 4.3% to 0.4%. Hispanic teaching staff increased from 22.4% to 25.4%. KHSD will continue to focus on recruiting teachers who reflect the demographics of our student population.

Action 1A: (Class Size Reduction)

The effectiveness of Action 1A can be measured by higher 1st semester grades, positive staff survey results, and reduced suspension rates.

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

After a large increase in first semester failing grades as a result of the COVID-19 Pandemic, the continued implementation of CSR appears to have had a positive effect, in that the percentage of KHSD students receiving a failing grade has steadily decreased from a high of 21.2% in fall of 2020 to 13.1% in fall of 2021, and then to 10.8% in fall of 2022, which returns failing grades to almost pre-Pandemic levels (9.2% in fall of 2019). During this same period failing grades for EL students decreased by 18.9%, FY decreased by 16.3%, and SED students decreased by 13.7%. The continued implementation of CSR appears to have had a positive effect, in that the number of failing EL students has dropped 14.5% in fall of 2021 and another 2.5% in 2022. The number of failing grades for FY students failing in fall of 2021 dropped 8.1%, and then dropped another 7.5% in fall of 2022. The number of failing SED students dropped 9.3% in fall of 2021 and dropped another 2.8% in fall of 2022. These effects can also be seen through improvements in Staff Survey responses and student suspension rates.

Staff Survey Results

Additionally, the implementation of CSR along with systemic use of MTSS strategies has helped to decrease suspensions (CDE DataQuest) and has improved teacher and student satisfaction. Responses to the spring 2023 LCAP Staff Survey indicate that 80% of staff surveyed feel that their working environment is positive, and 66% of staff surveyed indicated that class sizes are appropriate. According to the spring 2023 LCAP Staff Survey, 80% of Staff (632 of 799) responded favorably to the question “Overall, how positive is the working environment at your school?” In the same survey, 66% of staff (520 of 799) responded favorably regarding the question “Class sizes are appropriate,” and 54% of staff surveyed (427 of 799) responded favorably when asked “On most days, how enthusiastic are the students about being at school?”

Suspension Rates

According to CDE DataQuest 2021-2022 reports:

- 18 KHSD school sites (78%) have reduced cumulative suspension rates over the past 4 years
- 8 schools (35%) have demonstrated consecutive reductions for 4 years in a row
- 15 schools (65%) have demonstrated reductions for 3 of the last 4 years
- 10 schools (43%) have demonstrated cumulative reductions in the percentage of students with multiple suspensions since 2018-2019

Together, these results indicate that CSR, along with MTSS structures, are helping to improve and maintain positive classroom and whole school environments for both staff and students.

Action 1B: Science Class Size Reduction

For the 2022-2023 school year, KHSD reported to CALPADS that 19,558 students were enrolled in one or more science courses during semester 1. According to data from KiDS, the rate of students earning passing grades (A’s, B’s, or C’s) for Quarter 1 in Earth Science, Physical Science, and Physics classes increased 8.72% since 2020-2021, from 63.81% earning passing grades in 2020-2021 to 72.53% earning passing grades in 2022-2023. The percentage of students earning passing grades for Quarter 1 in Life Science or Biology courses increased 7.89% (from 62.88% in 2020-21 to 70.77% in 2022-23).

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

Action 1C allocated 11 teaching sections for CSR at continuation sites. 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 Supports. The effectiveness contributed to the following:

Two of the five continuation sites (Tierra Del Sol and Vista) received Gold status, and one site (Vista West) was awarded Platinum recognition by the California PBIS Coalition for the 2021-2022 school year. CDE DataQuest also reported that all five continuation sites had lower than a 1% expulsion rate, and Nueva’s expulsion rate was 0.0%.

KHSD’s continuation sites maximized instructional time: all five continuation school sites continued their 3-year term of being recognized as Model Continuation Schools by California Continuation Education Association. In addition to be recognized as Model Continuation Schools, the following schools received extra commendations:

Tierra Del Sol Continuation High School

- *Exemplary Program Award for Aztec Construction Program*

Central Valley High School

- *Exemplary Program Award for PBIS Implementation*
- *Exemplary Program Award for Art*

Vista West Continuation High School

- *Exemplary Program Award for intervention program*

All continuation schools also:

- Increased DE offerings (from 22 offerings in 2020-2021 to 34 offerings in 2021-2022)
- Increased Articulated Credit at BC (from 26 offerings in 2020-2021 to 35 offerings in 2021-2022)
- Increased student engagement (ADA at 4 of 5 sites increased from 2021-2022 to 2022-2023)

Action 1D: Access Literacy Course

1,488 students were enrolled in Access Literacy courses for semester 1, 2022. This is a 14.5% (252) decrease from semester 1, 2021. 88.6% (1,319) are designated as unduplicated, and 79.4% (1,182) students are enrolled at high-LCFF (greater than 55%) school sites. 88.2% (1,313) of students enrolled in Access Literacy courses received a passing grade for Semester 1, 2022. The decrease in student enrollment in Literacy courses suggests that fewer students are entering high school needing reading remediation. Data reported in Goal 1, Priority 8 documents some decreases in student reading levels, which could be the result of student “testing fatigue”, causing students to either not take the STAR test seriously after the first instance, or simply not taking the subsequent tests at all since these additional tests are not mandatory. After analyzing 3 years of data from STAR tests, the average IRL for students who were 9th graders in 2019-2020 (now 11th graders) increased from 6.4 to 6.8; the average IRL for students who were 10th graders in 2019-2020 (now 12th graders) also saw improvement, scoring 6.7 in 2019-2020 and then 6.8 as 12th graders. To continue providing high-quality literacy instruction to students, 701 certificated staff participated in 45 PD consultations and 40 PD events focusing on literacy.

Action 1E: Ethnic Studies

KHSD has used the 2022-2023 school year to plan for the rollout of the Ethnic Studies course in fall of 2025. KHSD will utilize remaining carryover funds allocated in 2022-2023 to further develop the Course of Study, train staff, and purchase supplemental resources during the 2023-2024 and 2024-2025 school years.

Action 1F: Professional Development

Action 1F addresses PD 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, 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. Additionally, implementation, effectiveness and staff participation were tracked by the Organization Management System (OMS). 4,326 certificated and classified staff participated in 53 PD consultations and 206 PD events.

Action 1G: Teachers on Special Assignment (TOSAs)

TOSAs provided mentoring, guidance, and PD to certificated and classified KHSD employees. The implementation, effectiveness and staff participation were tracked by OMS. 4,708 certificated and classified staff participated in 40 PD consultations and 176 PD events.

Action 1H: Kern High Induction Program (KHIP)

Currently there are 157 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 40 events with 1,519 participants.

Mentor teachers were assigned to each participant at their school site. Mentors enjoyed confidential, professional relationships with their candidates and agreed to assist each candidate through a minimum of one hour of direct support per week. Mentors expressed the ability, willingness, and flexibility to meet each candidate's individual needs. Mentors provided support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks.

Mentors were trained in the following:

- effective coaching and mentoring practices
- goal setting
- the use of appropriate mentoring instruments for each candidate's program
- best practices in adult learning
- program processes designed to support candidate growth and effectiveness

Action 1I: Teacher Recruitment / Teacher Recruitment Administrator

For the 2022-2023 school year, KHSD hired 236 new teachers, and of these new hires, 16 (7%) were completers of the KHTR program. As of spring 2023, 26 residents are participating in the KHTR program. 17 (65%) of the residents are Hispanic/Latinx, 1 (4%) is Asian, 1 (4%) Asian/Latinx/White, 2 (8%) are Black/Latinx, 4 (15%) are White, and 1 (4%) declined to report. Current residents were placed at 8 different KHSD school sites, and each resident was paired with a mentor teacher who guided their teaching. Teacher recruitment efforts for 2022-2023 recruited 228 new hires. KHSD recruited in 8 states (Alabama, California, Georgia, Louisiana, Michigan, North Carolina, Texas, and Virginia) at numerous teacher job fairs including: CSU Bakersfield; Cal Poly, San Luis Obispo; CSU Fullerton; CSU Northridge; CSU Sacramento; CSU San Marcos; Diversity in Education; Fresno State; George Mason University; Georgia Southern University; Michigan Teacher Recruitment Days; North Carolina A&T; Texas A&M Education Career Expo; Tulare County Office of Education; UC Riverside; University of Louisiana, Lafayette; and University of Alabama at Birmingham).

Action 1J: Appropriate Instructional Materials

The SARC's 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.

Action 1A: (Class Size Reduction)

Section allocations for CSR were adjusted to reflect changes in LCFF populations at school sites. School sites with the highest LCFF student populations received more section allocations than school sites with lower allocations.

1F: (Professional Development)

KHSD has allocated funding for resources and supplies to facilitate Instructional Coaching.

Action 1G: (Teachers on Special Assignment [TOSAs])

A previously allocated TOSA for AVID was unallocated for 2023-2024.

Action 1H: (Kern High Induction Program)

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 2

Goal #	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.

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

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

Goal 2 aligns with the following most recent data from the *California School Dashboard 2022* and input from educational partners:

English Learner Data:

- EL: 116 points below standard on ELA section of CAASPP (CAASPP)
- Long-Term English Learners (LTEL): 18.1% of EL students (CDE DataQuest)

Local Indicator Basics (California School Dashboard 2021-2022, most recent data available)

Implementation of Local Standards

- KHSD management systems: Synergy and PeopleSoft
- KHSD school sites’ master schedule (certificated and classified staff)
- California Assessment of Student Performance and Progress (CAASPP)
- KCSOS Kern *KiDS*
- 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 (Source: School Site School Accountability Report Card) Status: 23 of 23 school sites maintained a “good” or “exemplary” facilities rating on FIT.	2022-2023 (Source: School Site School Accountability Report Card) Status: 24 of 24 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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 (Source: California School Dashboard) Status: Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	2021-2022 (Source: California School Dashboard) Status: 41.1%		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) <small>*Data was updated on 4/7/22 to reflect correct percentage.</small>	2020-2021 (Source: CDE, DataQuest) Status: 16.1% (LTEL 6+ years)	2021-2022 (Source: CDE, DataQuest) Status: 18.1% (LTEL 6+ years)		Decrease LTELs percentage by 6% within a 3-year time span.
(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 (Source: CDE, DataQuest) Status: Reclassification Rate: 13.4%	2021-2022 (Source: CDE, DataQuest) Status: Reclassification Rate not available for 2022		Increase by 9% the EL reclassification rates within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																						
<p>(Priority 4h) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessments of college preparedness as measured by the previous year's scores will increase by 1% districtwide, 1.5% for Hispanic and SED, 2% for African American and Homeless, and 3% for EL and SWD.</p>	<p>Baseline 2018-2019 (Source: CAASPP)</p> <p>Status:</p> <table border="1"> <tr><td>Districtwide</td><td>51.4%</td></tr> <tr><td>African American</td><td>39.6%</td></tr> <tr><td>Hispanic</td><td>47.2%</td></tr> <tr><td>EL</td><td>2.6%</td></tr> <tr><td>FY</td><td>N/A</td></tr> <tr><td>Homeless</td><td>30.0%</td></tr> <tr><td>SED</td><td>45.7%</td></tr> <tr><td>SWD</td><td>7.5%</td></tr> </table>	Districtwide	51.4%	African American	39.6%	Hispanic	47.2%	EL	2.6%	FY	N/A	Homeless	30.0%	SED	45.7%	SWD	7.5%	<p>2020-2021 (Source: CAASPP)</p> <p>Status: Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p>	<p>2021-2022 (Source: CAASPP)</p> <p>Status:</p> <table border="1"> <tr><td>Districtwide</td><td>47.0%</td></tr> <tr><td>African American</td><td>33.8%</td></tr> <tr><td>Hispanic</td><td>43.8%</td></tr> <tr><td>EL</td><td>3.9%</td></tr> <tr><td>FY</td><td>23.7%</td></tr> <tr><td>Homeless</td><td>28.6%</td></tr> <tr><td>SED</td><td>41.8%</td></tr> <tr><td>SWD</td><td>10.0%</td></tr> </table>	Districtwide	47.0%	African American	33.8%	Hispanic	43.8%	EL	3.9%	FY	23.7%	Homeless	28.6%	SED	41.8%	SWD	10.0%		<p>Increase the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessments of college preparedness 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.</p>																						
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<p>(Priority 5e) Increase graduation rate by 1% districtwide, Hispanic, and SED, and 2% for African American, American Indian or Alaska Native, EL, and FY, and 3% Homeless and SWD.</p>	<p>Baseline: 2019-2020 (Source: California School Dashboard)</p> <p>Status:</p> <table border="1"> <tr><td>All</td><td>88.7%</td></tr> <tr><td>African American</td><td>81.7%</td></tr> <tr><td>American Indian or Alaska Native</td><td>75.9%</td></tr> <tr><td>Hispanic</td><td>88.8%</td></tr> <tr><td>EL</td><td>74.5%</td></tr> <tr><td>FY</td><td>70.2%</td></tr> <tr><td>Homeless</td><td>67.8%</td></tr> <tr><td>SED</td><td>87.3%</td></tr> <tr><td>SWD</td><td>70.1%</td></tr> </table>	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%	<p>2020-2021 (Source: California School Dashboard)</p> <p>Status:</p> <table border="1"> <tr><td>All</td><td>86.5%</td></tr> <tr><td>African American</td><td>80.4%</td></tr> <tr><td>American Indian or Alaska Native</td><td>80.0%</td></tr> <tr><td>Hispanic</td><td>85.9%</td></tr> <tr><td>EL</td><td>74.2%</td></tr> <tr><td>FY</td><td>70.1%</td></tr> <tr><td>Homeless</td><td>62.2%</td></tr> <tr><td>SED</td><td>84.6%</td></tr> <tr><td>SWD</td><td>66.3%</td></tr> </table>	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%	<p>2021-2022 (Source: California School Dashboard)</p> <p>Status:</p> <table border="1"> <tr><td>All</td><td>89.5%</td></tr> <tr><td>African American</td><td>84.6%</td></tr> <tr><td>American Indian or Alaska Native</td><td>79.5%</td></tr> <tr><td>Hispanic</td><td>89.5%</td></tr> <tr><td>EL</td><td>80.5%</td></tr> <tr><td>FY</td><td>68.1%</td></tr> <tr><td>Homeless</td><td>72.4%</td></tr> <tr><td>SED</td><td>88.3%</td></tr> <tr><td>SWD</td><td>76.7%</td></tr> </table>	All	89.5%	African American	84.6%	American Indian or Alaska Native	79.5%	Hispanic	89.5%	EL	80.5%	FY	68.1%	Homeless	72.4%	SED	88.3%	SWD	76.7%		<p>Increase by 3%: District-wide, Hispanic and SED; 6%: African American and American Indian or Alaska Native. EL, and FY; 9%: Homeless, and SWD.</p>
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American Indian or Alaska Native	79.5%																																																										
Hispanic	89.5%																																																										
EL	80.5%																																																										
FY	68.1%																																																										
Homeless	72.4%																																																										
SED	88.3%																																																										
SWD	76.7%																																																										

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(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).</p>	<p>Baseline: 2020-2021</p> <p>Status: 74.9% <u>Percentage of documented withdrawals:</u> Parent request: 20.1% Home Instruction: .09% Independent Study: 1.18% Workforce: 2.02% Discovery: 0.7%</p>	<p>2021-2022</p> <p>Status: 77.2% <u>Percentage of documented withdrawals:</u> Parent request: 18.8% Home Instruction: 0% Independent Study: 1.5% Workforce: 1.4% Discovery: 1.1%</p>	<p>2022-2023</p> <p>Status: 77.8% <u>Percentage of documented withdrawals:</u> Parent request: 22.2% Home Instruction: 0% Independent Study: 1.32% Workforce: 3.35% Discovery: 2.22%</p>		<p>Maintain 100% of EL students enrolled in appropriate level of ELD courses annually.</p>
<p>(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.</p>	<p>Baseline: 2019-2020 S1 (Synergy)</p> <p>Status: 17.5%</p>	<p>2020-2021 & 2021-2022 (Synergy)</p> <p>Status: 2020-2021: 35.9%* 2021-2022: 21.4%</p> <p>*Data from 2020-2021 was ignored due to its lack of accuracy as a result of the COVID-19 Pandemic.</p>	<p>2022-2023 S1 (Synergy)</p> <p>Status: 18.9%</p>		<p>Decrease 6% failure rate for EL students within a 3-year time span.</p>

Goal 2 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 SWD and EL), newcomers (EL students less than a year in the country), and LTELs. In the 2 previous years, KHSD EL reclassification rates were higher than Kern County and state of California.</p> <table border="1" data-bbox="743 472 1524 792"> <thead> <tr> <th colspan="4">English Learner Reclassification Rates</th> </tr> <tr> <th>Year</th> <th>KHSD</th> <th>Kern County</th> <th>California</th> </tr> </thead> <tbody> <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>8.2%</td> <td>6.9%</td> </tr> <tr> <td>2021-2022</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </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. According to the CAASPP website, in 2021-2022, 51.5% of KHSD reclassified students met or exceeded standards for ELA. This compares to 47.0% for All students and 3.9% for EL students.</p> <p>It is imperative that KHSD maintain services that will enhance academic achievement for EL students by providing the following:</p> <ul style="list-style-type: none"> ○ KHSD will retain 57 FTE for BIAs and 3.75 FTE for Instructional Assistants (IA)s at comprehensive and continuation sites to provide primary language support to EL students, serving ELD 1 and ELD 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 	English Learner Reclassification Rates				Year	KHSD	Kern County	California	2019-2020	24.0%	14.5%	13.8%	2020-2021	13.4%	8.2%	6.9%	2021-2022	N/A	N/A	N/A	\$7,508,022	Y
English Learner Reclassification Rates																								
Year	KHSD	Kern County	California																					
2019-2020	24.0%	14.5%	13.8%																					
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ○ KHSD will retain 21 FTE for Bilingual Technicians (BT)s. A 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 ○ KHSD will hire 1 district ELD Counselor on Special Assignment (COSA) <p>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 ELD goals are met to “close the achievement gap” between EL students 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.”</p>		
2B	Literacy Intervention	<p>Despite a multifaceted approach to increase student achievement and reading levels, English Language Arts/Literacy CAASPP rates have decreased from 51.1% in 2018-2019 (when KHSD students last took the ELA CAASPP exam—no data is available for the CAASPP for 2019-2020 due to the COVID-19 Pandemic, and the STAR test was administered in place of the CAASPP in 2020-2021) to 47.06% in 2021-2022 that “Met” or “Exceeded” Standards”.</p> <p>EL and SWD student groups showed slight improvement. FY students had no reported data in 2018-19 (CAASPP website).</p> <p>With the requirement to report 2021–22 school year data only on the 2022 Dashboard, the Five-by-Five Placement Reports that are typically released with each Dashboard have been revised with the Status Placement Reports. These Status Placement Reports reflect the Status level that an LEA, school, or student group received for each state indicator. According to the CDE Dataquest in 2022 KHSD received a status of “Low.” Of the 24 KHSD sites (19 comprehensive and 5 continuation) 2 school sites displayed a status of “High”, 4 sites were listed as “Medium”, 9 sites as “Low”, 8 sites as “Very Low”, and 1 site had “No Performance Level.”</p> <p>KHSD will continue to support this action in order to return to pre-Pandemic levels and continue to improve.</p>	\$5,233,140	Y

Action #	Title	Description	Total Funds	Contributing																																								
		<table border="1"> <thead> <tr> <th colspan="4">English Language Arts: (Standard Met or Standard Exceeded)</th> </tr> <tr> <th>Student Group</th> <th>2018-19</th> <th>2021-22</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>51.1%</td> <td>47.1%</td> <td>-4.0%</td> </tr> <tr> <td>African American</td> <td>39.5%</td> <td>33.8%</td> <td>-5.7%</td> </tr> <tr> <td>EL</td> <td>2.6%</td> <td>3.9%</td> <td>+1.3%</td> </tr> <tr> <td>FY</td> <td>No Data</td> <td>23.7%</td> <td>+23.7%</td> </tr> <tr> <td>Hispanic</td> <td>47.4%</td> <td>43.8%</td> <td>-3.6%</td> </tr> <tr> <td>Homeless</td> <td>30%</td> <td>28.6%</td> <td>-1.4%</td> </tr> <tr> <td>SED</td> <td>45.7%</td> <td>41.8%</td> <td>-3.9%</td> </tr> <tr> <td>SWD</td> <td>7.57%</td> <td>10%</td> <td>+2.4%</td> </tr> </tbody> </table> <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 ○ Library resources for continuation sites (5) <p>Funding allocation for extended library hours will be based on the number of unduplicated students at the school sites:</p> <ul style="list-style-type: none"> ○ Arvin, Del Oro, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West (\$28,000 per site) ○ Bakersfield, Highland, Independence, Kern Valley, North, and Ridgeview (\$20,000 per site) ○ Centennial, Frontier, Liberty, and Stockdale (\$14,000 per site) 	English Language Arts: (Standard Met or Standard Exceeded)				Student Group	2018-19	2021-22	Change	All Students	51.1%	47.1%	-4.0%	African American	39.5%	33.8%	-5.7%	EL	2.6%	3.9%	+1.3%	FY	No Data	23.7%	+23.7%	Hispanic	47.4%	43.8%	-3.6%	Homeless	30%	28.6%	-1.4%	SED	45.7%	41.8%	-3.9%	SWD	7.57%	10%	+2.4%		
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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.</p> <p>California School Dashboard in 2022 reported that districtwide KHSD students performed 23.1 points below standards in ELA compared to statewide performance of 12.2 points below standards. KHSD SED students performed 41.5 points below standard in ELA, EL students 116 points below standard and FY 153.5 points below standard.</p> <p>California School Dashboard in 2022 also reported that districtwide KHSD students performed 124.8 points below standard in math compared to statewide performance of 51.7 points below standard. KHSD SED students performed 145.5 points below standard in math, EL students 198.5 points below standard and FY 213.7 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 due to the COVID-19 Pandemic.</p> <p>Districtwide there was an 11.9% increase of students receiving a failing grade from fall 2019 to fall 2020. Students identified as unduplicated also experienced a 13.6% increase in failing grades during this time.</p> <p>In the following year (fall 2021), the number of students receiving a failing grade dropped 8.2%, and then fell another 2.2% in fall of 2022, which brought the number of failing KHSD students to almost pre-Pandemic levels (10.8% in fall of 2022 compared with 9.2% in fall of 2019).</p> <p>During this same period failing grades for EL students increased by 18.9%, FY increased 16.3%, and SED increased 13.7%. Since providing learning interventions, the number of failing EL students dropped 14.5% in fall of 2021 and another 2.5% in fall of 2022. The number of failing grades for FY students failing in fall of 2021 dropped 8.1%, and then dropped another 7.5% in fall of 2022. The number of failing SED students dropped 9.3% in fall of 2021 and dropped another 2.8% in fall of 2022.</p>	\$3,624,774	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 2022, summer school sections served 13,184 students. Of these students 60% of enrolled students were identified as unduplicated.</p>	\$1,341,144	Y

Action #	Title	Description	Total Funds	Contributing
		<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> <ul style="list-style-type: none"> ○ KHSD will continue to offer summer school intervention sections and designated EL intervention sessions ○ EL intervention to maximize reclassification rate for LTELs ○ Credit recovery ○ Literacy, math, and Science, Technology, Engineering, and Math (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 AP and DE 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> <ul style="list-style-type: none"> ○ \$7,500 each for Arvin, Del Oro, East, Foothill, North, Mira Monte, South, and West ○ \$4,500 each Bakersfield, Golden Valley, Ridgeview, and Shafter ○ \$2,500 each Centennial, Frontier, Highland, Independence, Kern Valley, Liberty, and Stockdale ○ \$15,000 for Alternative Education (Central Valley, Nueva, Tierra Del Sol, Vista, and Vista West) ○ \$10,000 for summer Migrant Program Outreach ○ \$40,000 for EL summer Outreach due to learning loss experienced in the 2020-21 school year <p>The district will continue to provide the following allocations for counseling during the summer session:</p> <ul style="list-style-type: none"> ○ Comprehensive sites: 224 hours per site ○ Continuation sites: 224 hours (one allocation for the 5 continuation sites) 		

Action #	Title	Description	Total Funds	Contributing																								
		<ul style="list-style-type: none"> Education Options: 224 hours (one allocation for Kern Learn and Discovery) KHSD will retain Clerical Staff (0.1 FTE).																										
2E	Intervention Resources	<p>An analysis of semester 1 grades for KHSD students indicates that over the course of three years (2020-2021, 2021-2022, and 2022-2023), the number of unduplicated students who received a failing grade in one or more courses has decreased compared to in 2019-2020.</p> <table border="1" data-bbox="762 378 1593 764"> <thead> <tr> <th colspan="4">Failing Grades Semester 1</th> </tr> <tr> <th>Student Group</th> <th>2020-2021*</th> <th>2021-2022*</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>Districtwide</td> <td>21.2%</td> <td>13.1%</td> <td>10.8%</td> </tr> <tr> <td>SED</td> <td>24.5%</td> <td>15.2%</td> <td>12.4%</td> </tr> <tr> <td>EL</td> <td>35.9%</td> <td>21.4%</td> <td>18.9%</td> </tr> <tr> <td>FY</td> <td>36.9%</td> <td>28.8%</td> <td>21.3%</td> </tr> </tbody> </table> <p>*Please note that 2020-2022 data for Semester 1 was incorrectly reported in the previous version of the LCAP (2022-23); this error has been corrected for this LCAP.</p> <p>Over the past 3 years, (2020-21, 2021-2022, and 2022-2023), the number of KHSD students who received a failing grade for fall semester 2022-2023 has decreased. Based on this data, we can assume that literacy and math interventions have been successful in reducing student learning loss. Therefore, KHSD will continue to provide the following interventions:</p> <ul style="list-style-type: none"> STAR Renaissance licensing (from 2020-2021 to 2022-2023, 115,571 students were administered the STAR reading exam and 103,191 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. From 2020-2021 to 2022-2023 405 modules were mastered, whereas prior to the COVID-19 Pandemic, 1,769 modules were mastered. A recent NAEP study found students across the nation have the largest ever drop in math scores recorded. This will cost students across the U.S. nearly \$1 trillion in career earnings if these drops become permanent (full study attached). As a result, we've found districts are having to rethink intervention with really all students having some degree of learning gaps in math, ELA and Reading from 	Failing Grades Semester 1				Student Group	2020-2021*	2021-2022*	2022-2023	Districtwide	21.2%	13.1%	10.8%	SED	24.5%	15.2%	12.4%	EL	35.9%	21.4%	18.9%	FY	36.9%	28.8%	21.3%	\$3,825,910	Y
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		<p>unfinished learning during the COVID-19 Pandemic. According to the study, “the recent decline would represent a 1.6 percent decline in present value of lifetime earnings, as well as a decline in high school graduation and increase in teen motherhood, incarceration rates and arrest rates-- if it were to become permanent” (National Bureau of Economic Research, 2022).</p> <ul style="list-style-type: none"> ○ Apex licensing (10,031 students completed one or more courses from 2020-2022) ○ 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 (encumbered for 2021-2022 and 2022-2023) 		
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). KHSD 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 STEM classes with additional technology and resources ○ Increasing the use of portable devices in the classroom (Chromebooks) ○ Supporting the use of instructional technologies ○ Expanding bandwidth to support a robust network ○ Maintaining additional 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) 	\$8,783,602	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
2H	Additional Custodial Support to Minimize the Spread of Illnesses	<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</p>	\$1,628,624	Y

Action #	Title	Description	Total Funds	Contributing																					
		<p>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 The Californian. “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 COVID-19 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 style="text-align: center;">Overall Attendance Rates</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Student Group</th> <th>2020-2021</th> <th>2021-2022</th> </tr> </thead> <tbody> <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> </tbody> </table> <p style="text-align: center;">Chronic Absenteeism Rates</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Student Group</th> <th>2020-2021</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>ALL Students</td> <td>15.8%</td> <td>32.3%</td> </tr> <tr> <td>SED Students</td> <td>19.0%</td> <td>36.0%</td> </tr> <tr> <td>EL</td> <td>21.8%</td> <td>36.2%</td> </tr> </tbody> </table> <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, African American, 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</p>	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 Students	15.8%	32.3%	SED Students	19.0%	36.0%	EL	21.8%	36.2%		
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		<p>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"> ○ Total of 20 8-hour custodians (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 FY (+16.3%), EL (+18.9%), and SED students (+13.6%). To counter these losses, KHSD has been committed to CSR, 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.</p> <p>In order to improve student outcomes and fully implement the actions in the LCAP and KHSD's strategic plan, KHSD has expanded its staffing needs to support continued CSR. For the 2023-2024 school year, KHSD has a total of 1,637 LCAP funded sections, including 165 sections that were added in 2022-23 in the following LCAP funded Actions:</p> <ul style="list-style-type: none"> ○ 131 sections for CSR (Action 1A) ○ 5 sections for Access Literacy (Action 1D) ○ 4 sections for Freshman math support classes (Action 2B) ○ 25 sections for OCI & SAC (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 2021-2022 to fall 2022-2023 districtwide from 26 students to 12 students 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 expanded site MTSS staff and support services for students and 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</p>	\$4,500,000	Y

Action #	Title	Description	Total Funds	Contributing
		<p>school year. This total included an additional 19.375 FTE in the following LCAP funded Actions:</p> <ul style="list-style-type: none"> ○ Added 4 FTE intervention specialists (Action 4C) ○ Added 2 FTE substance abuse interventionists/specialists (Action 4C) ○ Added 13 FTE intervention counselors (Action 4B) ○ Added 9.375 FTE community specialists (Action 4B) ○ Added 1 FTE Parent Center Liaison (Action 4E) ○ Added 9 PBIS-MTSS clerical positions (Action 4B) <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 CSR 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. KHSD will continue to support this action, and due to increased costs, will allocate additional funds to this action in 2023-2024.</p>		

Goal 2 Analysis for 2022-2023

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 2 outlined 9 actions and services that focus on providing students with clean, safe, and well-equipped schools and innovative and ample instructional resources. 7 of the 9 actions' (2A, 2B, 2C, 2D, 2E, 2F and 2G) and services were fully implemented as planned.

Action 2A: (English Learners)

There were no substantive differences in the planned action implementation. BIAs, BTs, EL Coordinators, and District Supervising Administrator were retained to provide services for the EL program.

Action 2B: (Literacy Intervention)

There were no substantive differences in the planned action implementation. 19 teacher-librarians were retained. School sites utilized their allocations for expanded library hours. Beanstack program was implemented as planned.

Action 2C: (Learning Intervention)

There were no substantive differences in the planned action implementation. KHSD provided 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 devoted to 9th grade math support courses allocated by school site’s 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. Five of six intervention resources were utilized (STAR Renaissance, APEX, Exploring Learning Gizmos, and Boost math resources). Edmentum resources were not utilized to the extent that they were initially planned.

Action 2F: (Technology Resources)

There were no substantive differences in the planned action implementation. KHSD 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.

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

There was a substantive difference in the planned action implementation. KHSD planned to hire 20 FTE custodians. As of March of 2023, only 14 custodians out of 20 have been hired for this action. School sites are having a difficult time finding qualified applicants to fill these positions but will continue to fly the positions until they are filled.

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

There were substantive differences in the planned action implementation. KHSD intended to place additional portable classrooms/offices on school sites in collaboration with site administration based on specific site needs. KHSD district administration met with school site administrators and determined specific needs for each school site, but no buildings have been placed on school campuses yet. KHSD will continue to allocate funding for this action and will establish a construction timeline in which these new portable buildings will be built on select campuses.

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 Learner)

Certificated and classified salaries and benefits were overestimated (\$1,721,551) due to projected salary increase for staff and staff vacancies.

Action 2B: (Literacy Intervention)

Teachers-Librarians' salaries and benefits were underestimated (\$116,855) due to the projected salary increase.

Library resources (\$1,788,066) allocated for library updates to support literacy and increase student usage were not utilized this year due to delays in the availability of many ordered items. The balance will be carried over to the following year.

Action 2C: (Learning Intervention)

UDL- (Designed learning environment) (\$384,060) was not utilized this year because resources for planning are ongoing.

Action 2D: (Summer Intervention)

No material differences for Action 2D.

Action 2E: (Intervention Resources)

The cost for the software was overestimated (\$38,975) for Edmentum.

The cost for Exploring Gizmos was underestimated (\$6,500).

The cost for stakeholder surveys and CIP was overestimated (\$154,670) due to lower cost for annual survey, and not all sites used their funds for survey data analysis and focus groups. The carryover will be repurposed for other actions and site allocations will be reset.

Action 2F: (Technology Resources)

Classified salaries and benefit funding were overestimated (\$798,057) due to staff vacancies. Technology and infrastructure funding (\$2,326,252) were not utilized this year because resources for planning are ongoing.

Action 2G: (School Facilities)

No material differences for Action 2G.

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

Classified salaries and benefits funding (\$798,057) was not utilized due to the shortage of candidates for custodial staff.

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

Action 2I allocation (\$5,700,000) will be carried over to the 2023-2024 school year.

No change on planned percentages of improved services and estimated actual percentages of improved services for the above Actions.

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. 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)

All 24 KHSD school sites (except Del Oro, which just opened this school year) received either an exemplary or good rating on the 2021-2022 Facility Inspection Tool (FIT) report.

Exemplary: Liberty, Tierra Del Sol

Good: Arvin, Bakersfield, Centennial, Central Valley, East, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Mira Monte, North, Nueva, Ridgeview, Shafter, South, Stockdale, Vista, Vista West, West

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

The percentage of EL students progressing towards English Language proficiency exceeded expected growth, increasing 6.7% in 2021-22 (to 41.1%) compared to 2019-2020 (from 34.4%). State law suspended the reporting of state indicators on the 2021 Dashboard, so no progress was noted in the 2020-2021 school year.

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

Reclassification data for 2021-2022 was unavailable, because the collection of annual Reclassified Fluent English Proficient (RFEP) data transitioned from the fall 1 collection (Census Day) to the End-of-Year (EOY) collection in CALPADS. As a result, the CDE will be developing new DataQuest RFEP reports to support this transition. The CDE had hoped to release these new RFEP reports in 2022; however, they now anticipate their release later in 2023.

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

After a one-year hiatus caused by the COVID-19 Pandemic, KHSD continued to administer the CAASPP to 11th grade students in spring of 2022. EAP percentage of “ready” and “conditionally ready” as measured with the 2022 scores (Source: CAASPP):

Scores for the following student groups increased from 2018-2019 to 2021-2022

EL: 2.6% to 3.9% (+1.3% increase)

FY: N/A to 23.7% (No comparative scores reported in 2018-2019)

SWD: 7.5% to 10.0% (+2.5% increase)

Scores for the following student groups decreased from 2018-2019 to 2021-2022:

Districtwide: 51.4% to 47.0% (-4.4% decrease)

African American: 39.6% to 33.8% (-5.78% decrease)

Hispanic: 47.2% to 43.8% (-3.4% decrease)

Homeless: 30.0% to 28.6% (-3.9% decrease)

SED: 45.7% to 41.8% (-3.9% decrease)

Overall, 8 of 8 student subgroups failed to meet the action’s goals. Only SWD both improved their scores and came close to meeting their goal but fell .5% short of 3.0% increase prescribed in metric.

Priority 5e: (Student Engagement: High School Graduation Rates)

Data analyzed by educational partners noted that graduation rates for 7 of 9 student subgroups increased: All students (+3.0%), Hispanic (+3.6%), SED (+3.7%), African American (+4.2%), EL (+6.3%), Homeless (+10.2%), and the largest gain was seen by SWD (+10.4%). Graduation rates for 2 groups decreased: American Indian or Alaska Native (-0.5%), and FY (-2.0%). 7 of 9 student groups exceeded this action’s goals for increase in graduation rates.

Local Priority 2a: (Address local priority goals)

Data analyzed by educational partners noted that 77.8% 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: 22.2% Home Instruction: 0.0% Independent Study: 1.32% Workforce: 3.35% Discovery: 2.22%

The percentage of EL students enrolled in appropriate level of designated ELD courses increased by .6% overall, and Parent Requests, Workforce, and Discovery percentages all increased slightly. Only Independent Study requests decreased.

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 failure rate for EL students was 17.5% in 2019-2020, and then rose to 21.4% in 2021-2022. The failure rate of EL students then dropped to 18.9% (a 2.5% decrease) for Semester 1 of 2022-2023. This drop exceeded our goal of 2% per year, and we are again on track to meet our 6% decrease in failure rate within a 3-year time span.

EL students receiving an “F” in one or more classes			
2019-2020	2020-2021	2021-2022	2022-2023
17.5%	35.9%	21.4%	18.9%

Action 2A: (English Learners)

Data regarding EL Reclassification rates were unavailable, as in 2020–21, the collection of annual RFEP data transitioned from the fall 1 collection (Census Day) to the End-of-Year (EOY) collection in CALPADS. As a result, the CDE will be developing new DataQuest RFEP reports to support this transition. The CDE had hoped to release these new RFEP reports in 2022; however, we now anticipate their release later in 2023.

Action 2B: (Literacy Intervention)

Despite a multifaceted approach to increase student achievement and reading levels, English Language Arts/Literacy CAASPP rates have decreased from 51.1% in 2018-2019 (when KHSD students last took the ELA CAASPP exam—no data is available for the CAASPP for 2019-2020 due to the COVID-19 Pandemic, and the STAR test was administered in place of the CAASPP in 2020-2021) to 47.06% in 2021-2022 that “Met” or “Exceeded” Standards”. EL and SWD student groups showed slight improvement. FY students had no reported data in 2018-19 (CAASPP website).

KHSD has continued to fund Teacher-Librarians and extended library hours at each of the 19 comprehensive school sites.

66 BIAs have been hired and assigned to classes so far. Additional funds were added for library resources. This is not on-going; however, remaining funds will be carried over for the same purpose in 2023-2024.

2022-2023 Implementation of Beanstack was not as successful as in previous years. KHSD librarians at all 24 sites served 855 students (0.02%) through extended library hours during the 2022-2023 school year. The students who utilized Beanstack logged 557,570 minutes of reading, logged 1119 books, wrote 209 reviews, and completed 412 activities.

Action 2C: (Learning Intervention)

KHSD provided 82 sections for additional support in English and math, and Academic Performance courses (including Academic Achievement, Apex, English, Mathematics, and Independent Studies), that support “at risk” grade 9-12 students. An additional 42 sections for 9th grade math support courses (Algebra, Boost, Fundamental Math, and Geometry) were allocated by school sites LCFF percentage.

Action 2D: (Summer Intervention)

KHSD continued to support the intervention needs for students throughout the summer. 13,184 students earned credits attending summer school in 2022, and incoming, “at-risk” 9th graders participated in Academic “bridge” courses that acclimated and oriented them to the new experiences of a high school campus. 696 sections were used throughout both summer semesters. 105 of those sections were used for intervention and 36 sections were used for EL support classes to maximize reclassification rate for LTELs. To further support student needs, comprehensive sites used 224 hours of additional counseling hours during the 2022-2023 school year and provided summer outreach to retain or recover “at-risk” students, determine student intervention needs, and provide graduation options for 5th year seniors.

Action 2E: (Intervention Resources)

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

- From 2022-2023: 115,571 students were administered the STAR reading exam and 103,191 students took the STAR math exam
- From 2020-2023: 405 Edmentum modules were mastered
- From 2020-2022: 10,031 students completed one or more Apex courses

Action 2F: (Technology Resources)

The following goals were met in 2022-2023:

- Hired 5 additional FTE IT technicians for KHSD’s highest-LCFF schools (Bakersfield, East Bakersfield, North, Shafter, and West).
- Refreshed Computer Labs (programs with greatest computer demand were assigned highest priority) for Engineering, Drafting, Graphic Arts, Photography, Aeronautics at the following sites:
 - Foothill: Drafting
 - Arvin: AutoCAD
 - Mira Monte: Video Graphics
 - Bakersfield: Photography
- Upgraded School Fiberoptic Networks, including fiberoptic cabling and network equipment upgrades at 10 High Schools with the oldest plants/greatest need to increase speed and capacity of school networks, as well providing support for emerging network technologies.
- Created a Three-Year Plan to upgrade all schools, contingent upon funding availability

Action 2G: (School Facilities)

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.

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

Metrics for determining Reclassification rates of EL students has been modified, as the CDE has changed the way in which it reports this data. In 2020–21, the collection of annual RFEP data transitioned from the fall 1 collection (Census Day) to the End-of-Year (EOY) collection in CALPADS. As a result, the CDE will be developing new DataQuest RFEP reports to support this transition, so metrics will be adjusted accordingly to present the most up-to-date data possible.

Action 2B: (Literacy Intervention)

In response to feedback from educational partners, KHSD will be adding an ELD Counselor On Special Assignment (COSA) (1FTE) KHSD will allocate funding for library resources for continuation sites (Central Valley, Nueva, Tierra Del Sol, Vista, and Vista West)

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

Due to increased costs, KHSD will allocate additional funding for this action.

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 3

Goal #	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 CTE.

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

KHSD management systems: Synergy and PeopleSoft

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

California Assessment of Student Performance and Progress (CAASPP)

KCSOS Kern KiDS

LCAP Annual Parent 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	Baseline: 2018-2019 (Source: CAASPP)	2020-2021 (KHSD administered STAR)	2021-2022 (Source: CAASPP)		Increase by 6% districtwide and 9% for EL, SED, and SWD,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																
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.	<p>Status: <u>ELA</u></p> <table border="1"> <tr><td>Districtwide</td><td>51.1%</td></tr> <tr><td>EL</td><td>2.7%</td></tr> <tr><td>SED</td><td>45.2%</td></tr> <tr><td>SWD</td><td>7.57%</td></tr> </table> <p>Status: <u>Mathematics</u></p> <table border="1"> <tr><td>Districtwide</td><td>21.0%</td></tr> <tr><td>EL</td><td>1.15%</td></tr> <tr><td>SED</td><td>15.1%</td></tr> <tr><td>SWD</td><td>1.15%</td></tr> </table> <p>Status: <u>CAST</u></p> <table border="1"> <tr><td>Districtwide</td><td>19.6%</td></tr> <tr><td>EL</td><td>1.26%</td></tr> <tr><td>SED</td><td>15.37%</td></tr> <tr><td>SWD</td><td>3.09%</td></tr> </table>	Districtwide	51.1%	EL	2.7%	SED	45.2%	SWD	7.57%	Districtwide	21.0%	EL	1.15%	SED	15.1%	SWD	1.15%	Districtwide	19.6%	EL	1.26%	SED	15.37%	SWD	3.09%	<p>Renaissance Reading and Math exam as an alternative assessment for 11th grade)</p> <p>Status:</p> <p>Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboards.</p>	<p>Status: <u>ELA</u></p> <table border="1"> <tr><td>Districtwide</td><td>47.1%</td></tr> <tr><td>EL</td><td>3.89%</td></tr> <tr><td>SED</td><td>41.7%</td></tr> <tr><td>SWD</td><td>10.0%</td></tr> </table> <p>Status: <u>Mathematics</u></p> <table border="1"> <tr><td>Districtwide</td><td>16.2%</td></tr> <tr><td>EL</td><td>0.63%</td></tr> <tr><td>SED</td><td>10.9%</td></tr> <tr><td>SWD</td><td>1.1%</td></tr> </table> <p>Status: <u>CAST</u></p> <table border="1"> <tr><td>Districtwide</td><td>18.24%</td></tr> <tr><td>EL</td><td>0.23%</td></tr> <tr><td>SED</td><td>13.52%</td></tr> <tr><td>SWD</td><td>2.58%</td></tr> </table>	Districtwide	47.1%	EL	3.89%	SED	41.7%	SWD	10.0%	Districtwide	16.2%	EL	0.63%	SED	10.9%	SWD	1.1%	Districtwide	18.24%	EL	0.23%	SED	13.52%	SWD	2.58%		within a 3-year time span.
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(Priority 4b) Increase a-g completion rate by 1% districtwide, 2% for SED and Hispanic, and 3% for African American, EL, FY, Homeless, and SWD.	<p>Baseline: 2019-2020 (Source: CDE, DataQuest)</p> <p>Status</p> <table border="1"> <tr><td>Districtwide</td><td>42.7%</td></tr> <tr><td>African American</td><td>33.2%</td></tr> <tr><td>Hispanic</td><td>40.8%</td></tr> <tr><td>EL</td><td>11.0%</td></tr> <tr><td>FY</td><td>11.1%</td></tr> <tr><td>Homeless</td><td>12.0%</td></tr> <tr><td>SWD</td><td>6.8%</td></tr> <tr><td>SED</td><td>37.7%</td></tr> </table>	Districtwide	42.7%	African American	33.2%	Hispanic	40.8%	EL	11.0%	FY	11.1%	Homeless	12.0%	SWD	6.8%	SED	37.7%	<p>2020-2021 (Source: CDE, DataQuest)</p> <p>Status</p> <table border="1"> <tr><td>Districtwide</td><td>40.6%</td></tr> <tr><td>African American</td><td>30.7%</td></tr> <tr><td>Hispanic</td><td>37.8%</td></tr> <tr><td>EL</td><td>8.3%</td></tr> <tr><td>FY</td><td>14.3%</td></tr> <tr><td>Homeless</td><td>11.9%</td></tr> <tr><td>SWD</td><td>4.0%</td></tr> <tr><td>SED</td><td>34.7%</td></tr> </table>	Districtwide	40.6%	African American	30.7%	Hispanic	37.8%	EL	8.3%	FY	14.3%	Homeless	11.9%	SWD	4.0%	SED	34.7%	<p>2021-2022 (Source: CDE, DataQuest)</p> <p>Status</p> <table border="1"> <tr><td>Districtwide</td><td>37.8%</td></tr> <tr><td>African American</td><td>26.9%</td></tr> <tr><td>Hispanic</td><td>34.8%</td></tr> <tr><td>EL</td><td>10.8%</td></tr> <tr><td>FY</td><td>12.9%</td></tr> <tr><td>Homeless</td><td>14.3%</td></tr> <tr><td>SWD</td><td>7.0%</td></tr> <tr><td>SED</td><td>32.3%</td></tr> </table>	Districtwide	37.8%	African American	26.9%	Hispanic	34.8%	EL	10.8%	FY	12.9%	Homeless	14.3%	SWD	7.0%	SED	32.3%		Increase by 3% a-g completion rate districtwide, 6% for SED and Hispanic, and 9% for African American, EL, FY, Homeless, and SWD within a 3-year time span.
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4c) Increase by 1% EL, FY and SWD and 2% for Homeless, SED, Hispanic, African American, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator. *Graduating seniors only.	Baseline: 2020 (Source: California School Dashboard) Status: Districtwide: 39.5% African American:33.3% Hispanic: 39.5% EL: 50.3% SED: 39.3% SWD: 65.7% FY: 44.7% Homeless: 39.8%	2021 (Source: California School Dashboard) Status: Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	2022 (Source: California School Dashboard) Status: Districtwide: 25.9% African American: 14.2 % Hispanic: 24.6% EL: 12.7% SED: 23.6% SWD: 17.5% FY: 3.6% Homeless: 7.5%		Increase by 3% EL, FY and SWD and 6% for Homeless, SED, Hispanic, African American, 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 3% over 3 years the number of students completing CTE Pathway and a-g requirements.	Baseline: 2019-2020 (Source: Synergy) Status: 6.2%	2021 (Source: California School Dashboard) Status: 13.1%	2021-2022 (Source: Synergy) Status: 12.3%		Increase by 3% within a 3-year time span.
(Priority 4g) AP score of 3 or better will increase by 3% over 3 years.	Baseline: 2018-2019 (Source: Ca School Dashboard) Status: 53.8%	2020-2021 (Source: California School Dashboard) Status: 48.0%	2021-2022 (Source: California School Dashboard) Status: 55.1%		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) Status: 100%	2021-2022 (Source: Synergy) Status: 100%	2022-2023 (Source: Synergy) 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) Status: 100% of students identified as unduplicated have access to a broad course of studies.	2021-2022 (Source: Synergy) Status: 100% of students identified as unduplicated have access to a broad course of studies.	2022-2023 (Source: Synergy) Status: 100% of students identified as unduplicated 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
(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) Status: 100% of students identified with exceptional needs have access to a broad course of studies.	2021-2022 (Source: Synergy) Status: 100% of students identified with exceptional needs have access to a broad course of studies.	2022-2023 (Source: Synergy) Status: 100% of students identified with exceptional needs have access to a broad course of studies.		Maintain 100% access to a broad course of studies annually.
(Local Priority 3a) Increase CTE parent survey responses of agree or strongly agree by 1% as compared to last year's responses. "My student's school is preparing my student for a future career path."	Baseline: 2019-2020 (Source: LCAP Parent Survey) Status: All Responses: 84% Unduplicated Responses: 87%	2021-2022* *(2020-2021 survey questions were modified to address COVID-19 Pandemic issues) Status: All Responses: 80% Unduplicated Responses: 85%	2022-2023 (Source: LCAP Parent Survey) Status: All Responses: 84% Unduplicated Responses: 89%		Increase by 3% the districtwide responses and unduplicated responses within a 3-year time span.

Goal 3 Actions

Action #	Title	Description	Total Funds	Contributing
3A	Career Technical Education	<p>According to several studies, "students in Career and Technical Education: 11.9% Pathways, especially low-income students, are more likely to graduate from high school and enroll in postsecondary education" (Dougherty, 2016).² Another source reported that "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 DE college credit to students.</p> <p>KHSD CTE course offerings and enrollment have increased from 2020-2021 to 2021-2022. Student enrollment in CTE pathway courses increased 5.6% from 2020-2021 (20,116) to 2021-2022 (21,319) and 7.9% for students completing a career pathway (35.2% in 2020-21 and 43.1% in 2021-2022).</p>	\$20,510,519	Y

Action #	Title	Description	Total Funds	Contributing																				
		<p>84% of parents surveyed in spring 2023 stated that, “My student’s school is preparing my students for a career path.” This is a 4% increase from the previous year.</p> <p>To continue this positive trend for students enrolled in CTE courses, for the 2023-2024 school year, KHSD will:</p> <ul style="list-style-type: none"> ○ Maintain \$12,000 funding for Kern Valley Agriculture program to provide student access to CTE course pathways ○ Maintain the operation of ROC and CTEC offering 38 career programs. ○ Continue to allocate funds to hire 4 BIAs (2-ROC / 2-CTEC) to support ELs. KHSD has secured the funding indicated for BIA staffing and is currently in the process of developing an EL support plan for EL students at ROC and CTEC ○ Continue to fund 79 CTE Pathway sections to comprehensive school sites ○ Maintain postsecondary partners and local industry partnerships at all 19 comprehensive school sites, 5 alternative education school sites, and ROC/CTEC 																						
3B	College and Career Readiness	<p>KHSD students will graduate, ready and prepared for their individual, postsecondary experience (college or career). KHSD students are well prepared to accomplish their goal of post-secondary education. At the close of the 2021-2022 school year, KHSD students had greatly improved their graduation rates (by 3.3%) over 2020-2021 graduation rates and continued to consistently outperform county four-year adjusted cohort graduation rates. KHSD’s four-year adjusted cohort graduation fell just slightly below the statewide rate for the first time in four years.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">KHSD, Kern County, and California Four-Year Adjusted Graduation Rate California (DataQuest)</th> </tr> <tr> <th style="text-align: center;">Name</th> <th style="text-align: center;">2019-2020</th> <th style="text-align: center;">2020-2021</th> <th style="text-align: center;">2021-2022</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">KHSD</td> <td style="text-align: center;">87.6%</td> <td style="text-align: center;">85.9%</td> <td style="text-align: center;">89.2%</td> </tr> <tr> <td style="text-align: center;">Kern County</td> <td style="text-align: center;">85.7%</td> <td style="text-align: center;">84.6%</td> <td style="text-align: center;">87.9%</td> </tr> <tr> <td style="text-align: center;">Statewide</td> <td style="text-align: center;">84.2%</td> <td style="text-align: center;">87.7%</td> <td style="text-align: center;">90.4%</td> </tr> </tbody> </table>	KHSD, Kern County, and California Four-Year Adjusted Graduation Rate California (DataQuest)				Name	2019-2020	2020-2021	2021-2022	KHSD	87.6%	85.9%	89.2%	Kern County	85.7%	84.6%	87.9%	Statewide	84.2%	87.7%	90.4%	\$3,811,958	Y
KHSD, Kern County, and California Four-Year Adjusted Graduation Rate California (DataQuest)																								
Name	2019-2020	2020-2021	2021-2022																					
KHSD	87.6%	85.9%	89.2%																					
Kern County	85.7%	84.6%	87.9%																					
Statewide	84.2%	87.7%	90.4%																					

Action #	Title	Description	Total Funds	Contributing
		<p>California DataQuest also reported that for the 2021-2022 school year, the following student groups obtained below districtwide graduation rates: African American 84.2%, American Indian or Alaska Native 78.3%, EL 79.5%, FY 66.9%, Homeless 70.5%, and SWD 75.3%. To mitigate these gaps KHSD will continue to provide the following resources for their students and staff:</p> <ul style="list-style-type: none"> ○ Career Choices program provides career exploration, long-term educational and career planning, and DE 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 ○ AP test fee reimbursement for unduplicated students. ○ AVID and college tutors ○ Resource counselor to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students as well as avenues and resources for “seamless transitioning” into college or career ○ Counseling hours outside of regular day at both comprehensive and continuation sites ○ Counseling summer team ○ Clerical Staff (0.1 FTE) ○ DE curriculum alignment, PD, and materials. ○ Early College Program ○ Early Academic Outreach Program (EAOP) at SoHS ○ College/trade school visits ○ Quest for Success, a career-development program that includes work experience for the student, offered at the five continuation sites ○ Biliteracy Seal testing and qualification 		

Goal 3 Analysis for 2022-2023

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 CTE. 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 ROC and CTEC offering 38 career programs. Kern Valley also utilized its agriculture program funding as prescribed.

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, AP test fee reimbursement, DE, 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 overestimated (\$586,170) due to cost per section, projected salary increase, and staff vacancies.

Action 3B: (College and Career Readiness)

Career Choice curriculum was underestimated (\$10,850) due to the cost of resource materials.

Naviance licenses were underestimated (\$13,636) due to additional licenses being purchased.

District Resource Counselor was underestimated (\$6,883) due to salary increase.

UC Transcript Evaluation Service (\$50,000) was not used because one of our sites has EAOP, which offers the same service for free to the entire district.

College Tutors were overestimated (\$99,100) due to lack of available tutors.

Summer Counseling Team (\$215,619) is awaiting estimated actual.

Mariachi & Folklórico was overestimated (\$39,687) because sites have not used their full allocations yet.

No change on planned percentages of improved services and estimated actual percentages of improved services for the above Actions.

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

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

ELA CAASPP scores dropped since 2018-2019 (the last time the CAASPP was administered to KHSD students) districtwide (-4.0%) and for SED (-3.5%) students. EL and SWD students' CAASPP ELA scores increased: EL (+1.19%) and SWD (+2.43%) over the same time period. CAASPP math scores dropped for all student groups: districtwide (-4.8%), EL (-0.53%), SED (-4.2%), and SWD (-0.4%). CAST science scores also dropped for all student groups: districtwide (-1.36%), EL (-1.03%), SED (-1.85%), and SWD (-0.51%).

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

UC/CSU a-g completion rates dropped for districtwide (-2.8%), African American (-3.8%), Hispanic (-3.0%), FY (-1.4%), and SED (-2.4%). A-g completion rates increased for the following student groups: EL (+2.5%), +2.4%, and SWD (+3.0%).

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

The number of students who are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator decreased for all student groups: the districtwide student group decreased from 39.5% in 2020 to 25.9% in 2022. African American students decreased from 33.3% to 14.2%; Hispanic students decreased from 39.5% to 24.6%; EL students decreased from 50.3% to 12.7%; SED students decreased from 39.3% to 23.6%; SWD decreased from 65.7% to 17.5%; FY students decreased from 44.7% to 3.6%; and homeless students decreased from 39.8% to 7.5%.

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

The number of students completing CTE Pathway and a-g requirements decreased 0.8%, from 13.1% to 12.3%.

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

Although the number of students enrolled in AP courses has fallen since 2019-2020 (6,289) to 2020-2021 (6,306), to 2021-2022 (5,254) and then to 2022-2023 (5,546), the number of students scoring 3 or better on their AP tests over the same time period has increased 7.1% overall. This trend (from 53.8% scoring 3 or better in 2019-2020, with a slight dip to 48.0% in 2020-2021, and then back up to 55.1% in 2021-2022) is likely due in part to KHSD's shift to offering DE courses instead of AP courses, as fewer students are taking AP courses since they can now earn DE credit instead. The remaining students, however, continue to perform well on AP tests and illustrate KHSD's commitment to providing access to AP and DE courses for all students.

(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)

84% of KHSD parents responded favorably (3,581 responses) to the LCAP family survey question, "My student's school is preparing my student for a career path. This compares to 89% of parents of unduplicated students (3,794 responses). Additionally, the number of responses increased 2,437 over winter 2022 to 4,263 total respondents.

Action 3A: (Career Technical Education)

KHSD CTE course offerings and enrollment have increased from 2020-2021 to 2021-2022. Student enrollment in CTE pathway courses increased 5.6% from 2020-2021 (20,116) to 2021-2022 (21,319) and 7.9% for students completing a career pathway (35.2% in 2020-21 and 43.1% in 2021-2022). 685 KHSD students completed both a CTE pathway and a-g requirements, and 42.5% (291) of these completers were RFEP students.

84% of parents surveyed in spring 2023 stated that, "My student's school is preparing my students for a career path." This is a 4% increase from the previous year.

Due to geographical and transportation limitations, Kern Valley students lack access to CTEC and ROC facilities. To provide access to a variety of CTE pathway courses, KHSD continues to fund the agriculture program at Kern Valley. These funds have been used to fund operational expenses such as travel and lodging for Kern Valley students who attend Future Farmers of America (FFA) activities such as the national convention and the Kern County Fair.

Action 3B: (College and Career Readiness)

At the close of the 2021-2022 school year, KHSD students had greatly improved their graduation rates (by 3.3%) over 2020-2021 graduation rates and continued to consistently outperform county four-year adjusted cohort graduation rates. KHSD's four-year adjusted cohort graduation fell just slightly below the statewide rate for the first time in four years. CDE DataQuest also reported that for the 2021-2022 school year, the following student groups obtained below districtwide graduation rates: African American 84.2%, American Indian or Alaska Native 78.3%, EL 79.5%, FY 66.9%, Homeless 70.5%, and SWD 75.3%.

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.

There are no changes to any planned goal, metrics, desired outcomes, or actions for the coming year.

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 4

Goal #	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 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 DE opportunities

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

- Suspension rates
- **Local Indicators:**
- California Department of Education DataQuest
- Synergy (KHSD’s management system)
- KHSD Student Climate Survey
- KHSD LCAP Parent 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 (Source: LCAP Parent Survey) Status: Districtwide: 87%	2021-2022 (Source: LCAP Parent Survey) Status: Districtwide: 89%		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, as measured by LCAP parent survey.	Baseline: 2019-2020 (Source: LCAP Parent Survey) Status: Districtwide: 74%	2020-2021 (Source: LCAP Parent Survey) Status: Districtwide: 73%	2021-2022 (Source: LCAP Parent Survey) Status: Districtwide: 75%		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 (Source: LCAP Parent Survey) Status: SWD: 82%	2021-2022 (Source: LCAP Parent Survey) Status: SWD: 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																																				
<p>(Priority 5a) Increase attendance rate by 1% for All, EL, SED, and SWD and 2% for FY and Homeless.</p>	<p>Baseline: 2020-2021 (Source: KCSOS, KiDS)</p> <p>Status:</p> <table border="1"> <tr><td>All</td><td>94.2%</td></tr> <tr><td>EL</td><td>91.3%</td></tr> <tr><td>FY</td><td>84.6%</td></tr> <tr><td>Homeless</td><td>76. %</td></tr> <tr><td>SED</td><td>93.1%</td></tr> <tr><td>SWD</td><td>90.9%</td></tr> </table>	All	94.2%	EL	91.3%	FY	84.6%	Homeless	76. %	SED	93.1%	SWD	90.9%	<p>2021-2022 (Source: KCSOS, KiDS)</p> <p>Status:</p> <table border="1"> <tr><td>All</td><td>91.9%</td></tr> <tr><td>EL</td><td>91.4%</td></tr> <tr><td>FY</td><td>87.6%</td></tr> <tr><td>Homeless</td><td>82.2%</td></tr> <tr><td>SED</td><td>90.9%</td></tr> <tr><td>SWD</td><td>89.2%</td></tr> </table>	All	91.9%	EL	91.4%	FY	87.6%	Homeless	82.2%	SED	90.9%	SWD	89.2%	<p>2022-2023 (Source: KCSOS, KiDS)</p> <p>Status:</p> <table border="1"> <tr><td>All</td><td>92.8%</td></tr> <tr><td>EL</td><td>91.4%</td></tr> <tr><td>FY</td><td>88.5%</td></tr> <tr><td>Homeless</td><td>83.8%</td></tr> <tr><td>SED</td><td>92.2%</td></tr> <tr><td>SWD</td><td>90.3%</td></tr> </table>	All	92.8%	EL	91.4%	FY	88.5%	Homeless	83.8%	SED	92.2%	SWD	90.3%		Increase by 3% for All, EL, SED, and SWD and 6% for FY and Homeless within a 3-year time span.
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EL	91.3%																																								
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SWD	90.3%																																								
<p>(Priority 5b) Decrease chronic absenteeism rate by 1.0% districtwide and 2% for EL, African American, and SWD and 3% FY and Homeless students from the previous year's rate.</p>	<p>Baseline: 2019-2020 (Source: Synergy)</p> <p>Status:</p> <table border="1"> <tr><td>Districtwide</td><td>13.6%</td></tr> <tr><td>FY</td><td>28.6%</td></tr> <tr><td>EL</td><td>16.7%</td></tr> <tr><td>African American</td><td>19.7%</td></tr> <tr><td>SWD</td><td>22.0%</td></tr> <tr><td>Homeless</td><td>47.3%</td></tr> </table> <p>PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.</p>	Districtwide	13.6%	FY	28.6%	EL	16.7%	African American	19.7%	SWD	22.0%	Homeless	47.3%	<p>2020-2021 (Source: CDE DataQuest)</p> <p>Status:</p> <table border="1"> <tr><td>Districtwide</td><td>15.8%</td></tr> <tr><td>FY</td><td>44.5%</td></tr> <tr><td>EL</td><td>21.8%</td></tr> <tr><td>African American</td><td>25.8%</td></tr> <tr><td>SWD</td><td>23.6%</td></tr> <tr><td>Homeless</td><td>55.4%</td></tr> </table>	Districtwide	15.8%	FY	44.5%	EL	21.8%	African American	25.8%	SWD	23.6%	Homeless	55.4%	<p>2021-2022 (Source: CDE DataQuest)</p> <p>Status:</p> <table border="1"> <tr><td>Districtwide</td><td>32.3%</td></tr> <tr><td>FY</td><td>54.6%</td></tr> <tr><td>EL</td><td>36.2%</td></tr> <tr><td>African American</td><td>43.1%</td></tr> <tr><td>SWD</td><td>42.9%</td></tr> <tr><td>Homeless</td><td>66.2%</td></tr> </table>	Districtwide	32.3%	FY	54.6%	EL	36.2%	African American	43.1%	SWD	42.9%	Homeless	66.2%		Decrease chronic absenteeism rate by 3% districtwide and 6% for EL, African American, and SWD and 9% for FY and Homeless students within a 3year time span.
Districtwide	13.6%																																								
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<p>(Priority 5c) Middle School Dropout Rate</p>	N/A	N/A	N/A		N/A																																				
<p>(Priority 5d) Decrease dropout rate (by cohort) by 1% districtwide and</p>	<p>Baseline: 2019-2020 (Source: CDE, DataQuest)</p> <p>Status:</p>	<p>2020-2021 (Source: CDE, DataQuest)</p> <p>Status:</p>	<p>2021-2022 (Source: CDE, DataQuest)</p> <p>Status:</p>		Decrease dropout rate by 3% districtwide and by 6% for African																																				

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome	Desired Outcome for 2023–24
2% for African American, American Indian or Alaska Native and 3% for African American male SWD, EL, FY, SWD, and Homeless students from the previous year's rate.	Districtwide	11.7%	Districtwide	14.1%	Districtwide	10.8%		American, American Indian or Alaska Native and by 9% for African American male SWD, EL, FY, SWD, and Homeless students within a 3-year time span.
	FY	34.9%	FY	37.0%	FY	33.1%		
	EL	29.6%	EL	28.1%	EL	20.5%		
	African American	19.1%	African American	21.3%	African American	15.8%		
	African American male	34.8%	African American male	46.5%	African American male	30.8%		
	American Indian or Alaska Native	25.9%	American Indian or Alaska Native	23.2%	American Indian or Alaska Native	21.7%		
	Homeless	37.9%	Homeless	44.1%	Homeless	29.5%		
	SWD	30.4%	SWD	34.4%	SWD	24.7%		
(Priority 6a) Decrease suspension rate by 1% districtwide, Hispanic, SED, SWD, and EL and by 2% for African American, African American male SWD, FY, and Homeless.	Baseline: 2019-2020 (Source: CDE, DataQuest)		2020-2021 (Source: CDE, DataQuest)		2021-2022 (Source: CDE, DataQuest)			Decrease suspension rate by 3% districtwide, Hispanic, SED, SWD, and EL and by 6% for African American, African American male SWD, FY, and Homeless within a 3year time span.
Status:		Status:		Status:				
Districtwide	8.1%	Districtwide	0.4%	Districtwide	8.1%			
African American	17.6%	African American	1.3%	African American	20.1%			
African American male SWD	26.7%	African American male SWD	2.3%	African American male SWD	28.1%			
EL	10.8%	EL	0.6%	EL	10.4%			
FY	24.4%	FY	1.1%	FY	27.3%			
Hispanic	7.7%	Hispanic	0.3%	Hispanic	7.5%			
SED	9.1%	SED	0.5%	SED	9.4%			
SWD	14.1%	SWD	0.9%	SWD	13.3%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																														
<p>(Priority 6b) Decrease expulsion rate districtwide and for all significant student groups from previous year's rate with focus on African American Male SWD.</p>	<p>Baseline: 2019-2020 (Source: CDE, DataQuest)</p> <p>Status:</p> <table border="1"> <tr> <td>Districtwide</td> <td>0.0%</td> </tr> <tr> <td>African American</td> <td>0.1%</td> </tr> <tr> <td>Filipino</td> <td>0.2%</td> </tr> <tr> <td>Two or More Races</td> <td>0.2%</td> </tr> <tr> <td>African American male SWD</td> <td>0.3%</td> </tr> </table>	Districtwide	0.0%	African American	0.1%	Filipino	0.2%	Two or More Races	0.2%	African American male SWD	0.3%	<p>2020-2021 (Source: CDE, DataQuest)</p> <p>Status:</p> <table border="1"> <tr> <td>Districtwide</td> <td>0.0%</td> </tr> <tr> <td>African American</td> <td>0.0%</td> </tr> <tr> <td>Filipino</td> <td>0.0%</td> </tr> <tr> <td>Two or More Races</td> <td>0.0%</td> </tr> <tr> <td>African American male SWD</td> <td>0.0%</td> </tr> </table>	Districtwide	0.0%	African American	0.0%	Filipino	0.0%	Two or More Races	0.0%	African American male SWD	0.0%	<p>2021-2022 (Source: CDE, DataQuest)</p> <p>Status:</p> <table border="1"> <tr> <td>Districtwide</td> <td>0.1%</td> </tr> <tr> <td>African American</td> <td>0.3%</td> </tr> <tr> <td>Filipino</td> <td>0.0%</td> </tr> <tr> <td>Two or More Races</td> <td>0.0%</td> </tr> <tr> <td>African American male SWD</td> <td>0.6%</td> </tr> </table>	Districtwide	0.1%	African American	0.3%	Filipino	0.0%	Two or More Races	0.0%	African American male SWD	0.6%		Decrease expulsion rate annually districtwide and for all significant student groups, with focus on African American male SWD.
Districtwide	0.0%																																		
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<p>(Priority 6c) Increase by 2% students' responses: "I am happy to be at this school."</p>	<p>Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey)</p> <p>Status: Districtwide: 69%</p>	<p>2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues)</p> <p>Status: Districtwide: 77%</p>	<p>2022-2023 (Source: KHSD Annual Student Climate Survey)</p> <p>Status: Districtwide: 75%</p>		Increase by 6% districtwide responses within a 3-year time span.																														
<p>(Priority 6c) Increase by 2% students' responses: "I know teachers at my school treat me fairly."</p>	<p>Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey)</p> <p>Status: Districtwide: 65%</p>	<p>2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues)</p> <p>Status: Districtwide: 73%</p>	<p>2022-2023 (Source: KHSD Annual Student Climate Survey)</p> <p>Status: Districtwide: 73%</p>		Increase by 6% districtwide responses within a 3-year time span.																														
<p>(Priority 6c) Increase by 2% students' responses: "Students on my campus care for me."</p>	<p>Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey)</p> <p>Status: Districtwide: 73%</p>	<p>2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues)</p> <p>Status: Districtwide: 68%</p>	<p>2022-2023 (Source: KHSD Annual Student Climate Survey)</p> <p>Status: Districtwide: 69%</p>		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* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 70%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 69%		Increase by 6% districtwide responses within a 3-year time span.																								
(Priority 6c) Increase by 2% students' responses: "I know 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* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 80%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 81%		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* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 14%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 15%		Decrease by 6% districtwide responses within a 3-year time span.																								
(Priority 8) Increase course completion rate with a "C" or better by 1% districtwide and SED and by 2% for FY and EL students compared to previous year's completion rates.	Baseline: Semester 1 2020-2021 (Source: Synergy) Status: <table border="1"> <tr><td>All</td><td>80.8%</td></tr> <tr><td>FY</td><td>64.1%</td></tr> <tr><td>EL</td><td>67.8%</td></tr> <tr><td>SED</td><td>78.2%</td></tr> </table>	All	80.8%	FY	64.1%	EL	67.8%	SED	78.2%	Semester 1 2021-2022 (Source: Synergy) Status: <table border="1"> <tr><td>All</td><td>75.4%</td></tr> <tr><td>FY</td><td>55.8%</td></tr> <tr><td>EL</td><td>62.5%</td></tr> <tr><td>SED</td><td>71.9%</td></tr> </table>	All	75.4%	FY	55.8%	EL	62.5%	SED	71.9%	Semester 1 2022-2023 (Source: Synergy) Status: <table border="1"> <tr><td>All</td><td>78.9%</td></tr> <tr><td>FY</td><td>64.1%</td></tr> <tr><td>EL</td><td>65.6%</td></tr> <tr><td>SED</td><td>76.0%</td></tr> </table>	All	78.9%	FY	64.1%	EL	65.6%	SED	76.0%		Increase by 3% districtwide and SED and by 6% for FY and EL within a 3-year time span.
All	80.8%																												
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Goal 4 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), data-based decision-making, and progress monitoring.</p> <p>KHSD is committed to addressing student behavior through systems change. Within an MTSS, administrators, interventionists, counselors, nurses, school social workers, and school psychologists are “able to unify our academic and behavior intervention programs, collaborate on intervention plans in one place, and work directly with SEL data to support our children and teachers” to create the kinds of schools where all students are successful. (Panorama Education).</p> <p>Since returning to in-person instruction following the COVID-19 Pandemic, KHSD has experienced a slight increase in expulsion discipline outcomes, and school personnel feel more “supported by the student discipline practices of [their] school[s]” (LCAP Annual Staff Survey, winter 2023). According to Data Quest, from 2019-2020 to 2021-2022 districtwide expulsions increased from 0.0% (17 students) to 0.1% (38 students), while other student groups’ expulsion rates remained static: EL 0.1% (2 students) to 0.1% (6 students), FY 0.4% (2 students) to 0.4% (2 students), and Students with Disabilities 0.1% (5 students) to 0.1% (8 students). All these students were identified as unduplicated. Results from the winter 2023 LCAP Annual Staff Survey showed a 4% increase in favorable responses from the previous year (winter 2023, 71% favorable compared to winter 2022, 67% favorable). This increase falls just above the results of pre-Pandemic survey (2020, 69%) and slightly below the high response percentage of 75% in winter 2019. This question was not asked of staff for the winter 2021 survey, due to staff and students being on distance learning during the COVID-19 Pandemic.</p> <p>To help facilitate PBIS-MTSS, KHSD will maintain the following:</p> <ul style="list-style-type: none"> ○ 1.5 FTE District PBIS Administrators ○ 6.625 FTE Truancy Clerks ○ Site allocations for PBIS activities, such as PD and supplies, based on site percentage of Unduplicated students. ○ 5 Clerical Staff ○ 16 Nurses ○ Supplies for Nurses 	\$8,796,872	Y

Action #	Title	Description	Total Funds	Contributing																																		
		<ul style="list-style-type: none"> ○ PBIS-MTSS and mental health awareness ○ Supplies for Student Behavior & Supports ○ PD (de-escalation strategies) for campus supervisors ○ Start-up for wellness/calming/mindfulness room/space 																																				
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 2021-2022 to fall 2022-2023 districtwide from 26 students to 12 students. Some student groups also have seen a decline of involuntary transfer to continuation: African American from 2 students to 1 student, and Hispanic from 21 students to 9 students.</p> <p>To help facilitate MTSS Tier 1, KHSD will maintain the following:</p> <ul style="list-style-type: none"> ○ 6 district TOSAs for SEL ○ 24 OCI sections, 19 comprehensive school sites (5 sections per site) and 5 continuation sites (4 sections per site). ○ 10 SACs <table border="1" data-bbox="913 711 1440 1377"> <thead> <tr> <th colspan="2">Student Advocacy Centers 2023-2024</th> </tr> <tr> <th>Site</th> <th>Number of Sections</th> </tr> </thead> <tbody> <tr><td>Arvin</td><td>5</td></tr> <tr><td>Bakersfield</td><td>5</td></tr> <tr><td>Del Oro</td><td>5</td></tr> <tr><td>East</td><td>5</td></tr> <tr><td>Foothill</td><td>5</td></tr> <tr><td>Golden Valley</td><td>5</td></tr> <tr><td>Highland</td><td>5</td></tr> <tr><td>Kern Valley</td><td>2</td></tr> <tr><td>Mira Monte</td><td>5</td></tr> <tr><td>North</td><td>5</td></tr> <tr><td>Ridgeview</td><td>5</td></tr> <tr><td>Shafter</td><td>5</td></tr> <tr><td>South</td><td>5</td></tr> <tr><td>West</td><td>5</td></tr> <tr> <td>Total Sections</td> <td>67</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ 29.375 FTE for Community Specialists ○ 16 intervention counselors (Arvin, Bakersfield, Del Oro, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West) 	Student Advocacy Centers 2023-2024		Site	Number of Sections	Arvin	5	Bakersfield	5	Del Oro	5	East	5	Foothill	5	Golden Valley	5	Highland	5	Kern Valley	2	Mira Monte	5	North	5	Ridgeview	5	Shafter	5	South	5	West	5	Total Sections	67	\$18,736,360	Y
Student Advocacy Centers 2023-2024																																						
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Arvin	5																																					
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Total Sections	67																																					

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ○ 1 clerical staff ○ 10 clerical for SAC sites ○ SAC refresh and supplies ○ Student engagement programs: <ul style="list-style-type: none"> ○ Fine Arts Projects ○ Mariachi / Folklórico programs <p>For 2023-2024, LCAP will also add the following:</p> <ul style="list-style-type: none"> ○ SAC sections for Highland (5), Independence (5), Kern Valley (2), Ridgeview (5), and Shafter (5) ○ Builds and startup for SACs at Highland, Independence, Kern Valley, Ridgeview, and Shafter ○ 6 counseling sections for each of the following sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, Mira Monte, North, Ridgeview, Shafter, and West ○ 3 counseling sections each for Centennial, Kern Valley, Liberty, and Stockdale ○ 2 counseling sections for Frontier ○ PBIS-MTSS clerical support for Centennial, Frontier, Highland, Independence, Kern Valley, Liberty, Ridgeview, Shafter, and Stockdale 		
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 (2022-2023) 78% of the students stated that, "I have someone on campus who cares about my personal life as well as my academics," compared to 75% the previous year. 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"> ○ 2 district coordinators ○ 1 district lead interventionist ○ 26 interventionists for school sites ○ 1 district lead SAS ○ 21 districtwide SASs ○ 1 clerical 	\$6,403,374	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</p>	\$5,388,716	Y

Action #	Title	Description	Total Funds	Contributing																				
		<p>as behavioral counselors or family therapists. Suspension trends (rates) are as follows for the 23 School Sites (Comprehensive and Continuation Sites).</p> <table border="1"> <thead> <tr> <th colspan="4">Suspension Rates 2018-2022* (DataQuest)</th> </tr> <tr> <th></th> <th>2018-2019</th> <th>2019-2020</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>KHSD</td> <td>9.3%</td> <td>8.1%</td> <td>8.1%</td> </tr> <tr> <td>County</td> <td>4.6%</td> <td>3.6%</td> <td>4.3%</td> </tr> <tr> <td>State</td> <td>3.6%</td> <td>2.6%</td> <td>3.4%</td> </tr> </tbody> </table> <p>*Suspension data for 2020-2021 not available due to the COVID-19 Pandemic</p> <ul style="list-style-type: none"> ○ Districtwide cumulative 4-year suspension rate decreased 1.2%, whereas county rate decreased by 0.3% and state suspension rate decreased by 0.2% ○ KHSD suspension rate remained static from 2019-2020 to 2021-2022 while county suspension rate increased 0.7% and state suspension rate increased by 0.8%. ○ 18 schools (78.3%) demonstrated a cumulative 4-year reduction in suspension since 2018-19 ○ 9 schools (39.1%) demonstrated consecutive reductions for 4 years in a row, and 12 schools (52.2%) have demonstrated reductions for 3 of the last 4 years ○ 9 schools (39.1%) demonstrated cumulative reductions in the percentage of students with multiple suspensions since 2018-19 <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 	Suspension Rates 2018-2022* (DataQuest)					2018-2019	2019-2020	2021-2022	KHSD	9.3%	8.1%	8.1%	County	4.6%	3.6%	4.3%	State	3.6%	2.6%	3.4%		
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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 of 2017 to spring 2022, 70,119 parents visited the Parent and Family Centers. In comparison, 19,312 individual parents visited the Parent Centers from September of 2021 through May of 2022. Parent Centers made 50,608 various contacts throughout a variety of services, seen in the table below:</p> <table border="1"> <thead> <tr> <th colspan="2">KHSD Parent and Family Center Participation 2021-2022</th> </tr> <tr> <th>Services Provided</th> <th>Participants</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	KHSD Parent and Family Center Participation 2021-2022		Services Provided	Participants			\$4,752,189	Y														
KHSD Parent and Family Center Participation 2021-2022																								
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Action #	Title	Description	Total Funds	Contributing																												
		<table border="1"> <tr><td>Attendance</td><td>8,717</td></tr> <tr><td>Community Referrals</td><td>2,465</td></tr> <tr><td>Technology</td><td>12,788</td></tr> <tr><td>English As a Second Language</td><td>1,768</td></tr> <tr><td>College/University FAFSA Application</td><td>2,070</td></tr> <tr><td>Health / Nutrition</td><td>825</td></tr> <tr><td>Immigration Information</td><td>65</td></tr> <tr><td>School Forms / Information</td><td>9,418</td></tr> <tr><td>Translation</td><td>6,035</td></tr> <tr><td>Home Visits/Transportation</td><td>1,750</td></tr> <tr><td>Job Search / Resumes</td><td>78</td></tr> <tr><td>Budgeting/Finance</td><td>149</td></tr> <tr><td>Other Services</td><td>4,480</td></tr> <tr><td>Total Participation:</td><td>50,608</td></tr> </table> <p>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 ○ Additional funding for Parent & Family Center technology ○ Community school infrastructure and planning <p>KHSD will also allocate additional funding to pilot Parent Teacher Home Visits (PTHV)</p>	Attendance	8,717	Community Referrals	2,465	Technology	12,788	English As a Second Language	1,768	College/University FAFSA Application	2,070	Health / Nutrition	825	Immigration Information	65	School Forms / Information	9,418	Translation	6,035	Home Visits/Transportation	1,750	Job Search / Resumes	78	Budgeting/Finance	149	Other Services	4,480	Total Participation:	50,608		
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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)</p> <p>KHSD will continue to provide the following mentoring programs targeting unduplicated students and other underperforming student groups, including:</p>	\$1,975,880	Y																												

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ○ AmeriCorps ○ Aspire ○ Budding Leaders and Blooming Leaders in partnership with California State University, Bakersfield - Student Climate and Leadership ○ Cal-Soap College Tutors ○ Garden Pathways, Sons, Brothers and Sisterhood Rising ○ Gay Straight Alliance/ Sexuality and Gender Acceptance (GSA/SAGA) ○ Latinos In Stride to Obtain Success (LISTOS) ○ Project BEST / BSU ○ Providing Opportunity for Development, Empowerment and Resilience (PODER) ○ Young Women Empowered for Leadership (YWEL) ○ Youth to Leaders 		
4G	Education Option Administrator and Outreach	<p>Many factors can help predict whether a student is likely to be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project). According to CDE DataQuest reports, KHSD’s chronic absenteeism rates for All Students more than doubled over the past two years (from 15.6% in the 2020-21 school year to 32.3% in the 2021-22 school year). This was an increase of 16.7% for All students. Additionally, other student subgroups saw similarly alarming trends: EL absenteeism rates increased by 14.8% between 2020-21(21.4%) to 2021-22 (36.2%). Homeless absenteeism rates increased 10.8% (from 55.4% in 2020-21 to 66.2% in 2021-22). SWD absenteeism rates increased 19.3% (from 23.6% in 2020-21 to 42.9% in 2021-22). SED absenteeism rates increased 17.2%, from 18.8% in 2020-21 to 36.0% in 2021-22), and FY absenteeism rates rose 9.6% (from 45.0% in 2020-21 to 54.6% in 2021-22). 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, KHSD interventionists contacted 1109 chronically absent KHSD students and their families via telephone calls and home visits (669 home visits in 2020-2021, and 440 home visits in 2021-2022) and have held 284 School Attendance Review Board meetings (SARBs) during the 2020-2021 (51) and 2021-2022 (233) 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 CDE. The lower number of home visits and SARBs for 2020-2022 (when compared to previous years) resulted from restrictions on in-person meetings</p>	\$1,203,175	Y

Action #	Title	Description	Total Funds	Contributing
		<p>due to the COVID-19 Pandemic and its lingering effects on our community. Since these restrictions have been lifted, KHSD hopes to return its outreach efforts to pre-Pandemic levels.</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 ○ 3 interventionists ○ Clerical Staff (0.1 FTE) ○ Resource materials and supplies 		
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. KHSD Supervising Administrators and Coordinators have engaged educational partners in LCAP Advisory Council, LCAP public forums, and on-going interaction with KHSD Employee Groups (Classified and Certificated), Principal's Advisory Council, Assistant Principals, Counselors, EL Coordinators, LCAP Project Managers and KCSOS, in order to obtain Educational Partners' feedback and create action plans as part of the continuous improvement process.</p> <p>To obtain feedback and action plan as part of the continuous improvement process, KHSD also meets regularly with various educational partners including holding regular meetings with advisory councils, parent advisory groups, community public forums, public comment sessions, and members of the Special Education community. Additionally, KHSD provides annual surveys, such as the California Healthy Kids Survey and KHSD Student School Climate Survey, to collect valuable input from students, parents, and staff.</p> <p>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. For 2023-2024, KHSD will retain 3 interpreters/translators and a senior accountant, as part of an ongoing action. KHSD will allocate funding for data-driven Action plan implementation.</p>	\$1,604,408	Y
4I	Contingent Action	KHSD has no Contingent Action for 2023-2024.		

Goal 4 Analysis for 2022-2023

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 4 outlined 8 actions and services that focus on ensuring that students learn in positive, welcoming, safe, and supportive environments, and that parents, students, and community voices will be valued in enhancing student success. All 8 actions and services were fully implemented as planned.

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

There were no substantive differences in the planned action implementation. Positive PBIS-MTSS were implemented as planned. KHSD retained 16 nurses, retained 19 School Site PBIS Administrators, increased truancy clerks by 1 FTE to 6.625 FTE, continued to support site allocations for PBIS activities (PD and supplies), and added 1 clerical staff.

Action 4B: (MTSS Tier 1)

There were no substantive differences in the planned action implementation. KHSD retained 24 OCI instructors, 19 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 were no substantive differences in the planned action implementation. KHSD retained 21 SASs for school sites, 1 district lead SAS, 25 interventionists for school sites, and 1 district lead interventionist. 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 allocated funding for 1 district social worker and 30 site social workers, but currently has retained 1 district social worker and 28 site social workers. KHSD is still planning to hire 2 more site social workers to fulfil our full allocation. These staff members utilized MTSS Tier 3 methodologies and strategies to provide methods of early identification and intervention to help struggling students catch up with their peers.

Action 4E: (Parent and Student Outreach)

There were no substantive differences in the planned action implementation. KHSD operated 19 Parent and Family Centers and retained 19 Parent Center community specialists, 2 district Student Outreach liaisons and 2 Parent Outreach liaisons.

Action 4F: (Mentoring)

There were no substantive differences in the planned action implementation. All mentoring programs were implemented as planned.

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.

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])

Certificated and classified salaries were overestimated (\$374,130) due to the projected salary increase.

Action 4B: (MTSS Tier 1)

Certificated and classified staff were overestimated (\$601,538) due to the projected salary increase and staff vacancies.

Certificated salaries and benefits were overestimated (\$1,299,814) due to the projected average cost per section.

Fine Arts projects funding (\$66,811) was not utilized this year because planning for resources is ongoing.

Action 4C: (MTSS Tier 2)

Classified salaries and benefits were overestimated (\$486,952) due to the projected salary increase and staff vacancies. *Aspire* substance abuse counseling (\$300,000) was partially funded by a grant so this funding will be carried over to next year.

Action 4D: (MTSS Tier 3)

Certificated and classified salaries and benefits were overestimated (\$374,130) due to the projected salary increase.

Action 4E: (Parent and Student Outreach)

Certificated and classified salaries and benefits were underestimated (\$13,620) due to the projected salary increase. Other outreach were overestimated (\$326,000).

Action 4F: (Mentoring)

Not all allocations for mentoring programs were spent, so this funding will be carried over to next year.

Action 4G: (Education Option Administrator and Outreach)

Classified salaries and benefits were underestimated (\$63,672) due to salary pay raise.

Action 4H: (Educational Partners)

Certificated salaries and benefits underestimated (\$3,420) due to a salary increase.

Translation services for parent meetings were overestimated (\$25,317) due to availability of district translators

School climate survey focus groups were overestimated (\$42,984), as not all sites used their funds for survey data analysis and focus groups.

No change on planned percentages of improved services and estimated actual percentages of improved services for the above Actions.

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. The most recent data is reflected below. The metrics in each goal are designed to see results within a three-year period and provide educational partners and KHSD with a year-to-year snapshot of progress.

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

According to the winter 2023 LCAP Parent Survey, administered by an educational survey company, there was a 2% increase (87% to 89%) in the number of parents who feel welcomed and connected to their student’s school. There was a 2% increase (73% to 75%) in the number of parents who feel that school actively seeks their input about decisions. KHSD received 4,261 responses from 33,275 households surveyed (12.81%).

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)

According to the Winter 2023 LCAP Parent Survey, administered by an educational survey company, there was a 2% increase (73% to 75%) of the number of parents of unduplicated students who feel the school actively seeks their input about decisions. KHSD received 4,261 responses from 33,275 households surveyed (12.81%).

Priority 3c: (Parent and Family Engagement: How the school district will promote parental participation in programs for Students with Disabilities)

According to the Winter 2023 LCAP Parent Survey, administered by an educational survey company, there was a 5% decrease (82% to 87%) of the number of parents of students with disabilities who feel that the school actively seeks their input about decisions. KHSD received 4,261 responses from 33,275 households surveyed (12.81%).

Priority 5a: (Pupil Engagement: Attendance rates)

Attendance data was obtained from KCSOS, KiDS management system. Attendance rate for All students increased (91.9% to 92.8%) comparing data from spring 2022 to spring 2023. There was an increase in attendance for FY (87.6% to 88.5%), SED (90.9% to 92.2%), SWD (89.2% to 90.3%) and Homeless (82.2% to 83.8%). Unduplicated Students also saw an increase in attendance (91.0 to 92.0%). EL students maintained their attendance rate of 91.4%.

Priority 5b: (Pupil Engagement: Chronic absenteeism)

Chronic Absenteeism rate increased districtwide (15.8% to 32.3%) from 2020-2021 to 2021-2022 school year. This trend was also recorded for all subgroups: African American (25.8% to 43.1%); EL (21.8% to 36.2%); FY (44.5% to 54.6%); SWD: (23.6% to 42.9%); and Homeless: (55.4% to 66.2%).

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 decreased districtwide (14.1% to 10.8%) for 2020-2021 to 2021-2022 school year. FY (37.0% to 33.1%); EL (28.1% to 20.5%); African American (21.3% to 15.8%); African American male SWD (46.5% to 30.8%); American Indian or Alaska Native (23.2% to 21.7%); Homeless: (44.1% to 29.5%); SWD (34.4% to 24.7%). Prior to COVID-19 pandemic, KHSD student's dropout rates were declining, so this year's results indicate a positive return to this trend.

Priority 6a: (School Climate: Suspension rates)

The districtwide suspension rate increased from 0.4% to 8.1% for 2020-2021 to 2021-2022 school year. The following student groups also saw increases in suspension rates: FY (1.1% to 27.3%); EL (0.6% to 10.4%); SED (0.5% to 9.4%); African American (1.3% to 20.1%); African American Male SWD (2.3% to 28.1%); Hispanic (0.3% to 7.5%); SWD (0.9% to 13.3%). It is important to note that the districtwide rate (8.1%) is identical to the districtwide suspension rate for 2019-2020, pre COVID-19 Pandemic. Additionally, KHSD was in Distance Learning from March of 2020 through June of 2021, which resulted in an abnormally low suspension rates for that school year. Taking this into account, changes in suspension rates were minor, with some student groups seeing slight decreases: EL (-0.4%); Hispanic (-0.2%); and SWD (-0.8%), other student groups seeing slight increases: African American (+2.5%); African American male SWD (+1.4%); FY (+2.9%); SED (+.03%).

Priority 6b: (School Climate: Expulsion rates)

Expulsion rates increased to 0.1%.

Priority 6c: (School Climate: Other local measures [Surveys on safety and school connectedness])

The student's climate survey data revealed slight changes in the following responses: there was a 2% decrease (77% to 75%) in the number of students who responded favorably to "I am happy to be at this school." There was no change (73% to 73%) in the number of students who responded favorably to

"I know teachers at my school treat me fairly." There was a 1% increase (80% to 81%) in the number of students who responded favorably to "I know where to go for help with my problems at this school." There was an increase (14% to 15%) in the number of students who responded to "I felt unsafe at school within the last 60 days." There was an increase (68% to 69%) 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 2021 to 2022, Semester 1.

All students increased from 75.4% to 78.9%. FY students increased from 55.8% to 64.1%. EL students increased from 62.5% to 65.6%. SED students increased from 71.9% to 76.0%. It is also important to note that the baseline data was changed to 2019-2020 and results from the 2020-2021 school year were omitted to better reflect actual student performance data.

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

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 PBIS. Since conception and implementation of PBIS-MTSS, KHSD suspension, expulsion, and attendance rates have increased slightly (+0.0%), (+0.1%), and (+0.9%) respectively.

From 2014-2015 to 2021-2022 suspension rates have decreased from 12.1% to 8.1% for All students.

From 2014-2015 school year there were 4,699 unduplicated students suspended compared to 3,587 unduplicated students in 2021-2022 school year.

From 2014-2015 to 2020-2021 expulsion rates have decreased from 0.2% to 0.1% for All students.

From 2014-2015 school year there were 66 unduplicated students expelled compared to 38 unduplicated students in 2021-2022 school year.

From 2017-2018 there were 27,321 students that were documented as having "No Absence Issues" compared to 23,067 students in 2022-2023 reported in KiDS (KCSOS data management system).

From 2017-2018 there were 10,075 unduplicated students that were documented as having "No Absence Issues" compared to 16,801 students in 2022-2023 reported in KiDS.

PBIS-MTSS addresses the medical barriers that students may be facing which hinder their success. KHSD 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 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 KHSD 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 Special Meal Accommodations

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 2022, 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 PD trainings, new staff PD and refreshers as needed, provide guidance and model SEL strategies, RP, Trauma Informed Care, Evidence-based classroom management strategies, Mindfulness, Implicit Bias and other related areas to staff and parents
- Provide staff PD 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
- 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 (TFI)
- Provide site specific follow-up PD (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, 2022:

Substance Abuse Specialists provided:

- Services for 1,062 students either one-one or a small group setting.

- Emergency substance abuse support plans: 20
- Substance / Matrix: 881 students

Interventionists provided services for 1,232 students:

- Check In-Check Out: 344 students
- Forward Thinking: 70 students
- Child Anxiety Tales: 229 students
- My Grief Journey: 171 students
- Skill Streaming: 5 students
- Social Skills – Girl’s Circle: 136 students
- Social Skills – Boy’s Circle: 66 students
- Anger Management: 150 students
- Why Try: 32 students
- Brief Intervention: 2 students

Action 4D: (MTSS Tier 3)

During Semester 1 2022, the school social workers provided support to approximately 2,675 students, which was an increase of 524 students compared to Semester 1 of 2021. This included providing the following services:

- Crisis assessments
- Tier 3 interventions (one-on-one supports)
- Referrals for basic needs (food/clothing/shelter)
- Case management
- Assistance with immediate needs for students

Action 4E: (Parent and Student Outreach)

Parent Center Community Specialists located at the Parent and Family Centers reported for the 2021-2022 school year that 19,312 parents utilized the following services and resources:

- Attendance: 8,717
- Community Referrals: 2,465
- Technology: 12,788
- English As a Second Language: 1,768
- College/University FAFSA Application: 2,070

- Health / Nutrition: 825
- Immigration Information: 65
- School Forms / Information: 9,418
- Translation: 6,035
- Home Visits / Transportation: 1,750
- Job Search / Resumes: 78
- Budgeting/Finance: 149
- Other Services: 4,480

Action 4F: (Mentoring)

KHSD offered a wide range of mentoring opportunities for students, and these groups focused on reaching out to each of our unduplicated student groups. For 2021-2022, these mentoring groups included the following organizations:

- AmeriCorps: (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. AmeriCorps mentors work with FY students and have seen a 1% increase in student attendance.

- Black Excellence in Scholarship and Teaching (BEST): (at 19 school sites)

Project BEST provides African American male students with mentors, tutoring, counseling, social events, and scholarships as well as motivational experiences through forums and college visits. Project BEST has over 400 active participants across 19 sites. Multiple schools participated in several whole-program activities and events such as BEST Men Speak, which had 200 attendees from 15 sites, BEST in Business, which had 126 attendees from 12 sites, and BEST Men Teach which had 90 participants from 9 sites. BEST students from 5 sites also attended the Black College Expo in Los Angeles and several students received on-the-spot admissions to a handful of Historical Black Colleges (HBCU's). In addition to district-sponsored events, each site plans and participates in its own monthly meetings and events including welcoming guest speakers, taking college visits, hosting fundraisers and cultural performances, luncheons, and activities. There is also a focus on academic progress monitoring, tutoring, and college and scholarship application help. In 2021-2022, 25 Project BEST seniors applied and were awarded a total of \$25,500 in Project BEST scholarship money.

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

The mission of *Budding Leaders* is to improve the access, retention, and graduation rates of underrepresented minority males. *Budding Leaders* strives to increase CSUB students' leadership skills, increase involvement in high school activities, increase positive decision-making behavior, increase college access, awareness, and readiness, build a sense of brotherhood between high school campuses, and foster change in high school campus culture.

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

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 helped KHSD students apply for and complete the matriculation steps to Community and UC/CSU/Private Colleges (e.g., application, orientation, new student workshop, and course registration), perform college and career searches, connect with college student support programs, complete FAFSA/California Dream Act applications/corrections, apply for Web grants 4students accounts, gain Web grants School Administrator support (GPA upload, student matching, and graduation verification), complete scholarship applications, prepare for SAT/ACT, and submit Intent to Enroll/Intent to Register forms. *Cal-SOAP* College Tutors have also provided KHSD students with summer support (acceptance of

financial aid awards, registration for orientations and summer bridge programs, arrangement of college housing plans, access to college portals, completion of “to-do lists,” registration for classes, and payment of enrollment fees.

○ *Garden Pathways, Sons, Brothers and Sisterhood Rising*: (at 1 school site)

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

○ Gay Straight Alliance / Sexuality and Gender Acceptance (GSA/SAGA): (at 24 school sites)

GSA/SAGA is a student-led and student-organized school club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity. GSA also unites LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities.

○ *Latinos In Stride to Obtain Success (LISTOS)*: (at 11 school sites)

LISTOS builds confidence, instills educational value, promotes effective communication, inspires college and career goals, fosters an appreciation of culture, and encourages brotherhood. *LISTOS* has grown from 5 sites in the 2020-21 school year to 11 sites in 2022-23. *LISTOS* has had no graduates yet, as this is only their third year of operation and they started with freshmen and some sophomores in 2020-21. *LISTOS* has provided KHSD students at the 11 campuses with opportunities for mentorship by KHSD Latino staff, presentations by local Latinos in the community, university/college fieldtrips, career awareness trips, and cultural events. Many sites also host cultural events on campus and participate in community service projects within the community. Sites have also hosted site-based forums for students with their advisors and other guests. *LISTOS* advisors are trained in The Council for Boys curriculum, from which they use lessons during their periodic site meetings.

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

PODER is a mentorship program designed for female EL students. *PODER* has two forums which consist of team building activities, mentor panelists of women within the community, and goal setting activities. Students also attend meetings with their certificated and/or Girls Circle trained KHSD staff at their school sites to review grades, interact with peers, and learn about culture along with an overview of social awareness to help students bridge their knowledge of campus life. Guest panelists also meet with students at school sites to allow students to learn about careers that are available within the community. Panelists who serve and speak to students in the program are also students who were once English Language Learners themselves. The program also strives to commit to offer a scholarship to senior students who have been members of the program for a minimum of two years.

○ *Young Women Empowered for Leadership (YWEL)* is a program for African American female students that fosters leadership skills and self-confidence through mentorship, community involvement, and educational leadership opportunities with the aim of increasing graduation rate and promote post-secondary preparedness. The program continues to grow, and this growth is a direct result of the success of the program spreading throughout the community, and parents and school staff requesting to bring the program to their school site. *YWEL* is now a part of 15 school sites, including one continuation site. *YWEL* has demonstrated the benefits of the mentoring program. The 2021-2022 graduation rate for all KHSD African American students was 84.2% compared to 84.5% for African American females.

○ *Youth to Leaders*: (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. *Y2L*'s ultimate goal is to increase the number of Kern County youth who attain a higher education at the community college or university of their choice. The focus of Youth 2 Leaders is serving KHSD's FY population.

Action 4G: (Educational Option Administrator and Outreach)

The 2 PBIS-MTSS intervention specialists worked with the 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 during the 2021-2022 school year:

- SARB Hearings: 233
- Home Contacts: 440
- Attendance Presentations: 8

Action 4H: (Educational Partners)

KHSD’s on-going engagement of stakeholders plays a vitally important role in the progress and implementation of the LCAP in developing and analyzing the goals, actions, expenditures, and metrics. In the 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 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. Throughout the 2022-2023 school year, the KHSD Supervising Administrator and Coordinator have engaged with the following educational partners:

- LCAP Public Forums & Comment Sessions (14 meetings)
- LCAP Advisory Council (10 meetings)
- African American Parent Advisory (7 meetings)
- English Language Advisory and District Parent Advisory Council (5 meetings)
- Student Advisory Council (4 meetings)
- Special Education Department Community Meeting (1 meeting)

Action 4I: (Contingent Action)

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.

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 8):

The baseline data was changed to 2019-2020 and the 2020-2021 school year was omitted due to skewed data as a result of the COVID-19 Pandemic.

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

An additional 1 FTE was added for truancy clerks.

Action 4B: (MTSS Tier 2)

KHSD will reduce allocation for 1 PBIS-MTSS TOSA (1 FTE). This position has not been filled from a previous vacancy.

KHSD will add SAC sections for Highland (5), Independence (5), Kern Valley (2), Ridgeview (5), and Shafter (5).

KHSD will also allocate funding for SAC startup costs at Highland, Independence, Kern Valley, Ridgeview, and Shafter.

Action 4E: Parent and Student Outreach

KHSD will allocate funding to pilot Parent Teacher Home Visits (PTHV).

Action 4I: (Contingent Action)

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.

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 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$129,122,902	\$13,311,086

Required Percentage to Increase or Improve Services for the LCAP Year

<i>Projected Percentage to Increase or Improve Services for the Coming School Year</i>	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.45%	4.69%	\$21,453,433	31.14%

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 2022-2023 enrollment of unduplicated students is 75.6%, with 11 of the 19 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; therefore, 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 FY, EL, and SED students.

Goal 1:

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

The need to continue CSR has been exacerbated by the COVID-19 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, course failure data from fall 2019 to fall 2020 indicated that unduplicated students were struggling academically at a higher rate than their peers. The percentage of KHSD students receiving a failing grade for fall semester 2020 increased to 21.2%. In fall 2021, there was a decrease in students receiving a failing grade (21.2% to 13.1%), but prior to the COVID-19 Pandemic, students' failure rate was 12.4%. Fortunately, the failure rate fell again in fall of 2022 to 10.8%.

During this same time (fall 2020) the failure rate for ELs increased to 35.9% (14.7% higher than all students), FY increased to 36.9% (15.7% higher than all students), and SED increased to 24.5% (3.3% higher than all students). Like their peers, EL, FY, and SED experienced a decrease in failure rates in fall 2021 (EL 21.4%, FY 28.8%, and SED 15.2%). Similarly, these groups continued to reduce their failure rates in fall 2022 (EL 18.9%, FY 21.3%, and

SED 12.4%). CSR will continue to allow teachers to differentiate instruction and better address individual student needs to close learning gaps and remediate learning loss due to the COVID-19 Pandemic. Additionally, this will help KHSD improve academic outcomes as demonstrated prior to the COVID-19 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 KHSD revealed a clear trend and need for unduplicated students. KHSD 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 EL, FY, and SED population, is evident in the course enrollment data. In fall 2022, 84.6% (2,018) of the 2,386 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 2022 was 4.33, compared to the average IRLs of all students (9th grade: 6.0, 10th: 6.5, 11th grade: 6.8 and 12th grade: 6.9). In 2016-2017, enrollment data indicated that a large number of incoming freshmen, in particular those who were identified as unduplicated, needed 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 increased by 2.7 from 2018-2019 (3.9) to 2021-2022 (6.6), this is still far below grade-level (9.0). Access courses also focused on providing our most struggling readers with more supports to improve their reading skills, which explains the slight reduction in enrollment numbers (2,386 students enrolled in fall 2022 versus 2,496 students enrolled in Access courses for fall 2021). This focus also explains the drop in average IRLs for Access students from in fall 2021 (4.65) to fall 2022 (4.33).

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 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 spring 2023 administration of the KHSD Student Climate survey, 25% of FY and 24% 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 (5.7% African American, 0.5% American Indian or Alaska Native, 2.7% Asian, 1.1% Filipino, 69.5% Hispanic or Latino, 0.3% Pacific Islander, 18.2% White, 1.0% two or more races, and 0.9% not reported) of which 75.6% 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 PD 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, KHSD has made significant investment in PD 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 0.1%. The same trend is starting to emerge on the academic side as implementation continues for the MTSS and there is only a 1.2% 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 PD for all staff in KHSD. Effective PD enables educators to develop the knowledge and skills they need to address students' learning challenges. Research shows that PD 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 2022, 89.5% 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, KHSD will continue to provide PD 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 80.5%, FY 68.1% and SED 88.3%) as compared to all students (89.5%). 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 2022-2023, student demographics indicate that 5.5% (2,377) of KHSD students are African American with 83.7% (1,990) identified as SED; 70.9% (30,510) of KHSD students are Hispanic with 85.1% (25,976) identified as SED; 0.01% (348) identified as FY; 9.9% (4,251) identified as ELs; and 17.0% (7,311) of KHSD students are White with 48.8% (3,567) 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. Compared to 2022-2023 data, the number of African American teachers decreased 0.2% to 2.6%, the number of Hispanic/Latino teachers increased 3.2% to 25.8%, and the number of White teachers decreased 6% to 57.2%, showing a positive trend toward employing a more diverse teaching staff. 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. KHSD 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 2021-2022, 58.36% of KHSD reclassified students met or exceeded standards for ELA. This compares to 54.80% for districtwide and 7.74% for EL students. There were 4,251 EL students enrolled at KHSD for the 2022-2023 school year. Of these students, 3,279 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, KHSD 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)

As a result of the COVID-19 Pandemic, failing grades for fall 2020 increased dramatically, with the number of KHSD students receiving a failing grade for fall semester 2019 compared to fall semester 2020 increasing by 12% to 21.2%. All unduplicated student groups saw larger jumps in failure rates: EL failing grade rates rose to 35.9%, failing grade rates for FY students rose to 36.9%, and failing grade rates for SED students rose to 24.5%. To address this negative student outcome trend for unduplicated students, which is also present to a lesser degree for all students, KHSD 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. The need to develop students’ knowledge and skills will be even more crucial because of the effect of learning loss during and after the COVID-19 Pandemic. 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)

In the aftermath of the COVID-19 Pandemic, KHSD saw large increases in chronic Absenteeism rates, especially with SED and EL student groups. The chronic absenteeism rate for All students doubled, rising from 15.8% in 2020-2021 to 32.3% in 2021-2022. For SED students, this rate almost doubled, increasing from 19.0% in 2020-2021 to 36.0% in 2021-2022. Chronic Absenteeism rates for EL students also increased, going from 21.8% in 2020-2021 to 36.2% in 2021-2022. 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 school sites 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 highest 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, school sites need more space to house these personnel. Adding more dedicated portable classrooms to high LCFF (greater than 55 unduplicated) sites will allow these 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)

After seeing gradual improvement in a-g completion rates over the past few years, a-g completion outcomes for all students (except EL students) have worsened. CTE Pathway completion rates, however, increased for All student groups, including unduplicated students.

A-g Completion (Synergy):

- All students: 37.8% (a decrease of 2.8% from the 2020-2021 school year)
- EL: 10.8% (an increase of 2.5% from the 2020-2021 school year)
- FY: 12.9% (a decrease of 1.4% from the 2020-2021 school year)
- SED: 32.3% (a decrease of 2.4% from the 2020-2021 school year)

CTE Pathway Completion (Synergy)

- All: 43.1% (an increase of 7.9% from the 2020-2021 school year)
- EL: Not reported by CA Dashboard in 2022
- FY: Not reported by CA Dashboard in 2022
- SED: Not reported by CA Dashboard in 2022

Based on data from 2020-2021, CTE programs previously implemented were showing success in shrinking the gap in both CTE Pathway Completion Rate. Data available for 2021-2022 showed a decrease in a-g completion rates for All students except EL, and an increase in CTE Pathway completion rates for All students. However, the CA Dashboard is not reporting CTE Pathway Completion data for 2022 due to the COVID-19 Pandemic, so it is not possible to draw conclusions regarding the CTE Pathway completion rates for unduplicated students for the 2021-2022 school year.

KHSD will continue to maintain existing programs and develop/expand new and existing CTE Pathways for all students as the data confirms that it was improving outcomes for all three student groups represented in the unduplicated student count as well as all students in the district and would likely continue to show improvement for CTE Pathway completion rates had that data been available. KHSD's goal to provide access to unduplicated students across the district, regardless of home school site, is beneficial to unduplicated as well as all students. Additionally, in order to provide equity and ensure access to CTE pathway courses for unduplicated students at KVHS, KHSD will continue to support the KVHS Agriculture Program. 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 2021-2022 to 2022-2023, the number of expulsions districtwide has dropped from 32 to 15 (a 53% decrease). 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 2023 LCAP Certificated Staff survey there was a 2% increase (79% to 81%) in positive responses from 2022 to 2023 in the school climate section. 75% of students (a 5% decrease from the previous year's survey) responded that they were "happy to be at their school site", while 80% stated that they knew "where to seek help for problems they may be experiencing." From the same 2023 LCAP Survey, 90% of EL and SED parents responded that "My student knows where to go for student support services on campus when needed." 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. According to one study, "Equity challenges have been further exacerbated by the COVID-19 Pandemic and its aftereffects. Many students whose engagement with school was tenuous before the COVID-19 Pandemic, [are facing] new barriers created by the COVID-19 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, KHSD will continue to support MTSS 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 how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the districtwide actions described in the previous prompt to support FY, EL, and SED students, KHSD continues to deliver targeted actions specifically tailored to meet the explicit needs of ELs. Actions 1G, 2A and aspects of 2D are directed to support specific and varied needs of ELs and Actions 4E and 4F are directed to support specific and varied needs of FY in the district. ELs have a graduation rate (2021-2022) of 80.5% and FY have a graduation rate of 68.1%, which are lower than that of all students (89.5%). 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 also experience a lower a-g completion rate (EL 10.8% and FY 12.9%) which is often due to a higher rate of D/F in final course grades. In addition, ELs tend to have a lower IRL (4.2) compared to All (6.3). These student outcomes have begun 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 Supports:

IAs and BIAs:

IAs and BIAs provide the following for EL students:

- Provide clarification on assignments and/or tests; they also clarify meaning of a text to overcome language barriers
- Monitor EL student progress and step in to provide additional assistance when needed or when 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 PLCs that provide ongoing and targeted training
- Employs data-driven instructional decision-making strategies

Bilingual Technicians:

- Assist site EL Coordinators in identifying and assessing 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 PD to support ELs
- 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 maintained at 1,080 (sections were reallocated to school sites with increased enrollment)

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

- Science sections maintained at 59

Goal 1: Action 1D (Literacy)

- Literacy sections maintained at 75 (sections were reallocated to school sites with increased enrollment)

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

- Maintained 2 ELD TOSAs

Goal 2: Action 2A (English Learners)

- Maintained Bilingual Instructional Assistants and Bilingual Technicians per EL enrollment at school sites

Goal 2: Action 2B (English Learners)

- Maintained Teacher-Librarians and extended library hours

Goal 2: Action 2C (Learning Intervention)

- Maintained Freshman math intervention at 42 sections

Goal 2: Action 2F (Technology)

- Hired 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 2: Action 2H (Additional Custodial Support)

- Hired additional custodians for LCFF school sites that have 90% or greater LCFF count (13 of 20 custodians hired to date)

Goal 2: Action 2I (School Facilities Support)

- Met with site administration to prioritize school site needs

Goal 3: Action 3A (Career Technical Education)

- Maintained section allocation to provide evening CTE courses

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

- Maintained college tutors

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

- Maintained School Site Administrator for Del Oro High School (3 sections)
- Maintained site allocations for PBIS activities based on site percentage of Unduplicated students

Goal 4: Action 4B (MTSS Tier 1)

- Maintained OCI sections
- Maintained SACs for Bakersfield, Del Oro, Golden Valley, and North
- Maintained certificated staff for SACs at Bakersfield, Golden Valley, and North
- Added intervention counselors (13)

Goal 4: Action 4C (MTSS Tier 2)

- Maintained 20 SASs by LCFF count
- Maintained interventionists

Goal 4: Action 4C (MTSS Tier 3)

- Maintained social workers

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

- Maintained Parent Community Specialists

Goal 4: Action 4F (Mentoring)

- Maintained Y2L mentors for FY

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1: 37.41	1: 29.12
Staff-to-student ratio of certificated staff providing direct services to students	1: 23.12	1: 20.00

LCAP Glossary of Terms

AAPAC: African American Parent Advisory Council

ADA: Average Daily Attendance

AP: Advanced Placement

AVID: Advancement Via Individual Determination

BC: Bakersfield Community College

BEST: Black Excellence in Scholarship and Teaching

BIA: Bilingual Instructional Assistant

BSU: Black Student Union

BT: Bilingual Technician

CAASPP: California Assessment of Student Performance and Progress

CALPADS: California Longitudinal Pupil Achievement Data System

CALSAAS: California State Assignment Accountability System

CCC: Cerro Coso Community College

CCM: College and Career Measures

CDE: California Department of Education

COS: Course of Study

COSA: Counselor On Special Assignment

CSI: Comprehensive Support and Improvement

CSR: Class Size Reduction

CSUB: California State University, Bakersfield

CTE: Career Technical Education

DELAC: District English Learner Advisory Council

DPAC: District Parent Advisory Council

EAOP: Early Academic Outreach Program

EL: English Learner

ELA: English Language Arts

ELD: English Language Development

FTE: Full Time Equivalent

FFA: Future Farmers of America

FY: Foster Youth

GSA: Gay Straight Alliance

IA: Instructional Assistant

IEP: Individualized Educational Plan

KCCD: Kern Community College District

KHIP: Kern High Induction Program

KHSD: Kern High School District

KHTR: Kern High Teacher Residency

KiDS: KCSOS Kern Integrated Data Management System

IPS: Introduction to Physical Science

LCAP: Local Control Accountability Plan

LCFF: Local Control Funding Formula

LEA: Local Educational Agency

LISTOS: Latinos In Stride to Obtain Success

LTEL: Long Term English Learner

MTSS: Multi-Tiered System of Supports

OCI: On-Campus Intervention

OMS: Organizational Management System

PAC: Principal's Advisory Council

PBIS: Positive Behavioral Interventions & Supports

PD: Professional Development

PLC: Professional Learning Community

PODER: Providing Opportunity for Development, Empowerment and Resilience

RFEP: Reclassified Fluent English Proficient

ROC: Regional Occupation Center

RP: Restorative Practices

SAC: Student Advocacy Center

SAGA: Sexuality and Gender Acceptance

SARB: School Attendance Review Board

SARC: School Accountability Report Card

SAS: Substance Abuse Specialist

SB&S: Student Behavior & Supports

SED: Socio-Economically Disadvantaged

SEL: Socio-Emotional Learning

SPSA: School Plan for Student Achievement

STEM: Science, Technology, Engineering, & Math

SWD: Students With Disabilities

TFI: Tiered Development Fidelity Inventory

TOSA: Teacher On Special Assignment

UDL: Universal design for learning

YWEL: Young Women Empowered for Leadership

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 131,246,832.00	\$ 117,947,512.00

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	\$ 26,460,000	\$ 25,794,947
1	1B	Science Class Size Reduction	Yes	\$ 1,445,500	\$ 1,428,244
1	1C	Continuation Sites	Yes	\$ 956,192	\$ 766,737
1	1D	Literacy	Yes	\$ 1,897,500	\$ 1,778,395
1	1E	Ethnic Studies	Yes	\$ 1,611,413	\$ -
1	1F	Professional Development	Yes	\$ 3,035,561	\$ 2,267,825
1	1G	Teachers on Special Assignment (TOSAs)	Yes	\$ 1,331,929	\$ 1,228,809
1	1H	Kern High Induction Program (KHIP)	Yes	\$ 1,041,882	\$ 1,058,218
1	1I	Teacher Recruitment/Teacher Recruitment Admin	Yes	\$ 737,980	\$ 133,372
2	2A	English Learners	Yes	\$ 6,408,664	\$ 4,702,666
2	2B	Literacy Intervention	Yes	\$ 5,201,374	\$ 4,082,999
2	2C	Learning Intervention	Yes	\$ 3,038,000	\$ 3,044,302
2	2D	Summer Intervention	Yes	\$ 1,390,063	\$ 1,395,956
2	2E	Intervention Resource	Yes	\$ 2,885,656	\$ 2,740,113
2	2F	Technology Resource	Yes	\$ 8,920,463	\$ 8,122,557
2	2H	Additional Custodial Support	Yes	\$ 1,555,378	\$ 640,893
2	2I	School Facilities Support for LCAP Staffing	Yes	\$ 5,700,000	\$ 5,700,000
3	3A	Career Technical Education	Yes	\$ 17,834,589	\$ 17,248,419
3	3B	College and Career Readiness	Yes	\$ 2,531,368	\$ 2,023,141
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS)	Yes	\$ 6,953,534	\$ 7,051,401
4	4B	MTSS Tier 1	Yes	\$ 12,043,158	\$ 10,199,061
4	4C	MTSS Tier 2	Yes	\$ 5,911,291	\$ 5,693,850
4	4D	MTSS Tier 3	Yes	\$ 4,598,419	\$ 4,386,228
4	4E	Parent & Student Outreach	Yes	\$ 4,065,330	\$ 3,482,456
4	4F	Mentoring	Yes	\$ 1,875,376	\$ 1,144,947
4	4G	Education Option Administrator and Outreach	Yes	\$ 803,102	\$ 875,438
4	4H	Stakeholder Engagement	Yes	\$ 1,013,110	\$ 956,538

2022-23 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)
\$ 122,072,698	\$ 131,246,832	\$ 117,947,512	\$ 13,299,320	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	\$ 26,460,000	\$ 25,794,947.00	0.00%	0.00%
1	1B	Science Class Size Reduction	Yes	\$ 1,445,500	\$ 1,428,244.00	0.00%	0.00%
1	1C	Continuation Sites	Yes	\$ 956,192	\$ 766,737.00	0.00%	0.00%
1	1D	Literacy	Yes	\$ 1,897,500	\$ 1,778,395.00	0.00%	0.00%
1	1E	Ethnic Studies	Yes	\$ 1,611,413	\$ -	0.00%	0.00%
1	1F	Professional Development	Yes	\$ 3,035,561	\$ 2,267,825.00	0.00%	0.00%
1	1G	Teachers on Special Assignment (TOSAs)	Yes	\$ 1,331,929	\$ 1,228,809.00	0.00%	0.00%
1	1H	Kern High Induction Program (KHIP)	Yes	\$ 1,041,882	\$ 1,058,218.00	0.00%	0.00%
1	1I	Teacher Recruitment/Teacher Recruitment Admin	Yes	\$ 737,980	\$ 133,372.00	0.00%	0.00%
2	2A	English Learners	Yes	\$ 6,408,664	\$ 4,702,666.00	0.00%	0.00%
2	2B	Literacy Intervention	Yes	\$ 5,201,374	\$ 4,082,999.00	0.00%	0.00%
2	2C	Learning Intervention	Yes	\$ 3,038,000	\$ 3,044,302.00	0.00%	0.00%
2	2D	Summer Intervention	Yes	\$ 1,390,063	\$ 1,395,956.00	0.00%	0.00%
2	2E	Intervention Resource	Yes	\$ 2,885,656	\$ 2,740,113.00	0.00%	0.00%
2	2F	Technology Resource	Yes	\$ 8,920,463	\$ 8,122,557.00	0.00%	0.00%
2	2H	Additional Custodial Support	Yes	\$ 1,555,378	\$ 640,893.00	0.00%	0.00%
2	2I	School Facilities Support for LCAP Staffing	Yes	\$ 5,700,000	\$ 5,700,000.00	0.00%	0.00%
3	3A	Career Technical Education	Yes	\$ 17,834,589	\$ 17,248,419.00	0.00%	0.00%
3	3B	College and Career Readiness	Yes	\$ 2,531,368	\$ 2,023,141.00	0.00%	0.00%
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Yes	\$ 6,953,534	\$ 7,051,401.00	0.00%	0.00%
4	4B	MTSS Tier 1	Yes	\$ 12,043,158	\$ 10,199,061.00	0.00%	0.00%
4	4C	MTSS Tier 2	Yes	\$ 5,911,291	\$ 5,693,850.00	0.00%	0.00%
4	4D	MTSS Tier 3	Yes	\$ 4,598,419	\$ 4,386,228.00	0.00%	0.00%
4	4E	Parent & Student Outreach	Yes	\$ 4,065,330	\$ 3,482,456.00	0.00%	0.00%
4	4F	Mentoring	Yes	\$ 1,875,376	\$ 1,144,947.00	0.00%	0.00%
4	4G	Education Option Administrator and Outreach	Yes	\$ 803,102	\$ 875,438.00	0.00%	0.00%
4	4H	Stakeholder Engagement	Yes	\$ 1,013,110	\$ 956,538.00	0.00%	0.00%

2022-23 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)
\$ 457,209,680	\$ 122,072,698	3.79%	30.49%	\$ 117,947,512	0.00%	25.80%	\$ 21,453,432.87	4.69%

2023-24 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, 5)	Totals by Type	Total LCFF Funds
\$ 488,121,957	\$ 129,122,902	26.45%	4.69%	31.14%	\$ 152,001,177	0.00%	31.14%	Total:	\$ 152,001,177
								LEA-wide Total:	\$ 116,569,707
								Limited Total:	\$ -
								Schoolwide Total:	\$ 35,431,470

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	\$ 29,160,000	0.00%
1	1B	Science Class Size Reduction	Yes	Schoolwide	All	High Schools	\$ 1,593,000	0.00%
1	1C	Continuation Sites	Yes	Schoolwide	All	CSR Continuation Sites	\$ 1,053,696	0.00%
1	1D	Literacy	Yes	LEA-wide	All	All	\$ 2,085,000	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	\$ 3,492,549	0.00%
1	1G	Teachers on Special Assignment (TOSAs)	Yes	LEA-wide	All	All	\$ 1,489,248	0.00%
1	1H	Kern High Induction Program (KHIP)	Yes	LEA-wide	All	All	\$ 1,147,937	0.00%
1	1I	Teacher Recruitment/Teacher Recruitment	Yes	LEA-wide	All	All	\$ 739,667	0.00%
2	2A	English Learners	Yes	LEA-wide	English Learners	All	\$ 7,508,022	0.00%
2	2B	Literacy Intervention	Yes	LEA-wide	All	All	\$ 5,233,140	0.00%
2	2C	Learning Intervention	Yes	Schoolwide	All	All	\$ 3,624,774	0.00%
2	2D	Summer Intervention	Yes	LEA-wide	All	All	\$ 1,341,144	0.00%
2	2E	Intervention Resource	Yes	LEA-wide	All	All	\$ 3,825,910	0.00%
2	2F	Technology Resource	Yes	LEA-wide	All	All	\$ 8,783,602	0.00%
2	2H	Additional Custodial Support	Yes	LEA-wide	All	All	\$ 1,628,624	0.00%
2	2I	School Facilities Support for LCAP Staffing	Yes	LEA-wide	All	All	\$ 4,500,000	0.00%
3	3A	Career Technical Education	Yes	LEA-wide	All	All	\$ 20,510,519	0.00%
3	3B	College and Career Readiness	Yes	LEA-wide	All	All	\$ 3,811,958	0.00%
4	4A	Positive Behavioral Interventions and Support	Yes	LEA-wide	All	All	\$ 8,796,872	0.00%
4	4B	MTSS Tier 1	Yes	LEA-wide	All	All	\$ 18,736,360	0.00%
4	4C	MTSS Tier 2	Yes	LEA-wide	All	All	\$ 6,403,374	0.00%
4	4D	MTSS Tier 3	Yes	LEA-wide	All	All	\$ 5,388,716	0.00%
4	4E	Parent & Student Outreach	Yes	LEA-wide	All	All	\$ 4,752,189	0.00%
4	4F	Mentoring	Yes	LEA-wide	All	All	\$ 1,975,880	0.00%
4	4G	Education Option Administrator and Outreach	Yes	LEA-wide	All	All	\$ 1,203,175	0.00%
4	4H	Stakeholder Engagement	Yes	LEA-wide	All	All	\$ 1,604,408	0.00%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 152,001,177	\$ -	\$ -	\$ -	152,001,177	\$ 113,837,690	\$ 38,163,487

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	\$ 29,160,000	\$ -	\$ -	\$ -	\$ 29,160,000
1	1B	Science Class Size Reduction	Unduplicated	\$ 1,593,000	\$ -	\$ -	\$ -	\$ 1,593,000
1	1C	Continuation Sites	Unduplicated	\$ 1,053,696	\$ -	\$ -	\$ -	\$ 1,053,696
1	1D	Literacy	Unduplicated	\$ 2,085,000	\$ -	\$ -	\$ -	\$ 2,085,000
1	1E	Ethnic Studies	Unduplicated	\$ 1,611,413	\$ -	\$ -	\$ -	\$ 1,611,413
1	1F	Professional Development	Unduplicated	\$ 3,492,549	\$ -	\$ -	\$ -	\$ 3,492,549
1	1G	Teachers on Special Assignment (TOSAs)	Unduplicated	\$ 1,489,248	\$ -	\$ -	\$ -	\$ 1,489,248
1	1H	Kern High Induction Program (KHIP)	Unduplicated	\$ 1,147,937	\$ -	\$ -	\$ -	\$ 1,147,937
1	1I	Teacher Recruitment/Teacher Recruitment Admin	Unduplicated	\$ 739,667	\$ -	\$ -	\$ -	\$ 739,667
2	2A	English Learners	Unduplicated	\$ 7,508,022	\$ -	\$ -	\$ -	\$ 7,508,022
2	2B	Literacy Intervention	Unduplicated	\$ 5,233,140	\$ -	\$ -	\$ -	\$ 5,233,140
2	2C	Learning Intervention	Unduplicated	\$ 3,624,774	\$ -	\$ -	\$ -	\$ 3,624,774
2	2D	Summer Intervention	Unduplicated	\$ 1,341,144	\$ -	\$ -	\$ -	\$ 1,341,144
2	2E	Intervention Resource	Unduplicated	\$ 3,825,910	\$ -	\$ -	\$ -	\$ 3,825,910
2	2F	Technology Resource	Unduplicated	\$ 8,783,602	\$ -	\$ -	\$ -	\$ 8,783,602
2	2H	Additional Custodial Support	Unduplicated	\$ 1,628,624	\$ -	\$ -	\$ -	\$ 1,628,624
2	2I	School Facilities Support for LCAP Staffing	Unduplicated	\$ 4,500,000	\$ -	\$ -	\$ -	\$ 4,500,000
3	3A	Career Technical Education	Unduplicated	\$ 20,510,519	\$ -	\$ -	\$ -	\$ 20,510,519
3	3B	College and Career Readiness	Unduplicated	\$ 3,811,958	\$ -	\$ -	\$ -	\$ 3,811,958
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Unduplicated	\$ 8,796,872	\$ -	\$ -	\$ -	\$ 8,796,872
4	4B	MTSS Tier 1	Unduplicated	\$ 18,736,360	\$ -	\$ -	\$ -	\$ 18,736,360
4	4C	MTSS Tier 2	Unduplicated	\$ 6,403,374	\$ -	\$ -	\$ -	\$ 6,403,374
4	4D	MTSS Tier 3	Unduplicated	\$ 5,388,716	\$ -	\$ -	\$ -	\$ 5,388,716
4	4E	Parent & Student Outreach	Unduplicated	\$ 4,752,189	\$ -	\$ -	\$ -	\$ 4,752,189
4	4F	Mentoring	Unduplicated	\$ 1,975,880	\$ -	\$ -	\$ -	\$ 1,975,880
4	4G	Education Option Administrator and Outreach	Unduplicated	\$ 1,203,175	\$ -	\$ -	\$ -	\$ 1,203,175
4	4H	Stakeholder Engagement	Unduplicated	\$ 1,604,408	\$ -	\$ -	\$ -	\$ 1,604,408

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.

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/fq/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 PD activities specific to ELs.

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])

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 of 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).

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