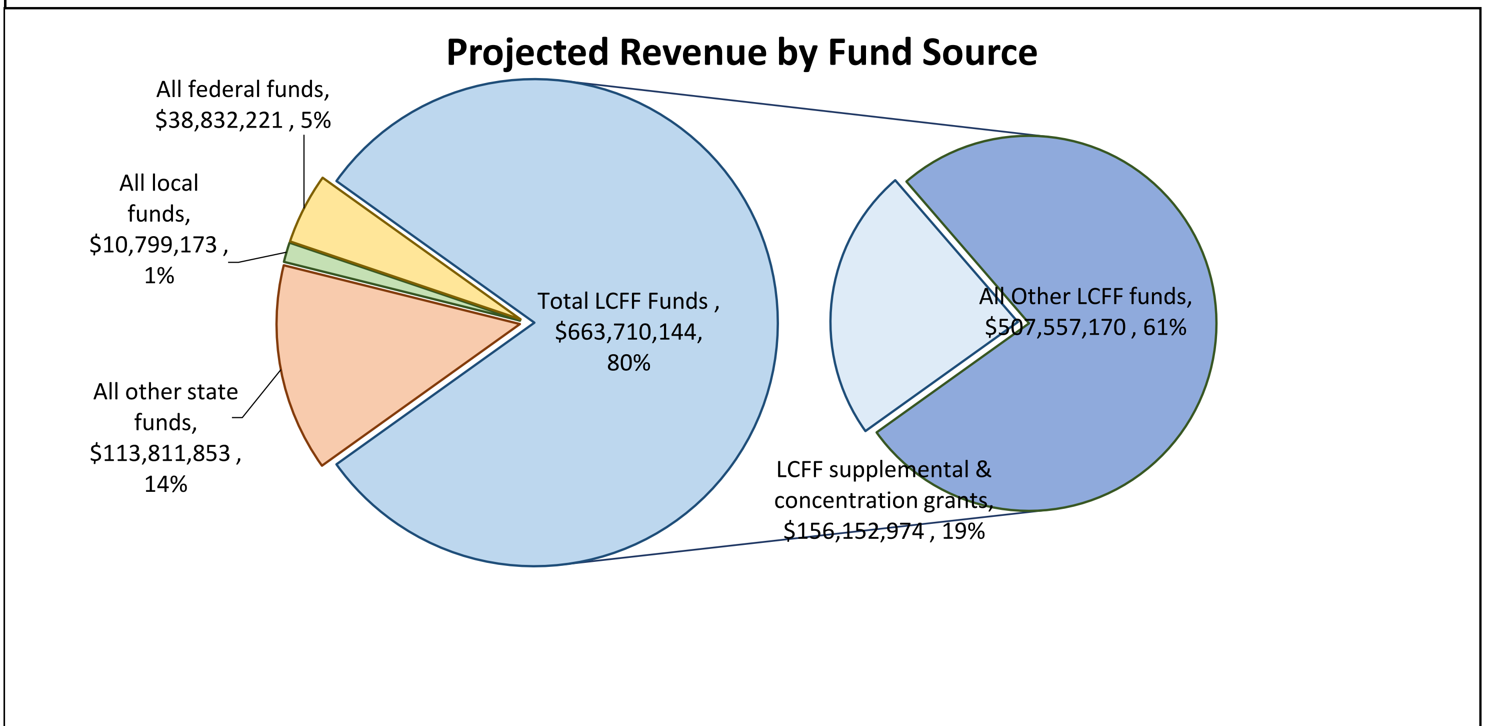
LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Kern High School District
CDS Code: 15635290000000
School Year: 2025-26
LEA contact information: Robert Moore; robert_moore@kernhigh.org; 661-827-3100

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 2025-26 School Year

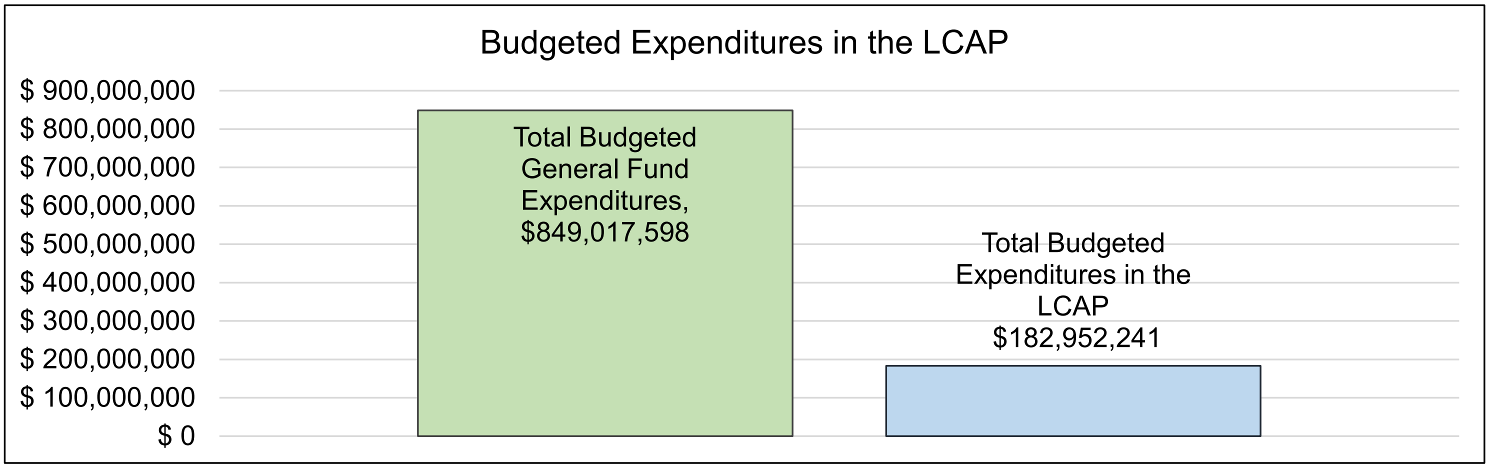


This chart shows the total general purpose revenue Kern High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kern High School District is $827,153,391.00, of which $663,710,144.00 is Local Control Funding Formula (LCFF), $113,811,853.00 is other state funds, $10,799,173.00 is local funds, and $38,832,221.00 is federal funds. Of the $663,710,144.00 in LCFF Funds, $156,152,974.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Kern High School District plans to spend for 2025-26. 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 $849,017,598.00 for the 2025-26 school year. Of that amount, $182,952,241.00 is tied to actions/services in the LCAP and $666,065,357.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

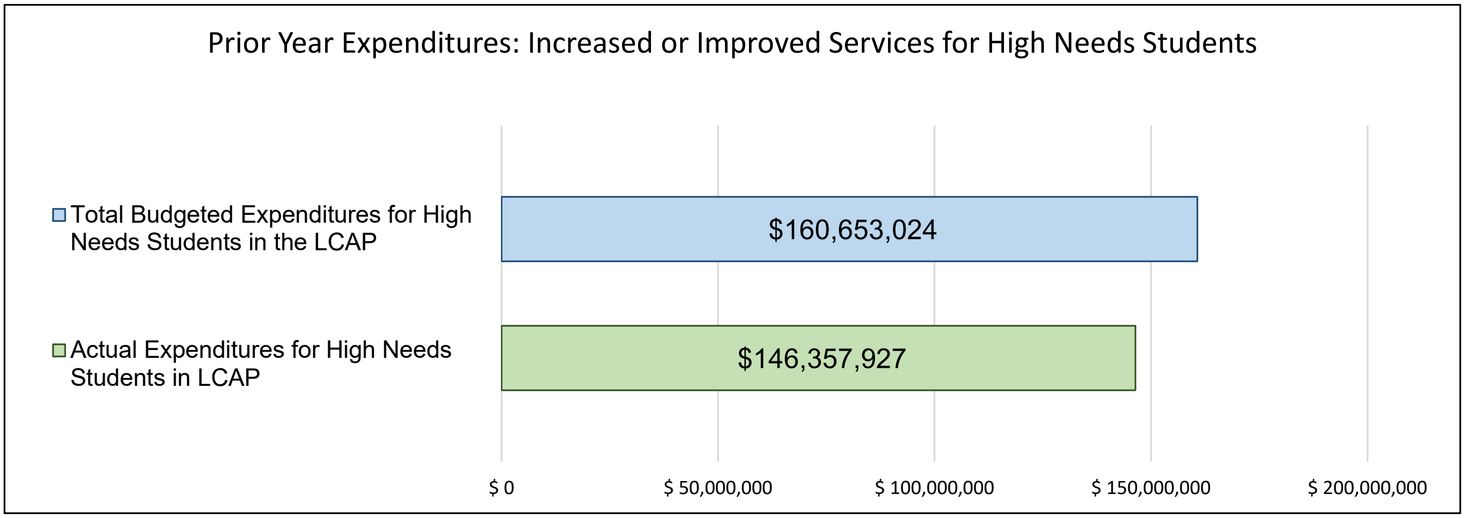
General fund expenditures specified above for the 2024-2025 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Kern High School District is projecting it will receive $156,152,974.00 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 $181,571,260.00 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 2024-25



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 2024-25, Kern High School District's LCAP budgeted $160,653,024.00 for planned actions to increase or improve services for high needs students. Kern High School District actually spent $146,357,927.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $14,295,097.00 had the following impact on Kern High School District's ability to increase or improve services for high needs students:

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	Robert Moore Director of Student, Family, and Community Engagement	robert_moore@kernhigh.org 661-827-3100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Kern High School District Overview

The Kern High School District (KHSD) serves 42,542 students across a vast 3,500-square-mile area, making it the most populous 9-12 high school district in California. The district is composed of:

- 19 comprehensive high schools (Arvin, Bakersfield, Centennial, Del Oro, East Bakersfield, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North Bakersfield, Ridgeview, Shafter, South Bakersfield, Stockdale, West Bakersfield)
- Five alternative education schools (Central Valley, Nueva, Tierra Del Sol, Vista, Vista West)
- Two Special Education Career Centers (Journey and Schuetz)
- Two Special Education Programs (Constellation and ABLE)
- Two Career and Technical Education (CTE) sites
- One blended learning program (Kern Learn)
- One charter school (Kern Workforce 2000 Academy)
- Bakersfield Adult School (BAS), serving 5,500 students annually
- CTE programs, enrolling over 20,000 students
- Kern Workforce 2000 Academy, a charter school serving approximately 574 students

Although neither BAS nor the charter school is represented in the Local Control Accountability Plan (LCAP), both underscore the district's commitment to education and community support.

Student Demographics
KHSD's student population includes:

- 5.5% African American
- 0.5% American Indian or Alaska Native
- 2.7% Asian
- 1.2% Filipino
- 70.7% Hispanic
- 0.3% Pacific Islander
- 17.1% White
- 0.9% Two or more races

Unduplicated Count and High-Need Student Groups
The unduplicated count, which includes students identified in more than one category, stands at 78.6%. The breakdown of state-designated high-need student groups is as follows:

- English Learners (EL): 10.2%
- Long-Term English Learners (LTEL): 7.3%
- Foster Youth (FY): 0.8%
- Socioeconomically Disadvantaged (SED): 78.5%

Additional distinctions:

- Homeless students: 1.1%
- Students with Disabilities (SWD): 12.4%

Schools with High Unduplicated Student Populations
Fifteen of the 19 comprehensive high schools have at least 55% unduplicated students, including:

- Arvin (AHS): 96.7%
- Bakersfield (BHS): 82.1%
- Del Oro (DOHS): 96.5%
- East (EBHS): 91.33%
- Foothill (FoHS): 88.9%
- Golden Valley (GVHS): 91.2%
- Highland (HHS): 87.4%
- Independence (IHS): 75.09%

Kern Valley (KVHS): 77%
Mira Monte (MMHS): 95.0%
North (NoHS): 87.6%

- Ridgeview (RHS): 73.6%
- Shafter (ShHS): 88.2%
- South (SoHS): 96.9%
- West (WHS): 91.4%

Additionally, all five alternative education schools have at least 89.3% unduplicated students:

- Central Valley (CVHS): 98.8%
- Nueva (NuHS): 97.5%
- Tierra Del Sol (TDS): 98.3%
- Vista (VHS): 89.3%
- Vista West (VWHS): 89.3%

Meeting Student Needs

These statistics highlight the challenges and needs KHSD students face, justifying LCAP funding allocations to "improve or increase" services that ensure all students graduate high school prepared for college and the workforce. KHSD is committed to providing:

- A rigorous curriculum with appropriate interventions
- Literacy and math support through Access literacy classes and Foundations mathematics
- Positive Behavioral Interventions & Supports (PBIS) for social-emotional learning
- Multi-Tiered System of Support (MTSS) for struggling students
- Ongoing professional development (PD) for teachers

Commitment to Class Size Reduction and Teacher Diversity
KHSD invests heavily in Class Size Reduction (CSR). In the 2023-24 school year, the district allocated:

- 1,081 teaching sections for CSR
- 124 sections for intervention
- 115 sections for On-Campus Intervention (OCI)
- 67 sections for Student Assistance Centers (SACs)
- 75 sections for Literacy Intervention

Recognizing the importance of a diverse and experienced teaching staff, KHSD actively recruits nationwide and collaborates with California State University, Bakersfield (CSUB) to increase teacher diversity. The Kern High Teacher Residency program (KHTR), now in its seventh year, focuses on attracting teachers of color. In the 2023-24 school year, KHSD hired 314 teachers, comprising 177 new hires and 137 rehires. Notably, 25 new hires (14.1%) came from KHTR, predominantly Hispanic in origin.

Post-Secondary and Workforce Preparation

KHSD prioritizes seamless transitions between high school, college, and careers by:

- Partnering with Bakersfield College (BC), Cerro Coso Community College (CCC), and CSUB to align programs
- Expanding Dual Enrollment (DE) and articulated courses

- Working with middle schools to place students in appropriate classes and interventions

Parent and Community Engagement

KHSD acknowledges the vital role of parents and guardians and continues to support:

- 19 Parent and Family Centers
- Parent support programs for communication, enrichment, and outreach

Equity Multiplier Funding

KHSD's five continuation schools—Central Valley (CVHS), Nueva (NuHS), Tierra Del Sol (TDS), Vista (VHS), and Vista West (VWHS)—receive Equity Multiplier (EM) funding to support schools with:

- Non-stability rates above 25%
- Socioeconomically disadvantaged rates above 70%

These schools, in collaboration with educational partners, plan to utilize the equity multiplier funds to enhance school culture, boost literacy and numeracy, and ultimately improve graduation rates through the actions outlined in Goal 5.

Non-Stability Rates:

	2022-23	2023-24
CVHS:	69%	56.6%
NuHS:	54.6%	45.8%
VHS:	53.7%	60.0%
VWHS:	67.2%	67.2%
KHSD Overall:	12.5%	12.5%

This funding helps decrease suspension rates, improve stability, and increase graduation rates for the district's highest-need students.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

KHSD had numerous successes and challenges during the 2023-2024 school year, including:

Successes:

CAASPP ELA	Difference from Standard (DFS)		
Student Group	2022-2023	2023-2024	Change
All Students	-9.2	-8.4	+0.8
African American	-68.1	-47.1	+21
EL	-101.4	-101	+0.4
FY	-145.2	-112.5	+32.7
Hispanic	-83.9	-102.2	-18.3
Homeless	-83.9	-102.2	-18.3
SED	-25.5	-23.1	+2.4
SWD	-127.2	-127.5	-0.3

CAASPP Math	Difference from Standard (DFS)		
Student Group	2022-2023	2023-2024	Change
All Students	-115.3	-114.2	+1.1
African American	-172.0	-155.9	+16.1
EL	-189.6	-187.9	+1.7
FY	-230.4	-196.3	+34.1
Hispanic	-127.0	-127.2	-0.2
Homeless	-186.6	-200.3	-13.7
SED	-134.0	-130.4	+3.6
SWD	-204.5	-202.9	+1.6

EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or
decreased at least one ELPI Level.
o Progressed at least one ELPI Level: 40.1%
o Maintained ELPI Level: 37.8%
o Maintained lower ELPI Level: 0%
o Decreased at least one ELPI level: 22.1%.

Suspension Rates: (CDE Dataquest)

Suspension Rates	2023	-	2024	-	Change
All	8.2%	-	8%	-	-0.2%
African American	19.1%		21.8%		+2.7%
African American Male SWD	29.1%		22.9%		-6.2%
EL	11.7%		11.8%		+0.1%
FY	29.1%		23.1%		-6%
Hispanic	8.5%		8%		-0.5%
SED	10.1%		9.5%		-0.6%
SWD	14.1%		12.9%		-1.2%

Failing grades for Semester 1 consistently decreased over the past 4 years for all students, but last year saw an increase for SED and EL students:
Semester 1 Grades (Synergy)
Failing Grades Semester 1

Student Group	2021-2022	2022-2023	2023-2024	2024-2025
All	13.0%	10.8%	10.7%	9.1%
SED	15.2%	12.4%	12.2%	17.8%
EL	21.4%	18.9%	19.4%	24.4%
FY	28.8%	21.3%	22.8%	17.3%

Challenges:

(California (CA) School Dashboard 2023)

KHSD Student groups in the lowest performance level on one or more indicators on the CA School Dashboard:
Suspension: EL, FY, Homeless, SED, SWD, AA, American Indian, Pacific Islander (PI) (Actions 4B, 4C, 4D, 5D)
Graduation: FY, Homeless, SWD, (Actions 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1I, 2B, 2C, 2D, 2E, 5A, 5B, 5C)
CCI: Homeless, SWD (Actions 1A, 1B, 3A, 3B, 5A)

Schools with the lowest performance level, as indicated on the CA School Dashboard:
ELA: MMHS, VHS, VWHS (Actions 1A, 1B, 1D, 2B, 2C, 2D, 5B)

Math: FoHS, KVHS, MMHS, VHS, VWHS, WHS (Actions 1A, 1C, 2C, 2D, 2E, 5C)
ELPI: AHS, FrHS, GVHS, MMHS, RHS (Actions 2A, 2B, 2C, 2D)

Suspension: BHS, EBHS, FoHS, MMHS, NoHS, TDS (Actions 4B, 4C, 4D, 5D)

Graduation: BHS, CVHS, MMHS, TDS, VHS, VWHS (Actions 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1I, 2B, 2C, 2D, 2E, 5A, 5B, 5C)

CCI: TDS, VHS, VWHS (Actions 1A, 1B, 3A, 3B, 5A)

Student groups within a school with the lowest performance level on one or more indicators from the CA School Dashboard:
ELA: AHS--EL; CHS, SWD; IHS--EL; MMHS--All, EL, SED, SWD, Hispanic; RHS--EL, SWD; StHS--SWD; VHS--All, SED, Hispanic; VWHS--All, SED; WHS--AA. (Actions 1D, 2B, 2C, 2D, 5B)

Math: CHS--SWD; FoHS--All, EL, SED, Hispanic; IHS--EL, SED, SWD, AA, Hispanic; KVHS--All, White; MMHS--All, EL, SED, SWD, Hispanic; NoHS--White; RHS--SWD, AA; StHS--SWD; VHS--All, SED, Hispanic; VWHS--All, SED; WHS--All, EL, SED, SWD, AA, Hispanic. (Actions 1A, 2C, 2D, 2E, 5C)
ELPI: AHS--All; FrHS--All; GVHS--All, EL; MMHS--All; RHS--All. (Actions 2A, 2B, 2C, 2D)

Suspension: AHS--SWD, White; BHS--All, EL, Homeless, SED, SWD, AA, Two or More Races; EBHS--All, EL, Homeless, SED, SWD, AA; FoHS--All, EL, SED, SWD, Hispanic, White, AA; FrHS--EL, PI, Two or More Races; HHS--EL, SWD; IHS--FY, AA; KVHS--SWD, Hispanic; MMHS--All, EL, SED, Hispanic, White; NoHS--All, EL, FY, Homeless, SED, SWD, AA, Hispanic, Two or More Races, White; RHS--SWD; TDS--All, EL, SED, SWD, AA, Hispanic; WHS--FY, SED, AA, Homeless. (Actions 1A, 1B, 3A, 3B, 5A)

Graduation: AHS- SWD; BHS— AA, EL, Hispanic, Homeless, SED, SWD; CVHS--All, SED, Hispanic; EBHS--SWD; GVHS--SWD; HHS--EL; MMHS--All, SED, SWD; NoHS--White; RHS--SWD; TDS--All, SED, Hispanic; VHS--All, SED, Hispanic; VWHS--All, SED, Hispanic, White; WHS--SWD. (Actions 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1I, 2B, 2C, 2D, 2E, 5A, 5B, 5C)

CCI: BHS--EL, Homeless, SWD; EBHS--EL, SWD; FoHS--EL; GVHS—SWD; HHS--EL; LHS--SWD; MMHS--SWD; NoHS--EL, SWD; RHS--SWD; SoHS--SWD; TDS—SED, Hispanic; VHS--All, SED, Hispanic; VWHS--All, SED, Hispanic, White; WHS--SWD. (Actions 1A, 1B, 3A, 3B, 5A)

In the 2023-24 school year, the Kern High School District celebrated many victories, including an increase in the graduation rate for all students by nearly 2% (1.9%). This included a 1.6% increase in graduates meeting A-G requirements, a 0.4% increase in graduates earning a Golden State Seal of Merit Diploma, and a 5% increase in graduates earning a Seal of Biliteracy. Some schools (Central Valley, Mira

Monte, TDS, Vista, Vista West) could exit CSI. The Chronic Absenteeism rate decreased by nearly 8% (7.9%). The CCI rate increased by 2.5%.

The suspension rate and expulsion rate stayed relatively stable.

(California (CA) School Dashboard 2024)
KHSD Student groups in the lowest performance level on one or more indicators on the CA School Dashboard:

District Indicators:
Suspension: EL, LTEL, AA, American Indian (Actions: 4B, 4C, 4D, 5D)
Graduation: SWD, FY (Actions: 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1I, 2B, 2C, 2D, 2E, 5A, 5B, 5C)
ELA: EL, LTEL, Homeless, SWD (Actions: 1A, 1B, 1D, 2B, 2C, 2D, 5B)
Math: EL, Hispanic, SWD, Homeless, American Indian (Actions: 1A, 1C, 2C, 2D, 2E, 5C)

Schools with the lowest performance level, as indicated on the CA School Dashboard:
Arvin High School (AHS): ELA- All, SWD; Math- All, Hispanic, SED; Suspension- EL, LTEL, SWD; Graduation- SWD.
Bakersfield High School (BHS): ELA- All, AA, EL, LTEL, SED, SWD, Hispanic; Math- All, EL, Hispanic, SED, SWD; ELPI- EL, LTEL; Suspension- AA, EL, SWD, Homeless; Graduation- EL, LTEL, SWD; CCI- EL, LTEL
Centenial High School (CHS): ELA- SWD; Math- SWD; Graduation- SWD
Central Valley Continuation High School (CVHS): ELA- All, SED; Math- All, Hispanic, SED
Del Oro High School (DOHS): ELPI- EL, LTEL; Suspension- AA, EL, SWD
East Bakersfield High School (EBHS): ELA- EL, LTEL; Math- SWD; Graduation- SWD
Foothill High School (FOHS): ELA- LTEL, SWD; Math-LTEL, SED, SWD, Hispanic; Suspension- AA, White; CCI- SWD
Frontier High School (FRHS): Suspension- EL, LTEL, SWD
Golden Valley High School (GVHS): ELA- SWD; Suspension- AA
Highland High School (HHS): ELA- EL, SWD; Math- EL, SED, SWD, Hispanic
Independence High School (IHS): ELA- EL; Suspension- EL, FY, LTEL, SWD, AA, two or more races
Kern Valley High School (KVHS): Graduation- White
Liberty High School (LHS): Suspension- LTEL; ELPI- EL
Mira Monte High School (MMGS): Suspension- AA, Homeless; Graduation- SWD
North High School (NHS): Math- EL, Hispanic Suspension- EL, LTEL; Graduation-SWD; CCI- SWD
Nueva Continuation High School (NuHS): ELA- All, Hispanic; Math- All, Hispanic, SED
Ridgeview High School (RHS): ELA- EL, LTEL, SWD; Math- EL, SWD; Suspension- AA, EL, LTEL, SWD, Asian, two or More races; CCI-SWD
Shafter High School (ShHS): ELA- EL, SWD Math- EL, SWD
South High School (SoHS): ELA- AA, EL, SWD; Math- EL, SED, SWD, Hispanic; ELPI- EL, LTEL; Suspension- AA, LTEL; CCI- SWD
Stockdale High School (StHS): Suspension- AA, EL, LTEL, SWD
Tierra Del Sol Continuation High School (TDS): ELA- All, SED, Hispanic

Vista Continuation High School (VHS): Suspension- SWD; CCI- Hispanic
Vista West Continuation High School (VWHS): Math- All, SED; Suspension- All, AA, SED, SWD, Hispanic, White
West High School (WHS): ELA- EL, SWD; Math- EL, Suspension- All, AA, SED, SWD, Homeless, two or more races; Graduation- SWD

Learning Recovery and Emergency Block Grant (LREBG):
KHSD has unexpended LREBG funds for the 2025-26 school year of 8.5 million dollars.
LREBG-funded actions are listed in Goal 2, Action 2D: Summer Intervention. The total amount will be spent over two years to improve summer school intervention.

The KHSD needs assessment substantiated findings from the 2024 Dashboard related to academic performance in English Language Arts and Mathematics. A state and local data review indicates significant skill gaps among students in SED, EL, FY, and homeless populations. Based on this, Goal 2, Action 2E directly addresses the need to provide students with more consistent opportunities to engage in their education and offer additional support classes. These actions align with allowable use of funds in accelerating progress to close learning gaps through expanded learning opportunities. The effectiveness will be measured by two metrics (4.11 and 4.12) that measure CAAASPP scores in ELA and Math.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

In 2024, the Kern High School District (KHSD) was identified for five student groups—English Learners (EL), including Long-Term English Learners (LTEL); Foster Youth (FY); Homeless students; American Indian students; and Students with Disabilities (SWD)—based on CAASPP performance and suspension data. Kern High identified focus areas: (1) Improve graduation and college/career readiness rates for our Foster Youth, Students Experiencing Homelessness, and Students with Disabilities.

Kern High Update:
1. Kern High is working to establish a system for monitoring the academic progress of 9th—and 10th-grade students through effective assessment measures. They have begun building internal structures to track student growth and progress over time. Additionally, conversations with leadership regarding what support looks like and expectations for Graduation and CCI rates have begun.
2. The district has formed learning teams to support this effort, with their “pilot” focus on English performance. KHSD is currently working through unpacking academic standards and developing teacher-created assessments. These formative assessments are designed to align with benchmark goals, ensuring consistency and clarity in measuring student learning.
3. The initiative is guided by three core pillars: guaranteed viable curriculum, tier I instruction, and disciplinary literacy. This includes a strong focus on literacy development.

Kern High Goal(s):
1. Objective: Increase graduation rates by 1% each year over the next three years, resulting in a total increase of 3% by the end of the third year.

2. Key Priorities:
a. Improve overall graduation rates through targeted interventions and student support.
b. Establish clarity and alignment across graduation data, College/Career Readiness, A-G, and academic performance.
c. Monitor and enhance student achievement to support sustained growth in graduation and college/career readiness outcomes.

Kern High Targeted Work:
This work focuses specifically on Action 3B-College and Career Readiness, while also monitoring the impact of the following Actions: 1D-Literacy, 2A-English Language Learners, 2B-Literacy Intervention, 2C-Learning Intervention, 2D-Summer Intervention, and 2E-Intervention Resources.

1. Develop systems to accurately identify students who are struggling academically or socially, with a focused effort on supporting high-need groups such as Foster Youth, African American students, Students with Disabilities, and those Experiencing Homelessness. Use data to inform targeted interventions that address their unique challenges and promote equitable outcomes.

Kern High - Success/Highlights:
1. Student Monitoring and Dashboard Implementation:
a. A new dashboard system (the Synergy dashboard) has been developed to track the progress of all students. Each school site has a dashboard version, including key data points such as student lists, performance percentages, earned credits, and group assignments.
b. This is the first time the dashboard is being implemented. Assistant Principals at each site lead data-driven conversations based on the dashboard insights.
2. Interim Assessments and Staff Involvement
This work focuses on
a. Staff members have actively participated in developing internal interim assessments. This collaborative process has helped build ownership and buy-in, making the assessments a valuable tool for instructional planning and decision-making.
b. The district anticipates continued CTI (Collaborative Teacher Inquiry) growth during the 2024–2025 school year.
3. PLC Support and Fidelity Structures
a. The district partners with Solution Tree consultants to support the implementation of professional learning communities (PLCs).
b. The PLC conversations focus on student learning, selecting and utilizing resources and tools that enhance instruction, and establishing both internal and external support systems to reinforce behaviors that drive academic improvement.
c. Staff plan to develop a fidelity tool that incorporates academic priorities.
4. Language Development and Assessment
a. The district is leading Saturday workshops to support the ELPAC (English Language Proficiency Assessments for California) interface. One key reflection area is whether English teachers know the ELPAC's focus areas. The district is actively working to raise awareness in this area.
b. Additionally, the district is piloting a Spanish biliteracy assessment during the 2024–2025 school year.
5. English Learner Progress
a. Reclassification rates have improved, and there has been significant progress among students advancing through ELPAC proficiency levels.

Kern High Challenges:

1. High Staff Turnover: Frequent turnover within the division continues to pose a significant challenge, affecting consistency and progress.
2. Gaps in Interim Assessments/Progress Monitoring Tools: The interim assessments provided by the State currently do not adequately support English Language Arts (ELA) and Math for 9th and 10th grades. To address this gap, the district would appreciate the state considering the development of a scaffolded item bank that includes assessment tools specifically designed for 9th, 10th, and 11th grades in both English Language Arts (ELA) and Mathematics. This resource would be valuable for monitoring student progress and supporting instructional planning. Without such assessments, tracking student development and making informed instructional decisions is difficult.
3. Stakeholder Engagement Efforts: In response to ongoing challenges, Kern High has initiated “Listening Circles” to gather feedback and input from staff. This is a positive step toward inclusive decision-making.
4. Major Initiative: Dashboard Utilization: While the dashboard provides a powerful tool for teachers by offering access to valuable student data, many educators are unsure how to interpret and utilize the information effectively. With the proper support, teachers can use this data to inform instruction and enhance student outcomes. To maximize its impact, this initiative will require:
a. Continuous professional development
b. Hands-on modeling and demonstrations
c. Collaborative discussions among educators
d. Increased awareness and communication about the dashboard’s potential

Additional Support:
1. Kern County Office of Education (Kern COE): Available to provide assistance and support as needed.
2. CCEE Support:
a. Reviewed opportunities within the Professional Learning Network (PLN).
b. Offered the possibility of partnering with Solution Tree through a three-year support model.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Advisory Council	The LCAP Advisory Council, consisting of teachers, administrators, and other school personnel, is appointed by the KHSD Superintendent, with membership reviewed annually. Members typically serve two-year terms, though extensions may be granted with the Superintendent's approval. The council meets monthly from September through May to review and collaborate on the development of the Local Control and Accountability Plan (LCAP). District directors provide program updates, address questions, and share progress on the previous year’s LCAP actions and goals. The council actively contributes to shaping the LCAP by providing input, discussing potential improvements, and making recommendations for future revisions to ensure the plan effectively meets the needs of students and the district.
LCAP Community Public Forums/Comment Sessions	LCAP Community Public Forums are held both in-person at high-LCFF school sites and virtually via Zoom between October and June. Each forum includes a presentation on the current year’s LCAP Goals and Actions, followed by opportunities for the public to provide input and suggest potential changes for future LCAPs. During the 2024-25 school year, KHSD hosted seven in-person and four virtual Public Forums. LCAP Public Comment Sessions provide additional opportunities for the community to share feedback on potential changes to future

Educational Partner(s)	Process for Engagement
	LCAPs. KHSD holds multiple in-person and virtual sessions each May. Additionally, draft versions of the LCAP are made publicly available on the KHSD website (www.kernhigh.org) starting May 15 each year.
KHSD Parent Advisory Groups	The African American Parent Advisory Council (AAPAC) comprises parents, guardians, and caregivers of African American students within the Kern High School District. Each school site selects a representative to serve on the council, which meets monthly at the district office. Regular updates on the LCAP are provided to the AAPAC, and members have ongoing opportunities to offer feedback and suggestions throughout the school year. The District English Language Advisory Council (DELAC) and the District Parent Advisory Council (DPAC) advise the district board, through in-person meetings, written reports, and district administrators, on services and programs for English Learner students. DELAC/DPAC meetings take place monthly from October to May. From February through May, KHSD presents a mid-year update on the current Local Control and Accountability Plan (LCAP), previews proposed changes for the upcoming LCAP, and gathers public input to inform the development of the new plan. Before public posting, DELAC and DPAC members receive draft copies of the LCAP for review and can submit questions to the superintendent, who then provides written responses.
SELPA	A member of the SELPA team advises the district as a regular member of the LCAP Advisory Council. The LCAP Advisory Council meets in-person monthly. More information can be found in the LCAP Advisory Council box above.
Student Advisory Groups	Recognizing the core principles of youth development, KHSD actively integrates student voices into the LCAP through various student-led groups and advisory councils. LCAP Student Advisory Council The LCAP Student Advisory Council is a district-wide group that represents the interests and needs of students. Up to four student

Educational Partner(s)	Process for Engagement
	representatives may be appointed to each of KHSD's 19 comprehensive high schools and five continuation schools. The council meets four times a year, ensuring a diverse cross-section of students, including foster youth (FY), English Learners (EL), socioeconomically disadvantaged (SED) students, and students with exceptional needs. KHSD acknowledges that students thrive when they feel a sense of influence, competency, belonging, and usefulness. KHSD Equity Communities of Practice (ECSOP) The ECSOP is a student-led initiative organized by the school site. In the 2024-25 school year, student teams from 10 campuses participated in the yearlong collaborative project. Unlike traditional adult-driven discussions, ECSOP empowers students to identify and analyze issues that matter most to them. The program includes: • An initial training to introduce the process and goals • Coaching sessions from November through March • A culminating presentation, where each school team presents their findings to peers and KHSD administrators Insights from ECSOP discussions are considered in the development of the Local Control and Accountability Plan (LCAP). KHSD Equity & Inclusion Student Advisory Council This advisory council comprises three student representatives from each comprehensive school and three students representing all five continuation schools. The council meets monthly to discuss strategies for promoting equity and inclusion across KHSD. Ideas and feedback from these meetings inform key program enhancements within the Local Control and Accountability Plan (LCAP). Student Board Member (SBM) Advisory Council The SBM Advisory Council selects one student to serve as a Student Board Member on the KHSD Board of Trustees. While the student members do not vote, they share their perspectives and advocate for their peers before board decisions are made. Additional Student Groups Providing Input

Educational Partner(s)	Process for Engagement
	KHSD also engages a variety of student organizations to ensure broad representation in decision-making: • Young Women Empowered for Leadership (YWEL) – Meets biweekly/monthly • Black Excellence in Scholarship and Teaching (Project BEST) – Meets biweekly/monthly • Providing Opportunities for Development, Empowerment, and Resilience (PODER) – Meets twice per month, with quarterly forums • Latinos In Stride to Obtain Success (LISTOS) – Meets biweekly/monthly • Gay-Straight Alliance / Sexuality and Gender Acceptance (GSA/SAGA) – Meets biweekly/monthly By actively incorporating student perspectives, KHSD ensures that the LCAP accurately reflects the diverse needs and aspirations of its student body. Numerous previous LCAP actions have come directly from student-led initiatives.
KHSD Board Meetings	KHSD Board Meetings are held at least monthly from August through June. The LCAP is formally presented at the June meeting, and a mid-cycle update is presented at the February board meeting.
General Public	KHSD makes a concentrated effort to interact with various educational partners, local businesses, and the general public throughout the LCAP process. Some of the ways these groups are invited to provide input include: o District and school websites o LCAP Infographics o Public Forums o Public Comment Sessions o School Site Councils o School events
Equity Multiplier Sites	Educational partners at each site receiving Equity Multiplier (EM) funds—CVHS, NuHS, TDS, VHS, and VWHS—were consulted before establishing EM goals and actions. These partners included students, certificated and classified staff, parents, site and district

Educational Partner(s)	Process for Engagement
	administrators, and community members. Together, they developed implementation plans for EM funding based on the unique needs of their students and school communities.
KHSD Certificated and Classified Employee Groups	KHSD administration regularly meets with Certificated (Teacher) and Classified Employee Groups, including Bargaining Units, to promote transparency and equity across the district. A representative of each bargaining unit holds a seat on the LCAP Advisory Council and holds larger group meetings to collaborate on the LCAP.
Surveys	KHSD administers a variety of surveys to collect data from educational partners. This data is used to guide decision-making processes regarding LCAP and other programs both districtwide and sitewide. o Certificated and Classified Staff Survey o Family-School Relationships Survey o Student Climate Survey o California Healthy Kids Survey

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

From meetings and conversations with KHSD’s various educational partners, the following needs have been identified:
A change in the metric to measure the effectiveness of the Custodial Hours, in addition to cleaner/safer bathrooms (New Metric #2.3)
More PD for teachers, including the development of interim assessments (Action 1F)
Funding for teacher-led initiatives (Action 4B)
Additional Administrative positions for high LCFF schools (Action 4B)
Additional funding for Academic Teams (Action 4B)
Additional funding for Activities and Athletics to improve student engagement (Action 4E)

Consultation with Educational Partners at sites receiving Equity Multiplier funding, Central Valley Continuation High School, Nueva Continuation High School, Tierra Del Sol Continuation High School, Vista Continuation High School, and Vista West Continuation High School, identified additional Support that is needed for students to decrease suspension rates and increase stability and graduation rates.
Additional funding for Equity Multiplier school sites “with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.” (Actions 5A-5D)

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 aligns with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA), and input from educational partners. The actions outlined in Goal 1 ensure precise alignment with measurable outcomes (1a, 1b, 2a, 2b, 8, and Local Priority 1).

The district's objectives under Goal 1 include:

- Recruiting, hiring, developing, and retaining a highly qualified, diverse, and effective staff.
- Fostering a district-wide Professional Learning Community (PLC) culture that emphasizes collegiality, collaboration, and student learning.
- Cultivating a positive work environment that promotes high employee morale.
- Providing districtwide and school-based professional development opportunities aligned with district goals to enhance employee performance and best practices.
- Expanding staffing as resources allow.

Goal 1 was developed to address student needs in the following areas:
English Learner Progress (California School Dashboard 2023)
o 40.0% making progress towards English language proficiency (Maintained -0.8%)

English Language Arts (California School Dashboard 2023)
o All: 9.2 points below standard (increased 14.7 points)
o FY: 145.2 points below standard (increased 25.4 points)
o Homeless: 83.9 points below standard (increased 42.6 points)
o EL: 101.4 points below standard (increased 16.2 points)
o SWD: 127.2 points below standard (increased 15.9 points)
o SED: 25.5 points below standard (increased 17.1 points)

Mathematics (California School Dashboard 2023)
o All: 115.3 points below standard (increased 11.4 points)
o FY: 230.4 points below standard (increased 15.4 points)
o Homeless: 186.6 points below standard (increased 38.1 points)
o EL: 189.6 points below standard (increased 12.8 points)
o SWD: 204.5 points below standard (increased 13.8 points)
o SED: 134 points below standard (increased 14 points)

Data Indicators
o Teachers, Instructional Materials, and Facilities
o Implementation of Academic Standards
o Access to Broad Course of Studies
o California Department of Education (CDE) DataQuest
o KHSD Management Systems: Synergy and PeopleSoft
o KHSD school sites' Master Schedules
o KHSD Staff Survey 2023-2024
o Family-School Relationships Survey 2023-2024
o KCSOS Kern Integrated Data Management System (KiDS)
o California Longitudinal Pupil Achievement Data System (CALPADS)
o California State Assignment Accountability System (CALSAAS)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Increase the percentage of appropriately credentialed teachers by 6% from baseline over three years. Priority 1a Source: CA School Dashboard	Baseline: 2023 Status: 82.9%	2024 Status: 81.3%		2026 Status: 88.9%	Change: Decreased by 1.6%
1.2	Maintain 100% access to appropriate instructional	Baseline: 2023 Status: 100%	2024 Status: 100%		2026 Status: 100%	Change: Goal Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials for all students over three years. Priority 1b Source: CA School Dashboard					
2.1	Maintain 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 over a three-year timespan. Priority 2a Source: CA School Dashboard	Baseline: 2024 Status: 4.0 (Full Implementation)	2025 Status: 3.0 (Initial Implementation)		2027 Status: 4.0 (Full Implementation)	Change: Decreased 1 Implementation Level
2.2	Maintain that 100% of EL students can access the CCSS and ELD standards (4.0 or above, full implementation) to gain academic content knowledge and English Language proficiency through designated and integrated ELD, as indicated by the State Board of Education Adopted Reflection Tool over three years. Priority 2b	Baseline: 2024 Status: 4.0 (Full Implementation)	Baseline: 2025 Status: 3.0 (Initial Implementation)		2027 Status: 4.0 (Full Implementation)	Change: Decreased 1 Implementation Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
7.1	All students will have access to a broad course of studies per school sites' master schedules. Priority 7a Source: CA School Dashboard	Baseline: 2024 Status: 100% of students have access to a broad course of studies.	2025 Status: 100% of students have access to a broad course of studies.		2027 Status: 100% of students have access to a broad course of studies.	Change: Goal Maintained
7.2	All unduplicated students will have access to a broad course of studies per the school sites' master schedules. Priority 7b Source: CA School Dashboard	Baseline: 2024 Status: 100% of students identified as unduplicated have access to a broad course of studies.	2025 Status: 100% of students identified as unduplicated have access to a broad course of studies.		2027 Status: 100% of students identified as unduplicated have access to a broad course of studies.	Change: Goal Maintained
7.3	All students with exceptional needs will have access to a broad course of studies per students' IEP and 504 plans. Priority 7c Source: CA School Dashboard	Baseline: 2024 Status: 100% of students with exceptional needs have access to a broad course of studies.	2025 Status: 100% of students with exceptional needs have access to a broad course of studies.		2027 Status: 100% of students with exceptional needs have access to a broad course of studies.	Change: Goal Maintained
8.01	Increase by 3% from each cohort's 8th-grade	Baseline: 2023	2024		2026	Change from 8th Grade to 11th

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr>
<td></td>
<td>baseline, the percentage of students who “met or exceeded” the standard based on appropriate growth from 8th through 11th grade as measured on the CAASPP ELA assessment over a three-year timespan.

Priority 8
Source: KCSOS KiDS - 8th-grade scores and CAASPP - 11th-grade scores</td>
<td>Status:
CAASPP ELA 2023
<table>
<tr><th></th><th>7th</th><th>11th</th></tr>
<tr><td>All</td><td>47.3%</td><td>49.9%</td></tr>
<tr><td>FY</td><td>23.9%</td><td>35.0%</td></tr>
<tr><td>EL</td><td>1.6%</td><td>4.9%</td></tr>
<tr><td>SED</td><td>42.%</td><td>44.9%</td></tr>
</table>
*Due to the COVID-19 pandemic, this cohort did not take the CAASPP in the 8th grade, so 7th-grade scores were used instead.</td>
<td>Status:
CAASPP ELA 2024
<table>
<tr><th></th><th>8th</th><th>11th</th></tr>
<tr><td>All</td><td>37.9%</td><td>49.7%</td></tr>
<tr><td>FY</td><td>0%</td><td>26.8%</td></tr>
<tr><td>EL</td><td>2.7%</td><td>5.6%</td></tr>
<tr><td>SED</td><td>33.8%</td><td>44.8%</td></tr>
</table></td>
<td></td>
<td>Status:
CAASPP ELA 2026
<table>
<tr><th></th><th>8th</th><th>11th</th></tr>
<tr><td>All</td><td>39.1%</td><td>42.1%</td></tr>
<tr><td>FY</td><td>7.4%</td><td>10.4%</td></tr>
<tr><td>EL</td><td>0.9%</td><td>3.9%</td></tr>
<tr><td>SED</td><td>24%</td><td>27%</td></tr>
</table></td>
<td>Grade ELA CAASPP Scores for the Class of 2024

All: +11.9%
FY: +26.8%
EL: +3.2%
SED:+11.0%</td>
</tr>
<tr>
<td>8.02</td>
<td>Increase by 3% from each cohort’s 8th-grade baseline, the percentage of students who “met or exceeded” the standard based on appropriate growth from 8th through 11th grade as measured on the CAASPP Math assessment over a three-year timespan.

Priority 8
Source: KCSOS KiDS - 8th-grade scores and CAASPP - 11th-grade scores</td>
<td>Baseline: 2023

Status:
CAASPP Math 2023 Cohort
<table>
<tr><th></th><th>7th</th><th>11th</th></tr>
<tr><td>All</td><td>28.4%</td><td>16.8%</td></tr>
<tr><td>FY</td><td>9.4%</td><td>5.1%</td></tr>
<tr><td>EL</td><td>0.3%</td><td>0.7%</td></tr>
<tr><td>SED</td><td>22.4%</td><td>12.3%</td></tr>
</table>
*Due to the COVID-19 pandemic, this cohort did not take the CAASPP in the 8th grade, so 7th-grade scores were used instead.</td>
<td>2024

Status:
CAASPP Math 2024
<table>
<tr><th></th><th>8th</th><th>11th</th></tr>
<tr><td>All</td><td>15.1%</td><td>16.7%</td></tr>
<tr><td>FY</td><td>0%</td><td>3.6%</td></tr>
<tr><td>EL</td><td>0%</td><td>1.8%</td></tr>
<tr><td>SED</td><td>11%</td><td>12.2%</td></tr>
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<td></td>
<td>2026

Status:
CAASPP Math 2026
<table>
<tr><th></th><th>8th</th><th>11th</th></tr>
<tr><td>All</td><td>18.4%</td><td>21.4%</td></tr>
<tr><td>FY</td><td>11.1%</td><td>14.1%</td></tr>
<tr><td>EL</td><td>0.4%</td><td>3.4%</td></tr>
<tr><td>SED</td><td>11.8%</td><td>14.8%</td></tr>
</table></td>
<td>Change from 8th Grade to 11th Grade Math CAASPP Scores for the Class of 2024

All: +1.6%
FY: +3.6%
EL: +1.8%
SED: +1.2%</td>
</tr>
</table>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Increase the number of teachers employed who reflect the district's demographic student groups by 2% for Hispanic and 1% for African American students per year over three years. Local Priority 1a Source: Synergy and PeopleSoft	Baseline: 2023-2024 Status: African American: 2.9% Hispanic: 26.8%	2023-2024 Status: African American: 3% Hispanic: 29%		2026-2027 Status: African American: 5.9% Hispanic: 32.8%	Change: African American Staff increased by 0.1% Hispanic Staff increased by 2.2%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 outlines ten actions and services aimed at providing students with a fully credentialed, well-trained, and diverse teaching staff that delivers rigorous and relevant instruction to prepare students for success at the next level of their education.

Action 1A: Broad Course of Study - Action 1A was implemented as planned. KHSD utilized one-time funds to award each comprehensive site five additional sections beyond the scheduled 1081 allocated in the action, bringing the total number of sections to 1,175. The initial 1081 sections comprised 366 English sections, 232 Social Studies sections, 217 Math sections, 188 Science sections, 23 World Language sections, 29 Visual and Performing Arts sections, and 25 miscellaneous sections. In the 2025-2026 school year, KHSD will continue to fund the sections described in Action 1A and plans to use additional one-time funds to support seven additional sections per site.

Action 1B: Science Broad Course of Study: Action 1B was implemented as planned. KHSD used LCFF funds to support all 19 comprehensive sites with one to four additional science sections.

Action 1C: Continuation Sites - Class Size Reduction/Administrative Sections: Action 1C was implemented as planned. KHSD utilized LCFF funds to support 11 teaching and 20 administrative sections at the five continuation sites.

Action 1D: Literacy—Action 1D was implemented as planned, with 75 Access Literacy sections throughout the district sites.

Action 1E: Ethnic Studies - Action 1E was implemented as planned. KHSD offered two pilot sections of Ethnic Studies at every high school in the 2024-2025 school year and will continue this initiative in the 2025-2026 school year.

Action 1F: Professional Development -Action 1F was not implemented as planned. KHSD did offer PLT Reboot, a recalibration and reinvigoration of the Professional Learning Teams for all 19 comprehensive and five continuation schools. The district began the Guaranteed and Viable Curriculum (GVC) work by aligning priority standards and common assessments. However, the funding source for site-based PD was not communicated clearly to site leadership and therefore was not used effectively.

Action 1G: Teachers on Special Assignment (TOSAs) - Action 1G was implemented as planned. Teachers on Special Assignment (TOSAs) help develop curriculum and coach teachers. KHSD provides two ELA, two Math, one Science, two Social Studies, two ELD, and one Co-Teaching TOSA.

Action 1H: New Teacher Support—Action 1H was implemented as planned. In the 2024-2025 school year, 240 teachers worked through various new teacher support programs. Of these, 98 are expected to be fully credentialed. There were 125 fully credentialed mentor teachers assisting the preservice and intern teachers.

Action 1I: Teacher Recruitment - Action 1I was implemented as planned. - In the 2024-2025 school year, 24 former mentees were hired by KHSD. The same year, there were 39 mentees and mentors in the program. In efforts to increase the diversity of the KHSD teaching force, 8% of the mentors identify as Black or African-American, 46% identify as Hispanic, and 15% identify as two or more races.

Action 1J: Appropriate Instructional Materials- Action 1J was implemented as planned. All students had access to instructional materials

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: Broad Course of Study: We proposed a budget of $32,312,500.00 for this initiative; however, the actual spending was $30,366,643.00. This resulted in a difference of $1,945,857.00 from salary fluctuations.

Action 1B: Science Broad Course of Study: We initially set our budget at $1,622,500.00 for the Science Broad Course of Study. We spent $1,667,745.00, an overage of $48,245.00. This slight difference reflects salary fluctuations.

Action 1C: Continuation Sites Broad Course of Study/Administrative Sections: For this initiative, the planned budget was $961,658.00, while the actual expenditure reached $984,147.00. However, due to salary fluctuations, we saw a slight difference of $22,489.00.

Action 1D: Literacy: Our proposed funding for literacy initiatives was $2,176,000.00, and we’re pleased to share that the actual costs were $2,147,095.00. This difference of $28,905.00 can be attributed to salary differences, and the remaining amount will be returned to the action.

Action 1E: Ethnic Studies: The proposed budget for ethnic studies was $1,611,413.00, yet the actual spending was significantly lower at $800,000.00. The remainder ($811,413.00) will be rolled over to continue the program's pilot in the 2025-2026 school year. The action was overbudgeted to facilitate a fully supported pilot program.

Action 1F: Professional Development: We initially allocated $3,537,549.00 for professional development but utilized only $2,540,549.00, resulting in a difference of $997,000.00. The difference in spending resulted from multiple factors, including teacher response/attendance, the shortage of providers on a desired topic, and scheduling conflicts. This variance offers us a valuable opportunity to consider strategic reallocations for future initiatives, ensuring continuous growth for our educators.

Action 1G: Teachers on Special Assignment (TOSAs): For TOSAs, it’s exciting to note that our proposed budget of $1,655,517.00 perfectly matched our actual expenditures.

Action 1H: New Teacher Support: To support new teachers, we proposed a budget of $1,547,339.00, whereas the actual costs were $1,658,776.00. Although this resulted in a slight overspend of $111,437.00, it’s a testament to our unwavering commitment to providing robust support for our incoming educators. The 2025-2026 budget will be adjusted based on anticipated salary changes and the addition of new teachers.

Action 1I: Teacher Recruitment: The proposed budget for teacher recruitment was $575,193.00, and the actual expenditures totaled $541,459.00. We achieved a positive difference of $33,734.00, indicating the effectiveness of our recruitment strategies and potential savings that will benefit the program in future years.

Action 1J: Appropriate Instructional Materials - This action did not have a budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1A: Broad Course of Study—This action is effective because 100% of students are provided with a broad course of study (metric 7.1), including 100% of unduplicated students (metric 7.2) and 100% of students who have IEPs and 504 plans (metric 7.3).

Action 1B: Science Broad Course of Study—This action is partially effective due to a decrease in CAST scores, but 100% of students being provided with a broad course of study (metric 7.1), including 100% of unduplicated students (metric 7.2), and 100% of students who have IEPs and 504 plans (metric 7.3) indicates that this action may need more time to be effective.

Action 1C: Continuation Sites Broad Course of Study/Administrative Sections—This action is effective due to increases in the graduation rate (metric 5.52), CAASPP scores (ELA—metric 8.03, Math—metric 8.04), and the provision of a broad course of study for 100% of students (metric 7.1), including 100% of unduplicated students (metric 7.2) and 100% of students who have IEPs and 504 plans (metric 7.3).

Action 1D: Literacy—This action is currently effective. The district provided 75 Access Literacy Intervention class sections, and students significantly improved their scores compared to 8th-grade scores for all groups on the CAASPP ELA assessment. (metric 8.01)

Action 1E: Ethnic Studies - This action was effective. KHSD provided sites with two sections each to pilot the new Ethnic Studies course, which may become a California graduation requirement. Graduation rates for unduplicated students went up. (metric 5.51)

Action 1F: Professional Development—This action is effective. The professional development we conducted effectively improved student outcomes, including graduation rates (metric 5.51). Students also had access to instructional materials (metric 1.2), but the percentage of appropriately credentialed teachers dropped by 1% (metric 1.11)

Action 1G: Teachers on Special Assignment [TOSAs] - This action is partially effective. KHSD declined from full implementation of content standards for all students (metric 2.2) and CCSS and ELD standards for multilingual learners (metric 2.2) to initial implementation on both metrics. However, KHSD saw improvements in the number of CLEAR credentialed teachers (metric 1.11) and graduation rate (metric 5.51), and it maintained 100% access to instructional materials (metric 1.2).

Action 1H: New Teacher Support and Action 1 I: Teacher Recruitment are linked and effective. Although KHSD saw a slight decrease (1.6%) in the number of appropriately credentialed teachers (metric 1.11), the disparity between teachers of color and students of color improved (metric 1.12).

Action 1J: Appropriate Instructional Materials- This action was effective according to a rise in the graduation rate (metric 5.51)

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

To increase readability, small grammatical changes were made to all actions and metrics in this goal, but they do not alter the original intent. Actions 1A, 1B, 1C, 1D, 1E, 1F, 1G, and 1H will be funded differently for the 25-26 LCAP based on anticipated salary changes.

Action 1A: Broad Course of Study - KHSD provides each comprehensive site with seven additional sections using one-time carryover funds. There are 19 comprehensive sites, so (19 x 7 = 133) 133 sections will be added in 25-26 using these funds.

Action 1B: Science Broad Course of Study - No changes planned

Action 1C: Continuation Sites Broad Course of Study/Administrative Sections - No changes planned

Action 1D: Literacy - No changes planned

Action 1F: Professional Development—Based on feedback from educational partners, the district will enhance its communication regarding professional development (PD) and offer a district-wide summer professional development series.

Action 1G: Teachers on Special Assignment [TOSAs] - TOSAs will spend more time helping teachers with content standards in the 2025-2026 school year.

Action 1H: New Teacher Support - No changes planned

Action 1I: Teacher Recruitment—KHSD will increase funding for this action due to the program's success and the number of teacher residents enrolled.

Action 1J: Appropriate Instructional Materials - no changes planned

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1A	Broad Course of Study	According to the California Department of Education, "For students in grades seven through 12, a Broad Course of Studies includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education." All students receive instruction aligned to California state content standards and curriculum frameworks, and any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. Standards-aligned instruction requires collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual students and the persistent belief that all students can achieve academic excellence and succeed in life. To provide students with access to a broad course of study, KHSD will continue to provide sections funded by LCFF for EL, FY, and SED students. A total of 1,080 sections will be allocated each school year. Local Control Funding Formula (LCFF) sections allocated for the core classes are delineated below:	$34,570,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		KHSD Site-Based LCFF Section Allocations Arvin - 83 Bakersfield - 84 Centennial - 40 Del Oro - 43 East - 72 Foothill - 61 Frontier - 30 Golden Valley - 70 Highland - 70 Independence - 59 Kern Valley - 13 Liberty - 42 Mira Monte - 65 North - 61 Ridgeview - 68 Shafter - 48 South - 67 Stockdale - 41 West - 63 Based on input from Educational Partners, KHSD will use one-time funds to allocate additional sections for the 2025-2026 school year to the following sites: Arvin - 7 Bakersfield - 7 Centennial - 7 Del Oro - 7 East - 7 Foothill - 7 Frontier - 7 Golden Valley - 7 Highland - 7 Independence - 7 Kern Valley - 5 Liberty - 7 Mira Monte - 7		

Action #	Title	Description	Total Funds	Contributing
		North - 7 Ridgeview - 7 Shafter - 7 South - 7 Stockdale - 7 West - 7		
1B	Broad Course of Study- Science	Student enrollment in science courses has steadily increased over the last 3 years, with 30,411 students currently enrolled in 2023-2024. These increases are most seen in Biology (10,412 students), Earth & Space Sciences (6,383 students), Physical Sciences (5,715 students), and Physics (1,352 students). To help KHSD students to be more successful in their advanced science courses, more KHSD school sites are offering Introduction to Physical Science (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, providing access to various science courses increases engagement in classes. It allows teachers to facilitate lab experiments better, which results in higher student passing rates than in previous years. According to data from KiDS, 75.2% of students earned passing grades (A’s, B’s, or C’s) in Earth Science, Physical Science, and Physics classes for the first semester of 2023. 73.0% of students earned passing grades in Life Science/Biology courses during the same period. To accommodate the increasing number of students in Science courses and to promote student learning, KHSD will continue to allocate 59 science sections for comprehensive school sites. KHSD School Sites Science Section Allocations 2024-2025	$1,681,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Arvin 4 Kern Valley 1 Bakersfield 4 Liberty 4 Centennial 3 Mira Monte 3 Del Oro 3 North 3 East 3 Ridgeview 4 Foothill 3 Shafter 2 Frontier 3 South 3 Golden Valley 3 Stockdale 3 Highland 4 West 3 Independence 3 Total 59		
1C	Broad Course of Study- Continuation Sites	KHSD’s five continuation sites serve 3% of the district’s LCFF population, with an average LCFF percentage of all continuation sites of 93.3%. To improve student access at continuation schools to a broad course of study, KHSD will allocate 11 teaching sections and 20 administrative sections above the allocated district sections for all five Continuation sites to provide: o Maximized instructional time o Increased student engagement o Expanded course access The CA School Dashboard reported that the combined average graduation rate for all continuation schools for the 2022-2023 school year decreased by 4.5% since 2021-2022. Of 614 Seniors enrolled in a continuation school	$1,009,823.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cohort during the 2022-2023 school year, 397 (64.7%) earned their High School diploma. Continuation Site Graduation Rates (All Sites Combined) School Year Cohort HS Diploma Graduates Graduation Rate 2020-2021 693 309 44.6% 2021-2022 467 323 69.2% 2022-2023 614 397 64.7% 2023-2024 662 510 77.0% 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: o Improved school climate o Reduction in suspensions o Increased attendance		
1D	Literacy	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 (1,386 students) was 4.33. 87.8% (1,217) of these students were identified as unduplicated. To improve literacy outcomes for students KHSD will take the following actions: o Continue to work with literacy consultant to facilitate KHSD and school site Literacy Councils	$2,251,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		o Provide resources and material for Access teachers to enhance their ability to meet the literacy needs of their students Access sections will be allocated to the following school sites in accordance with their LCFF percentage. KHSD School Site Literacy Section Allocations 2024-2025 Arvin 6 Kern Valley 1 Bakersfield 6 Liberty 3 Centennial 2 Mira Monte 5 Del Oro 3 North 4 East 5 Ridgeview 5 Foothill 4 Shafter 3 Frontier 2 South 5 Golden Valley 5 Stockdale 2 Highland 5 West 5 Independence 4 Total 75		
1E	Ethnic Studies	According the CDE website, “California is committed to providing excellent educational opportunities to all students. Research shows that culturally meaningful and relevant curriculum can have a positive impact on students. Students that become more engaged in school through courses like ethnic studies are more likely to graduate and feel more personally empowered.”	$1,611,413.00	Yes

Action #	Title	Description	Total Funds	Contributing
		KHSD has a diverse student population (5.5% African American, 0.5% American Indian or Alaska Native, 2.7% Asian, 1.2% Filipino, 70.7% Hispanic or Latino, 0.3% Pacific Islander, 17.1% White, 0.9% two or more races, and 1.1% not reported) of which 78.6% are designated as unduplicated students. KHSD will be implementing ethnic studies courses, mandated by the California Assembly Bill AB101, beginning with pilot courses in fall of 2024 at all 19 comprehensive school sites.		
1F	Professional Development	“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). Effective Professional Development (PD) enables educators to develop the knowledge and skills they need to address students’ learning challenges. For the 2023-2024 school year KHSD Teachers on Special Assignment (TOSAs) offered 549 workshops to meet the needs of KHSD teachers. 22% (122) of these workshops were directly funded by LCAP. 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. Focus Areas: Literacy, Inclusive Practices, High-leverage Instructional Practices, PLC Process, and Equitable Practices 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:	$3,382,763.00	Yes

Action #	Title	Description	Total Funds	Contributing
		o Engaging and supporting all students in learning o Creating and maintaining effective environments for student learning o Understanding and organizing subject matter for student learning o Planning instruction and designing learning experiences for all students o Assessing students for learning o Developing as a professional educator o Equity, including implicit bias For 2024-2025, KHSD will provide: o PD for classified staff who are assigned to the classrooms o PD for non-core/non-arts teachers, classified staff who are assigned to classrooms or front office, inclusive practices, and interpretation for bilingual staff o Resources and supplies to facilitate Instructional Coaching o Additional funds to support PLC leadership		
1G	Teachers on Special Assignment (TOSAs)	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. KHSD currently employs 2,002 teachers throughout the district and strives to support teachers in their own learning through PD and other opportunities. Of the 919 KHSD teachers who responded to an annual survey in 2024, 616 (67%) stated that PD opportunities were relevant to the content that they teach. This is an increase of 3% from the winter 2023 survey. TOSA's assignments will include the following: o 2 English o 2 Math o 1 Science o 2 Social Studies o 2 English Language Development o 1 Co-Teaching	$1,691,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
1H	New Teacher Support	According to a 2024 EdSource article, “Beginning teachers are most susceptible to leaving the profession. With upwards of 10,000 teacher vacancies and a decline in teacher credentials with California, it is urgent for the state to identify ways to mitigate attrition. Recent research suggests three effective strategies for supporting new teachers that should be incorporated into all teacher pre and support programs”: o Provide dedicated and well-matched coaches o Pay attention to curriculum and technology o Connect teacher learning KHSD is dedicated to supporting its new teachers. The New Teacher Support /Kern High Induction program (KHIP) provides mentoring and support to new teachers who have either intern status or to those who have a preliminary credential and are working on the two-year process to obtain a Clear California Teaching Credential. This mentor-based program supports the district’s new teachers, guiding them throughout the year as they complete their credentialing requirements. Through close work between mentor and candidate, and through high quality professional development, KHSD alleviates many of the roadblocks that new teachers face, resulting in higher levels of teacher retention and enhanced instructional support that supports KHSD students. New Teacher Support also provides mentoring support to new teachers sponsored on a university intern credential. Additionally, New Teacher Support provides mentoring support to CTE credential candidates. Both the intern teachers and the CTE credential candidates receive mentoring support from the KHSD New Teacher Support program. A substantial amount of funding provides stipends and release time for mentors to support their candidates. Mentors enjoy confidential, professional relationships with their candidates and assist each candidate through at least 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.	$1,802,203.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Mentors are trained in the following: o Effective coaching and mentoring practices o Goal setting o The use of appropriate mentoring instruments o Best practices in adult learning o Program processes are designed to support candidate growth and effectiveness LCAP Funded Positions o KHTR TOSA (2 FTE) o KHTR Support Staff (1 FTE)		
1I	Teacher Recruitment	“Research shows that all students benefit from having a more diverse teacher workforce, and specifically students of color who deserve to see teachers who look like them,” said Tony Thurmond (California State Superintendent of Public Instruction). KHSD continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned, and effective teaching staff, demographically reflective of the diverse student body of KHSD. o Target recruitment in areas of the US that offer candidates of ethnically diverse backgrounds o Increase recruitment in California o Provide hours for the Recruitment Administrator to coordinate recruitment efforts o 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 Teacher Ethnicity Comparison 2023-2024 White/Caucasian - Hispanic/Latinx - Black/African American State* 61.2% - 21.1% - 3.9% County* 64.1% - 24.5% - 2.7%	$955,417.00	Yes

Action #	Title	Description	Total Funds	Contributing
		KHSD** 53.4% - 26.8% - 2.9% * Ed-Data (2018-2019) ** Self-reported by KHSD Employees 2023-2024 For the 2023-2024 school year, KHSD hired 177 new teachers. Of these new hires, 25 (14.1%) were completers of the KHTR program. 2022-2023 KHTR Residents Hired for 2023-2024 School Site Residents Hired Arvin 1 Bakersfield 3 Del Oro 2 Frontier 2 Golden Valley 3 Highland 1 Independence 1 North 1 Ridgeview 3 Shafter 2 South 2 Stockdale 1 West 3 Total Residents Hired 25 As of spring 2024, 22 residents are participating in KHTR program.11 (50%) of the residents are Hispanic/Latinx (of any race), 5 (22.7%) are White, 3 (13.6%) are Asian, and 2 (9.1%) are Multiple races. The residents are currently being mentored at the following school sites: KHSD School Sites with KHTR Residents 2023-2024 School Site - Number - LCFF % Arvin - 2 - 96.1% Bakersfield - 1 - 85.0% Centennial - 1 - 43.9% Del Oro - 4 - 84.3% East - 1 - 92.5% Foothill - 1 - 92.1% Frontier - 2 - 32.2% Golden Valley - 4 - 92.6% Highland - 1 - 82.4%		

Action #	Title	Description	Total Funds	Contributing
		Mira Monte - 1 - 95.0% Ridgeview - 1 - 77.3% Stockdale - 1 - 43.7% West - 2 - 92.7% Total 22 An increase in site participation increases the overall understanding and purpose of the residency program – i.e., to increase teacher diversity for the district and develop/train the best teachers for KHSD students. LCAP Funded Positions Teacher Recruitment Administrator (1 FTE) Support Staff (0.1 FTE) Increase in budget for 2025-2026 due to increase in new teachers needing support. KHSD School Sites with KHTR Residents 2025-2026 School Site - Number - LCFF % AHS - 2 – 96% BHS - 3 – 82% CHS - 4 – 45% DOHS - 4 – 96% EBHS - 2 – 91% FHS - 2 – 89% GVHS - 1 – 91% HHS - 1 – 87% HIS - 2 – 75% MMHS - 2 – 95% NHS - 1 – 88% RHS - 3 – 74% SHHS - 3 – 88% SHS - 3 – 97% STHS - 4 – 45% WHS - 3 – 91% Total: 40		

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.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

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 a clear alignment of the measurable outcomes (1c, 4e, 4f, 4h, 5e, Local Priority 2a, and 2b)

- 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 utilization, operation, and appearance levels.
- 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 2023 and input from educational partners:
English Learner Data:

- EL: 101.4 points below standard on ELA section of CAASPP
- Long-Term English Learners (LTEL): 13.4% of EL students (CDE DataQuest)

Local Indicator Basics (California School Dashboard 2023)
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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Maintain a 100% rating of “good” or “exemplary” facilities rating on the Facilities Inspection Tool (FIT) for all school sites. Priority 1c Source: School Site School Accountability Report Card	Baseline: 2023-2024 Status: 24 of 24 school sites maintained a “good” or “exemplary” facilities rating on FIT.	2024-2025 Status: 24 of 24 school sites maintained a “good” or “exemplary” facilities rating on FIT.		2026-2027 Status: 24 of 24 school sites maintained a “good” or “exemplary” facilities rating on FIT.	Change: Maintained Goal
4.51	Increase the percentage of ELs who are progressing towards English Language proficiency by 5% from baseline over a three-year timespan. Priority 4e Source: California School Dashboard	Baseline 2023 Status: 40.0%	2024 Status: 42.5%		2026 Status: 45.0%	Change: Increased by 2.5%
4.52	Decrease the number of LTELs by 2% over three years. Priority 4e Source: DataQuest	Baseline 2022-2023 Status: 13.4% (LTEL 6+ years)	2023-2024 Status: 14.4% (LTEL 6+ years)		2025-2026 Status: 11.4%	Change: Increased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Increase the reclassification rate of EL students by 9% from baseline over three years. Priority 4f Source: Synergy	Baseline 2022-2023 Status: Reclassification Rate: 18.9%	2023-2024 Status: Reclassification Rate: 23.6%		2025-2026 Status: 27.9%	Change: Increased by 4.7%
4.8	Over a three-year time span, the percentage of pupils who score “Standard Met or Exceeded” on the CAASPP ELA assessment will increase from baseline by 3% for All, 4.5% for Hispanic and SED, 6% for African American, FY, and Homeless, and 9% for EL and SWD. Priority 4h Source: CAASPP	Baseline 2022-2023 Status: CAASPP ELA (Standard Met or Exceeded) All 51.0% African American 37.2% Hispanic 47.7% EL 7.5% FY 29.4% Homeless 32.1% SED 45.7% SWD 11.6%	2023-2024 Status: CAASPP ELA (Standard Met or Exceeded) All 49.7% African American 37.2% Hispanic 45.8% EL 7.5% FY 26.8% Homeless 20.6% SED 44.8% SWD 12.3%		2025-2026 Status: CAASPP ELA (Standard Met or Exceeded) All 54.0% African American 42.2% Hispanic 52.2% EL 16.5% FY 35.4% Homeless 38.1% SED 50.2% SWD 20.6%	Change in CAASPP ELA - Met/Exceeded: All: -1.3% African American: 0% Hispanic:- 1.9% EL: 0% FY: - 2.6% Homeless: -11.5% SED : -0.9% SWD: 0.7%
5.51	Increase the graduation rate from baseline by 3% for all students, Hispanic, and SED, 2% for African American, American Indian or Alaska Native, EL, and FY, and 3% for Homeless and SWD	Baseline: 2023 Status: Graduation Rate All 85.8% African American 80.8% American Indian or Alaska Native 73.5% Hispanic 85.7%	2024 Status: Graduation Rate All: 87.9% African American: 82.4% American Indian or		2026 Status: Graduation Rate All 88.8% African American 82.8%	Change in Graduation Rate: All: +2.1% African American: +1.6% American Indian Or Alaska Native: +7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	over a three-year timespan. Priority 5e Source: California School Dashboard	EL 76.1% FY 65.4% Homeless 65.4% SED 84.3% SWD 66.2%	Alaska Native: 80.9% Hispanic: 88.3% EL: 78.4% FY: 64.9% Homeless: 71.2% SED: 86.7% SWD: 67.3%		American Indian or Alaska Native 75.5% Hispanic 91.7% EL 78.1% FY 67.4% Homeless 68.4% SED 87.3% SWD 69.2%	Hispanic: +2.7% EL: +2.3% FY: -0.5% Homeless: +5.8% SED: +2.4% SWD: +1.1%
2.11	100% of ELs will be enrolled in the appropriate level of designated English Language Development (ELD) courses or courses designated per their Individualized Educational Plan (IEP). Local Priority 2b Source: KHSD management system, Synergy	Baseline: 2023-2024 Status: 71.1%	2024-2025 Status: 73%		2026-2027 Status: 100%	Change: Increased by 1.9%
2.21	Decrease the failure rate of EL by 2% over three years for ELD and core classes by providing Instructional Assistants (IAs) in ELD courses and	Baseline: 2023-2024 S1 Status: 20.2%	2024-2025 S1 Status: 17.8%		2026-2027 S1 Status: 18.2%	Change: Decreased by 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Bilingual Instructional Assistants (BIA) in core classes to provide language support that will ensure students can successfully access the core curriculum. Local Priority 2b Source: Synergy					
2.3	Maintain the number of Williams Act complaints about restrooms on campus. Priority 1C Source: KHSD Board Documents	Baseline: 2023-2024 Williams Act Facilities Complaints: 1	Baseline: 2024-2025 Williams Act Facilities Complaints: 0			Change: Decreased by 1 complaint

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2A: (English Learners): Action 2A was partially implemented as planned. All of the staff positions were funded, including: 57 FTE for BIAs, 3.75 FTE for Instructional Assistants (IAs) at comprehensive and continuation sites, site EL Coordinators (21 sections), 21 FTE for Bilingual Technicians (BT), A district BT (two FTE), a District Supervising Administrator (one FTE) to oversee the implementation of the English Learner program, one Clerical Staff, and one district ELD Counselor on Special Assignment (COSA). However, all migrant and EL activities have a significant drop in attendance in the second semester.

Action 2B: (Literacy Intervention): Action 2B was implemented as planned. All 19 comprehensive sites had libraries staffed by teacher librarians, library resources for all sites, and clerical support.

Action 2C: (Learning Intervention): Action 2C was implemented as planned. KHSD funded 82 sections providing intervention to students struggling with academic success.

Action 2D: (Summer Intervention): Action 2D was implemented as planned. KHSD provided sites with additional funding to offer intervention during summer school, based on the LCFF count at each site.

Action 2E: (Intervention Resources): Action 2E was implemented as planned. KHSD provided intervention services like Apex, Gizmos, and Edmentum to help provide evidence-based resources for students.

Action 2F: (Technology Resources): Action 2F was implemented as planned. As COVID-19 era technologies become obsolete, KHSD is replacing and updating technology across all our schools and programs.

Action 2G: (School Facilities): Action 2G was implemented as planned. All schools received "good" or "exemplary" ratings.

Action 2H: (Additional Custodial Support to Minimize the Spread of Illnesses): Action 2H was implemented as planned. All schools were provided with a custodian specifically to keep restrooms clean.

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.

Under Action 2, several key initiatives were implemented to support student learning and well-being. A comparative review of planned budgets versus actual expenditures reveals both cost savings and minor overruns.

Action 2A: English Learners: This initiative had a planned budget of $8,103,680.00. Actual expenditures amounted to $5,882,417.00, resulting in a positive variance of $2,221,263.00. The underspending is attributed to cost efficiencies and adjustments in program implementation.

Action 2B: Literacy Intervention - The planned budget for this initiative was $4,724,281.00, with actual expenditures totaling $4,793,391.00. This reflects a slight overage of $69,110.00, which may be linked to increased service delivery or resource needs beyond initial projections.

Action 2C: Learning Intervention - With a planned budget of $4,110,000.00 and actual expenditures of $3,822,984.00, this initiative achieved a favorable variance of $ 287,016.00, indicating prudent financial management while maintaining program integrity.

Action 2D: Summer Intervention - This initiative remained nearly on target. The planned budget was $1,272,566.00, and the final expenditure was $1,272,674.00, resulting in a minimal overage of $108.00.

Action 2E: Intervention Resources: The initiative was budgeted at $5,468,753.00, with actual expenditures reaching $5,468,763.00. The overage of $10 can be attributed to an estimation error.

Action 2F: Technology Resources: The planned budget of $8,893,212.00 is closely aligned with the actual expenditure of $9,892,261.00, reflecting an overage of $999,049.00 due to the need for more technology to be replaced than initially budgeted.

Action 2G: School Facilities: No budget or expenditure was allocated for this initiative during the reporting period, resulting in no variance.

Action 2H: Additional Custodial Support to Minimize the Spread of Illnesses: This initiative had a planned budget of $1,698,581.00. The actual expenditure totaled $1,572,864.00, resulting in a savings of $121,717.00, which may be attributed to staffing adjustments.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2A: (English Learners) is deemed effective due to an increase in the number of EL students progressing towards ELP (metric 4.51) while decreasing the number of LTELs (metric 4.52). Students learning English (ELs) were enrolled in the appropriate courses (metric 2.11), as well as had access to all standards (metrics 2.1 and 2.2)

Action 2B: (Literacy Intervention) This action is deemed partially effective due to a positive increase in the graduation rate for unduplicated students (metric 5.51), but unfortunately, there was a small decrease in the percentage of students scoring "met expectations or exceeded expectations" on the CAASPP ELA test (metric 4.8).

Action 2C: (Learning Intervention) is deemed effective due to an improvement in both Math (metric 4.12) and English (metric 4.11) CAASPP scores

Action 2D: (Summer Intervention) and Action 2E: (Intervention Resources) are linked and determined to be effective interventions. These actions are effective due to increases in the graduation rate (metric 5.52), CAASPP scores (ELA - metric 8.03, Math- metric 8.04), and a decrease in failing grades in the first semester for ELD students (metric 2.21) and an increase in course completion with a “C” or better for all students (metric 8.03)

Action 2F: (Technology Resources) - This action is determined to be effective due to 100% “good” or “exemplary” status on the Facilities Inspection Tool (metric 1.3), as well as improvement in the graduation rate (metric 5.51) and the Chronic Absenteeism Rate (metric 5.2).

Action 2G: (School Facilities)—This action continues to be effective in reducing the Chronic Absenteeism Rate (metric 5.2).

Action 2H: (Additional Custodial Support to Minimize the Spread of Illnesses) - This action effectively reduces chronic absenteeism rates for all groups. (metric 5.2)

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

Small grammatical changes were made to all actions and metrics in this goal to increase readability, but they do not alter the original intent.

Action 2A: (English Learners) - The one-time allocation of $60,000 for Saturday EL Academies expired and will not be funded in 2025-2026.

Action 2B: (Literacy Intervention) - funds for additional library hours will rollover, but will not be added to in the 2025-26 school year.

Action 2C: (Learning Intervention) - no anticipated changes

Action 2D: (Summer Intervention) - Will now include documentation of LREBG funds for summer school.

Action 2E: (Intervention Resources) - Funds for third-party intervention programs will roll over for sites with remaining funding, but additional funds will not be allocated in 2025-26.

Action 2F: (Technology Resources) - no anticipated changes

Action 2G: (School Facilities) - no anticipated changes

Action 2H: (Additional Custodial Support to Minimize the Spread of Illnesses) - Based on educational partner feedback, the metric to measure Action 2H will be revised from reducing Chronic Absenteeism to reducing Williams Act complaints, as reported by the KHSD Board of Trustees (metric 2.3).

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2A	English Learners	Research demonstrates that "ELs in K-12 are far less likely to graduate high school, enroll in college, and complete college than 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 Long-Term English Learners (LTELs). English Learner Reclassification Rates*	$8,267,247.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Year KHSD 2020-2021 13.2% 2021-2022 21.4% 2022-2023 18.9% 2023-2024 23.6% *Reclassification Accountability Rate uses a new calculation (July 1 - June 30). Accountability rate for previous years will not align with the old calculations. Historically, EL students who 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 2022-2023, 55.4% of KHSD reclassified students met or exceeded standards for ELA. This compares to 51.0% for all students and 7.5% for EL students. KHSD must maintain services that will enhance academic achievement for EL students to reclassify by providing the following: o KHSD will retain 57 FTE for BIAs and 3.75 FTE for Instructional Assistants (IAs) at comprehensive and continuation sites to provide primary language support to EL students, serving ELD 1 and ELD 2 students first o KHSD will retain site EL Coordinators (21 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 expectations. KHSD will retain 21 FTE for Bilingual Technicians (BT). A district BT (2 FTE) may also assist in completing state and local reports and monitoring progress data o KHSD will retain a District Supervising Administrator (1 FTE) to oversee the implementation of the English Learner program o KHSD will retain 1 Clerical Staff o KHSD will retain 1 district ELD Counselor on Special Assignment (COSA) 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 to ensure the following ELD goals are met to “close		

Action #	Title	Description	Total Funds	Contributing
		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."		
2B	Literacy Intervention	Due to a multifaceted approach aimed at improving student achievement and reading levels, English Language Arts/Literacy CAASPP rates increased from 47.1% in 2021-2022 to 51.0%% in 2022-2023 that "Met" or "Exceeded" Standards". Every student group showed improvement, either meeting or exceeding pre-pandemic levels. LTEL students had no reported data in 2018-19 or 2021-22 (CAASPP website). According to the CA School Dashboard in 2023 KHSD received a status of "Low." Of the 23 KHSD sites (18 comprehensive and five continuation) three school sites displayed a status of "High", six sites were listed as "Medium", seven sites as "Low", seven sites as "Very Low", and one site had "No Performance Level." KHSD will continue to support this action as specified in the 2023-24 LCAP. English Language Arts: (Standard Met or Exceeded) Student Group 2018-19 2021-22 2022-23 Change All Students 51.1% 47.1% 51.0% +3.9% African American 37.6% 33.8% 37.2% +3.4% EL 2.7% 3.9% 7.5% +3.6% FY *** 23.7% 29.4% +5.7% Hispanic 47.4% 43.8% 47.7% +3.9% Homeless 30.0% 28.6% 32.1% +3.5% SED 45.2% 41.8% 45.7% +3.9% SWD 7.6% 10% 11.6% +1.6% LTEL *** *** 7.1% +7.1% KHSD will provide the following:	$3,826,717.00	Yes

Action #	Title	Description	Total Funds	Contributing
		o 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 o KHSD will retain Clerical Staff (0.33 FTE) o Expanded learning opportunities by providing funding to keep each site's library open after hours to support academic progress and literacy for all students o Library resources for continuation sites (five). Funding allocation for extended library hours will be based on the number of unduplicated students at the school sites: o Arvin, Del Oro, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West ($28,000 per site) o Bakersfield, Highland, Independence, Kern Valley, North, and Ridgeview ($20,000 per site) o Centennial, Frontier, Liberty, and Stockdale ($14,000 per site) KHSD will also provide funding for EL Saturday academies, labs, and college trips.		
2C	Learning Intervention	Learning intervention includes 124 sections; 82 intervention sections for students who need additional support in English and math – e.g., Foundations (math), literacy courses, and Academic Performance courses that support "at risk" grade 9-12 students and 42 sections will be devoted to 9th grade math support courses allocated by school sites LCFF percentage. California School Dashboard in 2023 reported that districtwide KHSD students performed 9.2 points below standard in ELA compared to statewide performance of 13.6 points below standard. KHSD SED students performed 25.5 points below standard in ELA, EL students 101.4 points below standard and FY 145.2 points below standard. California School Dashboard in 2023 also reported that districtwide KHSD students performed 115.3 points below standard in math compared to statewide performance of 49.1 points below standard. KHSD SED students	$4,034,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performed 134 points below standard in math, EL students 189.6 points below standard and FY 230.4 points below standard. The need to continue offering intervention sections has been impacted by learning loss experienced due to the COVID-19 Pandemic, and data indicate that intervention strategies positively affect student learning. Failing Grades Semester 1 Student Group 2021-2022 2022-2023 2023-2024 All 13.0% 10.8% 10.7% SED 15.2% 12.4% 12.2% EL 21.4% 18.9% 19.4% FY 28.8% 21.3% 22.8% Districtwide, the number of students receiving a failing grade decreased by 2.2% from fall 2021 to fall 2022. In the following year (fall 2023), the number of students receiving a failing grade dropped another 0.1%, bringing the number of failing KHSD students to almost pre-pandemic levels (10.7% in fall 2023 compared with 9.2% in fall 2019). Intervention Sections 2024-2025 School Site Intervention Sections AHS 5 BHS 4 CHS 6 DOHS 2 EBHS 4 FoHS 4 FrHS 6 GVHS 4 HHS 4 IHS 4 KVHS 1 LHS 6 MMHS 4 NoHS 4 RHS 4		

Action #	Title	Description	Total Funds	Contributing
		ShHS 5 SoHS 5 StHS 6 WHS 4 Total 82		
2D	Summer Intervention	This is an LREBG Action. A robust summer school program is a justified benefit for unduplicated Kern High School District students. This justification is strongly supported by the District's (KHSD) own identified needs and plans and broader research evidence on the impact of summer programs on disadvantaged and at-risk youth. Identified Needs of Unduplicated Students: Academic Gaps and Learning Loss: Historically, low-income students experience greater academic setbacks over the summer compared to their wealthier peers, particularly in reading and mathematics. Data analysis for KHSD's unduplicated students (English Learners, Foster Youth, and Socioeconomically Disadvantaged) shows significant distances from standard in English Language Arts (ELA) and Mathematics. For example, KHSD EL students are 101.4 points below standard in ELA and 189.6 points below standard in Math, while Foster Youth are 145.2 points below standard in ELA and 230.4 points below standard in Math. Higher Failing Grades: Unduplicated students in KHSD have historically received failing grades at higher rates than the overall student group, which is inversely correlated with graduation rates. Chronic Absenteeism: Unduplicated students tend to have higher rates of chronic absenteeism, often due to illness, which is linked to poor overall performance, mental health issues, and a higher probability of failing to graduate. Lower College/Career Readiness: Unduplicated students in KHSD consistently score lower in college-going (UC/CSU) and CTE (Career	$5,523,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Technical Education) rates than all students. Research-Backed Benefits of Summer Programs for Disadvantaged/At-Risk Youth: Systematic reviews and evaluations strongly support the effectiveness of summer programs for disadvantaged or "at-risk" young people, which include low-income students, foster youth, and English learners. Improved Academic Outcomes: Summer education programs positively impact English test scores and overall test scores. For instance, a summer education program can increase the overall Grade Point Average by 0.14. These programs can also increase engagement and enjoyment of education and attendance in secondary education. They effectively address attainment gaps (catch-up programs) and support transitions between educational phases. Priority registration will be given to the unduplicated pupils. o KHSD will continue to offer summer school intervention sections and designated EL intervention sessions o EL intervention to maximize reclassification rate for LTELs o Credit recovery o Literacy, math, and Science, Technology, Engineering, and Math (STEM) intervention and support o Academic "bridge" courses that acclimate and orient incoming, at-risk 9th graders o 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) to close the existing achievement gaps o Academic intervention and support for academic advancement – e.g., preparing students to enroll and complete AP and DE courses An internal needs assessment found that KHSD students need more opportunities for intervention. KHSD will use the remaining LREBG funds ($8.5 million) to supplement the district-wide summer intervention, prioritizing unduplicated students due to the historically higher rate of need amongst our unduplicated students over the next two school years (2025-26 and 2026-27). The total will be applied to each year equally, resulting in a $4.25 million increase in summer school funding per year. The additional		

Action #	Title	Description	Total Funds	Contributing
		funding will allow KHSD to offer smaller class sizes, targeted intervention strategies, including professional development for educators reaching struggling learners, and teacher home visits for incoming 9th graders to establish rapport. The citations for the documents used in this description: Muir, D., Orlando, C., & Newton, B. (2024). Impact of summer programmes on the outcomes of disadvantaged or at-risk young people: A systematic review. Campbell Systematic Reviews, 20, e1406. https://doi.org/10.1002/cl2.1406 McCombs, J. S., Augustine, C. H., Unlu, F., Ziol-Guest, K. M., Naftel, S., Gomez, C. J., Marsh, T., Akinniranye, G., & Todd, I. (2019). Investing in successful summer programs: A review of evidence under the Every Student Succeeds Act. RAND Corporation.		
2E	Intervention Resources	An analysis of first-semester grades for KHSD students indicates that over the past three years (2021-2022, 2022-2023, and 2023-2024), the number of KHSD students who received a failing grade for the fall semester 2023-2024 has steadily decreased. Based on this data, we can assume that literacy and math interventions have successfully reduced student learning loss. Therefore, KHSD will continue to provide the following interventions: o STAR Renaissance licensing is utilized for student placement and growth in math and literacy classes o 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 o Apex licensing o Consultants providing KHSD with aid in seeking intervention resources) o 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 KHSD will also add funding to provide third-party intervention programs, which will be determined by each site based on its specific needs.	$5,127,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
2F	Technology Resources	Unduplicated students are less likely to own computers and have reliable internet access than their peers. Technology can significantly improve 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 subactions: o Replacing server equipment, switches, and other hardware o Increasing computer access o Supporting Science, Technology, Engineering, and Math STEM) classes with additional technology and resources o Increasing the use of portable devices in the classroom (Chromebooks) o Supporting the use of instructional technologies o Expanding bandwidth to support a robust network o Maintaining additional Information Systems Technology (IST) technicians for LCFF school sites that have 80% or greater LCFF count (Arvin, Bakersfield, East, Foothill, Golden Valley, Mira Monte, North, South, Shafter, and West) o Maintaining LCAP Support Staff (0.1 FTE)	$11,451,446.00	Yes
2G	School Facilities	KHSD facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department 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).	$0.00	No
2H	Additional Custodial Support to Minimize the Spread of Illnesses	Many factors can predict whether a student will likely be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project).	$1,715,465.00	Yes

Action #	Title	Description	Total Funds	Contributing
		According to Hedy Chang, the founder and executive director of Attendance Works, “these high levels of chronic absence, [are] a reflection that the positive conditions of learning that are essential for motivating kids to show up to school have been eroded,” Additionally, “It’s a sign that kids aren’t feeling physically and emotionally healthy and safe. Belonging, connection, and support — in addition to the academic challenge and engagement and investments in student and adult well-being — are crucial to positive conditions for learning.” Attendance data from the 2021-2022 and 2022-2023 school years shows that Chronic Absenteeism for unduplicated students drastically decreased due to KHSD’s work over the past few years. Chronic Absenteeism Rates Student Group 2021-2022 2022-2023 ALL 32.2% 22.4% EL 36.1% 27.0% AA 43.0% 30.8% SWD 42.9% 32.1% FY 54.4% 41.8% MV 66.1% 55.1% 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 three years, 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 continue to fund 20 FTE custodial positions at comprehensive and continuation sites with high concentrations of unduplicated students to prevent further spread of disease in the school setting. Typically, the custodial staff on sites during the day is often not as large as in the evenings, so these new custodians will augment the existing custodial staff on these sites, who are occupied with fulfilling the increased demands from COVID, which necessitates additional staffing. The additional FTE at each school site for cleaning will allow the schools to focus on disinfecting high-touch areas, including bathrooms, throughout the school day to ensure that students have safe access to all necessary facilities without interruption, and to minimize virus spread to increase attendance and decrease chronic		

Action #	Title	Description	Total Funds	Contributing
		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. o Retain 20 FTE custodians (15 for comprehensive sites and five for continuation sites)		

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

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

California (CA) School Dashboard
College/Career Indicator: (Prepared)
o All: 38.7%
o EL: 14.4%
o SED: 33.7%
o FY: 11.7%
o SWD: 9.2%
o Homeless: 9.6%

Local Indicators
o Access to a Broad Course of Studies
o California Department of Education DataQuest

o Other Indicators
o KHSD management systems: Synergy and PeopleSoft
o KHSD school sites' Master Schedules (certificated and classified staff)
o California Assessment of Student Performance and Progress (CAASPP)
o KCSOS Kern KiDS
o Family-School Relationships Survey

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Increase performance by 10 points from baseline over three years for all students and by 20 points for EL, SWD, FY, and SED, achieving grade-level standards using Distance From Standard (DFS) on the CAASPP English Language Arts (ELA) assessments. Priority: 4a Source: CAASPP	2023 Status: ELA (DFS) All: -9.2 EL: -101.4 SED: -25.5 FY: -145.2 SWD: -127.2	2024 Status: ELA (DFS) All: -8.4 EL: -101 SED: -23.1 FY: -112.5 SWD: -127.5		2026 Status: ELA (DFS) All: +0.8 EL: -81.4 SED: -5.5 FY: -125.2 SWD: -107.2	ELA change DFS- change from baseline All: +0.8 EL: +0.4 SED: +2.4 FY: +32.7 SWD: -0.3
4.12	Increase performance by 10 points from baseline over 3 years for All students and by 20 points for EL, SWD, FY, and SED achieving grade-level standards using Distance From Standard (DFS) on the CAASPP mathematics	2023 Status: Mathematics (DFS) All: -115.3 EL: -189.6 SED: -134.0 FY: -230.4 SWD: -204.5	2024 Status: Mathematics (DFS) All: -114.2 EL: -187.9 SED: -130.0 FY: -196.3 SWD: -202.9		2026 Status: Mathematics (DFS) All: -105.3 EL: -169.6 SED: -114.0 FY: -210.4 SWD: -184.5	Math change DFS - change from Baseline All: +1.1 EL: +1.7 SED: +4.0 FY: +34.1 SWD: +1.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment as measured by the previous year's score rate. Priority: 4a Source: CAASPP					
4.13	Increase performance by 3% from baseline over 3 years for All students and by 6% for EL, SWD, FY, and SED meeting or exceeding standard on the California Science Test (CAST) assessment. Priority: 4a Source: CAASPP	2023 Status: CAST (Met or Exceeded Standard) All: 21.9% EL: 1.7% FY: 7.9% SED: 17.2% SWD: 4.2%	2024 Status: CAST (Met or Exceeded Standard) All: 21.4% EL: 1.02% FY: 8.9% SED : 17.6% SWD: 4.2%		2026 Status: CAST (Met or Exceeded Standard) All: 24.9% EL: 7.7% FY: 13.9% SED: 23.2% SWD: 10.2%	CAST change Met or Exceeded Standard All -0.5% EL -0.5% FY +1% SED + 0.4% SWD 0%
4.2	Increase "Met UC/CSU (a-g) Requirements" from baseline over 3 years by 4% for All Students, 8% for SED and Hispanic, and 3% for African American, EL, FY, Homeless, and SWD. Priority: 4b Source: CA School Dashboard	2023 Status: Met UC/CSU (a-g) All :37.0% EL: 11.8% FY: 11.0% SED: 31.8% SWD: 7.5% Homeless: 10.2% African American: 30.6% Hispanic: 34.0%	2024 Status: Met UC/CSU (a-g) All 38.6% EL 14.6% FY 12.7% SED 34.4% SWD 9.8% Homeless 11.7% African American 27.7% Hispanic 36.1%		2026 Status: Met UC/CSU (a-g) All 41.0% EL 14.8% FY 14.0% SED 39.8% SWD 10.5% Homeless 13.2% African American 33.6% Hispanic 42%	Met UC/CSU (a-g) Change All 1.6% EL 2.8% FY 1.7% SED 2.6% SWD 2.3% Homeless 1.5% African American - 2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic 2.1%
4.3	Increase from baseline over 3 years by 1% EL, FY, and SWD and 2% for Homeless, SED, Hispanic, African American, and All students* that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator. *Graduating seniors only. Priority: 4c Source: CA School Dashboard	2023 Status: CCI All: 38.7% EL: 14.4% FY: 11.7% SED: 33.7% SWD: 9.2% Homeless: 9.6% African American: 26.6% Hispanic: 36.2%	2024 Status: CCI All 41.3% EL 15.9% FY 12% SED 37.2% SWD 12% Homeless 12.7% African American 24.7% Hispanic 39.7%		2026 Status: CCI All: 40.7% EL: 15.4% FY: 12.7% SED: 35.7% SWD: 10.2% Homeless: 11.6% African American: 28.6% Hispanic: 38.2%	CCI change All 2.6% EL 1.5% FY 0.3% SED 3.5% SWD 2.8% Homeless 3.1% African American -1.9% Hispanic 3.5%
4.4	Increase from baseline over 3 years by 3% the percentage of students completing a CTE Pathway. Priority: 4d Source: CA School Dashboard	2023 CTE Status: All: 26.1% EL: 17% FY: 14.3% SED: 25.1%	2024 CTE Status: All 23.1% EL 17.4% FY 10.4% SED 22.5%		2026 CTE Status: All: 29.1% EL: 20% FY: 17.3% SED: 28.1%	CTE change All -3% EL +0.4% FY -3.9% SED -2.6%
4.7	AP score of 3 or better will increase by 3% from baseline over 3 years.	2023 Status: 15%	2024 Status: 15.9%		2026 Status: 18%	Increase 0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority: 4g Source: CA School Dashboard					
3.11	Increase CTE parent survey responses of agree or strongly agree by 1% from baseline over a 3-year period: “My student’s school is preparing my student for a career path.” Local Priority: 3a Source: Family-School Relationships Survey	Winter 2024 Status: All Responses: 86% Unduplicated Responses: 87%	Winter 2025 Status: All Responses: 88% Unduplicated Responses: 87%		Winter 2027 Status: All Responses: 89% Unduplicated Responses: 90%	Change in Response Status: All Responses: 2% Unduplicated Responses: 0%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

Actions 3A and 3B were implemented as planned and were successful.
Action 3A: (Career Technical Education)
KHSD operated ROC and CTEC, offering 38 career programs. Kern Valley also utilized its agriculture program funding as prescribed.

Action 3B: (College and Career Readiness)
KHSD offered a broad course of study and college and career readiness resources (Career Choices program, Naviance, Advanced Placement (AP) test fee reimbursement, Dual Enrollment (DE), Advancement Via Individual Determination (AVID), and a resource counselor for its 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 3 enhances student preparation for postsecondary success through investments in Career and Technical Education (CTE) and College and Career Readiness (CCR). A review of the budget performance for these initiatives demonstrates effective financial stewardship and resource alignment with strategic goals.

Action 3A: Career and Technical Education
This initiative was supported by a substantial planned budget of $20,848,858.00. Actual expenditures amounted to $20,919,891.00, resulting in an overspending of $71,033.00. The overspending may be attributed to salary differences or the cost of materials exceeding the estimated price. Despite the overspend, the initiative continued to deliver high-impact programming to equip students with industry-aligned skills and credentials.

Action 3B: College and Career Readiness
With a planned budget of $3,283,184.00, the actual expenditure for this initiative was $2,864,183.00, resulting in a savings of $419,001.00. This favorable variance suggests effective planning and resource utilization while maintaining a strong focus on supporting students with counseling services, college preparation resources, and pathway planning tools.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions 3A and 3B focus on improving student outcomes in college and career readiness by providing access to Career Technical Education (CTE) programs to all unduplicated students, regardless of home school site. The three-year data results for Priorities 4c, 4d, 5e, and Local Priority 3a were used to measure success for these actions.

Action 3A: (Career Technical Education)—This action was effective. The graduation rate increased for unduplicated groups (metric 5.51). On the College and Career Indicator, the percentage of KHSD students who met the qualifications for preparedness increased for all students (metric 4.3). When broken down to student groups, all but one group saw an improvement. Eighty-eight percent of CTE students' guardians felt that KHSD was preparing their students for a career path, a 2% increase from the prior year (metric 3.11).

Action 3B: (College and Career Readiness)—In addition to the metrics mentioned for KHSD's CTE programs, KHSD students also completed A-G (college-ready) coursework at a higher rate than in prior years (metric 4.2), except for one group.

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

Small grammatical changes to all actions and metrics in this goal were made to increase readability, but they do not impact the original intent.

Action 3A: (Career Technical Education) - no anticipated changes

Action 3B: (College and Career Readiness) - no anticipated changes

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3A	Career Technical Education	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)." 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 local colleges and universities and often offer DE college credit to students. o KHSD CTE course offerings for 2022-2023: (2,144 courses districtwide and 190 @ CTEC & ROC) o Districtwide student enrollment for 2022-2023: (20,197 students) o Total enrollment in Pathway courses for 2022-2023: (19,785 students) o Number of students completing a career pathway in 2022-2023: (1,919 students) o 86% of parents surveyed in winter 2024 stated, "My student's school is preparing my student for a career path." To continue this positive trend for students enrolled in CTE courses, for the 2024-2025 school year, KHSD will: o Maintain $12,000 funding for Kern Valley Agriculture program to provide student access to CTE course pathways o Maintain the operation of ROC and CTEC, offering 38 career programs.	$21,199,245.00	Yes

Action #	Title	Description	Total Funds	Contributing
		o Continue to allocate funds to provide four BIAs (two at ROC / two at CTEC) to support ELs o Continue to fund 79 CTE Pathway sections to comprehensive school sites Maintain postsecondary partners and local industry partnerships at all 19 comprehensive school sites, five alternative education school sites, and ROC/CTEC.		
3B	College and Career Readiness	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. Graduation Rate 2023 (Source: CA School Dashboard) All 85.8% EL 76.1% FY 65.4% SED 84.3% SWD 66.2% Homeless 65.4% African American 80.8% Hispanic 85.7% American Indian 73.5% California School Dashboard reported that for the 2023 school year, the following student groups obtained below districtwide graduation rates: African American 80.8%, American Indian or Alaska Native 73.5%, EL 76.1%, FY 65.4%, Homeless 65.4%, SED 84.3%, and SWD 66.2%. CCI (Prepared) 2023 (Source: CA School Dashboard) All 38.7% African	$3,112,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
		American 26.6% American Indian 23.9% Hispanic 36.2% EL 14.4% FY 11.7% Homeless 9.6% SED 33.7% SWD 9.2% To mitigate these achievement gaps, KHSD will continue to provide the following resources for their students and staff: o Career Choices program provides career exploration, long-term educational and career planning, and DE opportunities o 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 o AP test fee reimbursement for unduplicated students o AVID and college tutors o 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 o Counseling hours outside of regular day at both comprehensive and continuation sites o Counseling summer team o Clerical staff (0.1 FTE) o Early Academic Outreach Program (EAOP) at SoHS o Biliteracy Seal testing and qualification o College/university/trade school visits		

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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, 5d, 5e, 6a, 6b, 6c, and Local Priority 2a).
o Improve student attendance rates while helping students progress to graduation
o Expand a quality guidance system to engage students in their learning
o Implement academic and behavioral interventions to eliminate barriers for student success
o Encourage parent participation in student achievement
o Expand effective communication with parents, agencies, and local businesses
o Promote, foster, and develop community connections through strong and effective communication and partnerships providing opportunities for shared input
o 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:
o Suspension rates

Local Indicators:
o California Department of Education, DataQuest
o Synergy (KHSD's management system)
o KHSD Student Climate Survey
o KHSD Family-School Relationships Survey
o California Healthy KIDS School Survey

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase by 1% from baseline over a three-year timespan the number of parents who responded favorably that “the school is welcoming to parents”, as measured by the Family-School Relationships Survey. Priority: 3a Source: Family-School Relationships Survey	Winter 2024 Status: Districtwide: 90%	Winter 2025 Status: Districtwide: 92%		Winter 2027 Status: Districtwide: 91%	Increased by 2%
3.2	Increase by 1% from baseline over a three-year timespan the number of parents who feel that the school actively seeks their input about decisions, as measured by the Family-School Relationships Survey. Priority 3b Source: Family-School Relationships Survey	Winter 2024 Status: All 77% EL 90% SED 83% *FY not aggregated	Winter 2025 Status: All 80% EL 93% SED 86% *FY not aggregated		Winter 2027 Status: All 78% EL 91% SED 84% *FY not aggregated	Change Status: All 3% EL 3% SED 3% *FY not aggregated
3.3	Increase by 1% from baseline over a three-year timespan the number of parents or guardians of SWD	Winter 2024 Status: SWD: 85%	Winter 2025 Status: SWD: 90%		Winter 2027 Status: SWD: 86%	Increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students who feel that the school actively seeks their input about decisions, as measured by the Family-School Relationships Survey. Priority 3c Source: Family-School Relationships Survey					
5.1	Increase attendance rate by 1% from baseline for All, EL, SED, and SWD, and 2% for FY and Homeless over three years. Priority: 5a Source: KCSOS KiDS	2023-2024 Status: Attendance All 93.6% EL 92.0% FY 89.2% Homeless 82.5% SED 93.1% SWD 90.8%	2024-2025 Status: Attendance All 93.8% EL 92.1% FY 89.6% Homeless 87.3% SED 93.4% SWD 91.4%		2026-2027 Status: Attendance All 94.6% EL 93.0% FY 91.2% Homeless 84.5% SED 94.1% SWD 91.8%	Change in Attendance Status: Attendance All 0.2% EL 0.1% FY 0.4% Homeless 4.8% SED 0.3% SWD 0.6%
5.2	Decrease the chronic absenteeism rate from baseline by 1.0% for all and 2% for EL, African American, and SWD, and 3% for FY and Homeless students over a three-year timespan. Priority: 5b Source: DataQuest	2022-2023 Status: Chronic Absenteeism All: 22.4% FY: 41.8% EL: 27.0% African American: 30.8% SWD: 32.1% Homeless: 55.1%	2023-2024 Status: Chronic Absenteeism All: 16.5% FY: 33.0% EL: 20.8% African American: 23.3%		2025-2026 Status: Chronic Absenteeism All 21.4% FY 38.8% EL 25.0% African American 28.8% SWD 30.1% Homeless 52.1%	Change in Chronic Absenteeism Status: All: -5.9% FY: -8.8% EL: -6.2% African American: -7.5% SWD -5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 26.3% Homeless: 47.6%			Homeless -7.5%
5.3	Middle School Dropout Rate Priority: 5c	N/A	N/A		N/A	N/A
5.4	Decrease dropout rate (by cohort) by 1% for all and 2% for African American, American Indian, or Alaska Native, and 3% for African American male SWD, EL, FY, SWD, and Homeless students over three years. Priority: 5d Source: CDE, DataQuest	2022-2023 Status: Dropout Rate All 7.3% FY 18.1% EL 13.5% African American 10.3% African American males 12.3% American Indian or Alaska Native 17.4% Homeless 19.4% SWD 11.3%	2023-2024 Status: Dropout Rate All: 10.4% FY: 31.4% EL: 19.2% African American: 14.8% African American male: 14.5% American Indian or Alaska Native: 17.1% Homeless: 29.1% SWD: 18.1%		2025-2026 Status: Dropout Rate All: 6.3% FY: 15.1% EL: 10.5% African American: 8.3% African American males: 9.3% American Indian or Alaska Native: 15.4% Homeless: 16.4% SWD: 8.3%	Change in Dropout Rate All: + 3.1 % FY: + 3.3% EL: + 5.7% African American: + 4.5% African American male: + 2.2% American Indian or Alaska Native: -0.3% Homeless: + 9.7% SWD: + 6.8%
6.1	Decrease suspension rate by 1% for all, Hispanic, SED, SWD, and EL, and by 2% for African American, African American male	2022-2023 Status: Suspension Rate All: 8.9%	2023-2024 Status Suspension Rate All: 8.6%		2025-2026 Status: Suspension Rate All 7.9%	Change in Suspension Rate All: -0.3% African American: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD, FY, and Homeless over three years. Priority: 6a Source: CDE, DataQuest	African American: 20.4% African American male SWD: 29.1% EL: 11.7% FY: 29.1% Hispanic: 8.5% SED: 10.1% SWD: 14.1%	African American: 21.8% African American Male SWD: 26.8% EL: 11.8% FY: 23.3% Hispanic: 8.0% SED: 9.5% SWD: 12.9%		African American 18.4% African American male SWD 27.1% EL 10.7% FY 27.1% Hispanic 7.5% SED 9.1% SWD 13.1%	African American Male SWD: +2.3% EL: +0.1% FY: -5.8% Hispanic: -0.5% SED: -0.6% SWD: -1.2%
6.2	Maintain expulsion rate districtwide and for all significant student groups from the previous year's rate with a focus on African American Male SWD over a three-year timespan. Priority: 6b Source: CDE, DataQuest	2022-2023 Status: Expulsion Rate All 0.1% African American 0.3% Filipino 0.2% Two or More Races 0.0% African American male SWD 0.3%	2023-2024 Status: Expulsion Rate All 0.1% African American 0.1% Filipino 0% Two or More Races 0.0% African American male SWD 0.6%		2025-2026 Status: Expulsion Rate All 0.1% African American 0.3% Filipino 0.2% Two or More Races 0.0% African American male SWD 0.3%	Change in Expulsion Rate All: 0% African American: -0.2% Filipino: -0.2% Two or More Races: 0% African American male SWD: +0.3%
6.31	Increase students' responses by 2% over a three-year timespan: "I am happy to be at this school." Priority: 6c Source: KHSD Annual Student Climate Survey	2023-2024 Status: All: 75%	2024 - 2025 Status All: 70%		2026-2027 Status: All: 77%	Decreased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.33	Increase students' responses by 2% over a 3-year timespan: "Students on my campus care for me." Priority: 6c Source: KHSD Annual Student Climate Survey	2023-2024 Status: All: 65%	2024 - 2025 Status: All: 67%		2026-2027 Status: All: 67%	Increased by 2%
6.34	Increase students' responses by 2% over three years: "I feel as though activities I participate in at school make the school or community a better place." Priority: 6c Source: KHSD Annual Student Climate Survey	2023-2024 Status: All: 69%	2024 - 2025 Status: All: 65%		2026-2027 Status: All: 71%	Decreased by 4%
6.35	Increase students' responses by 2% over three years: "I know where to go for help with my problems at this school." Priority: 6c Source: KHSD Annual Student Climate Survey	2023-2024 Status: All: 81%	2024 - 2025 Status All: 77%		2026-2027 Status: All: 83%	Decreased by 4%
6.36	Decrease by 2% over three years for all students' responses:	2023-2024 Status:	2024 - 2025 Status:		2026-2027 Status:	Decreased by 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	“I have felt unsafe at school within the last 60 days.” Priority: 6c Source: KHSD Annual Student Climate Survey	All: 15%	All: 3%		All: 13%	
8.03	Increase course completion rate with a “C” or better by 1% from baseline for All and SED and by 2% for FY and EL students over a three-year period. Priority: 8 Source: Synergy	Semester 1 2023-2024 Status: Course Completion All: 79.0% FY: 60.0% EL: 65.0% SED: 76.5%	Semester 1 2024-2025 Status: Course Completion All: 80.4% FY: 61.9% EL: 66.7% SED: 78.2%		2026-2027 Status: Course Completion All: 80.0% FY: 62.0% EL: 66.0% SED: 77.5%	Change in Course Completion Rate with "C" or better All: Increased 1.4% FY: Increased 1.9% EL: Increased 1.7% SED: Increased 1.7%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 outlines eight actions and services that focus on ensuring that students learn in positive, welcoming, safe, and supportive environments and that parents, students, and community voices are valued in enhancing student success. All eight actions and services were fully implemented as planned, with no significant challenges encountered during their implementation.
Actions 4A, 4B, 4C, 4D, and 4G: Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)

These actions maintained and improved district-wide PBIS-MTSS processes. They focused on serving EL (4,173), FY (357), Homeless (477), SED (33,301), and SWD (5,112) students, who comprise 76.6% of the KHSD student population.
Actions 4A, 4B, 4C, and 4D provided the framework for the MTSS process by equipping school sites with the necessary personnel and resources to implement and maintain MTSS practices district-wide. An emphasis was placed on high LCFF schools (Arvin, Bakersfield, Central Valley, Del Oro, East, Foothill, Golden Valley, Highland, Independence, Kern Valley, Mira Monte, North, Nueva Ridgeview, Shafter,

South, Tierra Del Sol, Vista, Vista West, and West school sites). No substantive differences were noted in the planned actions and actual implementation of these actions.

Personnel
1.5 FTE District PBIS Administrators (Action 4A)
6.625 FTE Truancy Clerks (Action 4A)
Five Clerical Staff (Action 4A)
17 Nurses (Action 4A)
Seven District TOSAs for SEL (Action 4B)
123 OCI sections, 19 comprehensive school sites, and five continuation sites. (Action 4B)
15 SACs (Action 4B)
29.375 FTE for Community Specialists (Action 4B)
16 intervention counselors (Arvin, Bakersfield, Del Oro, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West) (Action 4B)
One clerical staff (Action 4B)
19 clericals for SAC sites (Action 4B)
Three district coordinators (Action 4C)
One district lead interventionist (Action 4C)
28 interventionists for school sites (Action 4C)
21 districtwide SASs (Action 4C)
One clerical (Action 4C)
One district social worker (Action 4D)
30 school site social workers (Action 4D)
One clerical staff (Action 4D)
One Education Option Administrator (Action 4G)
Three interventionists (Action 4G)
Clerical Staff (0.1 FTE) (Action 4G)

Resources
Site allocations for PBIS activities, such as PD and supplies (Action 4A)
Supplies for Nurses (Action 4A)
PBIS-MTSS and mental health awareness (Action 4A)
Supplies for Student Behavior & Supports (Action 4A)
PD (de-escalation strategies) for campus supervisors (Action 4A)
Start-up for wellness/calming/mindfulness room/space (Action 4A)
SAC refresh and supplies (Action 4B)
Student engagement programs (Action 4B)
Provide additional funds for attendance outreach (Action 4D)
Resource materials and supplies (Action 4D)

Actions 4E and 4H: (Educational Partner Engagement)
Actions 4E (Parent and Student Outreach) and 4H (Educational Partners) were targeted to boost engagement among educational partners. KHSD operated 19 Parent and Family Centers and retained 19 Parent Center community specialists, two district Student Outreach liaisons, and two Parent Outreach liaisons. Over the 2024-25 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. No substantive differences are noted between the planned actions and their actual implementation. Actions 4E and 4H were implemented as planned and were therefore successful.

Action 4E: (Parent and Student Outreach)
Since the inception of the KHSD Parent and Family Centers, parent participation and services have been made available at all 24 school sites. Parent Centers made 27,934 individual parent contacts and provided various services from August 2024 through June 2025.

Action 4H: (Educational Partners)
KHSD meets regularly with various educational partners, including 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, KHSD Student School Climate Survey, Family-School Relationships Survey, and KHSD Staff Survey, to collect valuable input from students, parents, and staff. Challenges included increasing parent involvement in these varied meetings, but KHSD did see improved parent responses to annual surveys year over year.

Action 4F: (Student Engagement)
Educational partners agree that students who are engaged tend to have better academic outcomes. This action seeks to fund additional activities to promote engagement, including Mini-Grants for Teacher Innovation, Funds for Academic Team entry fees, Mariachi and Folklorico programs, and UDL-designed classrooms.

Action 4F: (Mentoring) and actual implementation of these mentoring programs were provided to students (EL, FY, and SED). The mentoring program provided students with tutors, substance abuse counseling, gang intervention, leadership opportunities, college, and cultural experiences. Action 4F was partially implemented but was still considered a success.

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.

Goal 4 encompasses a broad set of initiatives to foster safe, supportive, and inclusive learning environments. These efforts include implementing Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) across all tiers, outreach to families and students, and partnerships that promote whole-child development. The financial performance across Action 4 initiatives indicates thoughtful stewardship of resources, with opportunities identified for reinvestment and strategic refinement.

Action 4A: PBIS-MTSS

With a planned budget of $8,928,407.00 and actual expenditures totaling $6,968,719.00, this initiative had an overbudget of $1,959,688.00. The difference may be attributed to adjustments in training schedules, staffing levels, or programmatic resources. Despite the underspend, the foundational elements of PBIS-MTSS continued to guide efforts to build schoolwide systems for student support.

Action 4B: MTSS Tier 1
This tier, focused on universal supports for all students, was budgeted at $16,304,013.00, with actual expenditures of $15,034,971.00. The resulting variance of $1,269,042.00 reflects salary differences and deployment of lower-cost resources.

Action 4C: MTSS Tier 2
Planned at $7,091,917.00, actual expenditures for targeted interventions at Tier 2 totaled $6,282,989.00, leading to a positive difference of $808,928.00. This reflects an overprojection of staff salaries and services to address the needs of students requiring supplemental support.

Action 4D: MTSS Tier 3
The Tier 3 initiative was budgeted at $5,490,827.00 for students requiring intensive, individualized support. Actual expenditures reached $4,521,163.00, resulting in savings of $969,664.00. This variance accounts for a difference in staff salaries and resources.

Action 4E: Parent and Student Outreach
With a significant planned investment of $9,991,505.00, this initiative concluded with expenditures of $9,317,707.00, resulting in a variance in this action area of $673,798.00. The underspending may have resulted from delayed implementation, reduced scope of engagement activities, or reallocation of community-facing efforts due to changing conditions. Kern High is committed to this action and will enhance communication about it.

Action 4F: Mentoring
This initiative was budgeted at $3,729,047.00, with actual expenditures totaling $2,809,379.00, resulting in a variance of $919,668.00. This program was budgeted to offer more programs on the school sites, but ran into unexpected issues. While the program continued to provide necessary relational and academic support to students, the budget gap suggests opportunities for program expansion or enhanced reach in future planning.

Action 4G: Education Option Administrator and Outreach
With a planned budget of $1,223,875.00 and expenditures of $1,198,158.00, this initiative achieved near-perfect alignment, with a slight variance of $25,717.00. This reflects strong budgetary control and execution.

Action 4H: Educational Partners
Budgeted at $1,914,890.00, actual expenditures were $1,366,482.00, resulting in savings of $548,408.00. The savings on this action were due to new procedures that automated some administrative actions. This initiative supports partnerships that complement district efforts; the variance indicates potential for enhanced partner engagement or expanded services in the future.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4A: (Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports [PBIS-MTSS]), Action 4B: (MTSS Tier One), and Action 4C: (MTSS Tier Two) are all aimed at improving students' experience on campus to improve outcomes for all students. These actions were successful in increasing attendance rates (metric 5.1), decreasing chronic absenteeism (metric 5.2), and decreasing the suspension rate for most groups (metric 6.1). Therefore, this action is effective.

Action 4D: (MTSS Tier Three)—This action was successful in increasing attendance rates (metric 5.1) and decreasing chronic absenteeism (metric 5.2). Therefore, it is effective.

Action 4E: (Parent and Student Outreach) This action effectively improved a sense of connectedness for students and parents. This was demonstrated by an increase in positive responses for the following questions on the Family School Relationships survey given in the Winter of 2025: "the school is welcoming to parents" (all students - metric 3.1; SWD - metric 3.3), and "the school actively seeks my input about decisions" (metric 3.2)

Action 4F: (Mentoring) -This action provides funding for numerous student groups throughout the district. Unfortunately, these programs were ineffective in decreasing the dropout rate (metric 5.4), so they are ineffective.

Action 4G: (Education Option Administrator and Outreach) - This action effectively reduced chronic absenteeism. (metric 5.2)

Action 4H: (Educational Partners) - This action effectively engaged educational partners by funding numerous district groups. There were numerous successes, such as
increasing attendance rates (metric 5.1), decreasing chronic absenteeism (metric 5.2), and increasing the graduation rate (metric 5.51). Student survey data (metrics 3.1-3.3) also improved, making this action effective.

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

To increase readability, small grammatical changes were made to all actions and metrics in this goal, but they do not alter the original intent.

Action 4A: (Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports [PBIS-MTSS])—KHSD will add 1 FTE Nurse to serve both ROC and CTEC sites.

Action 4B: (MTSS Tier 1): According to educational partners, the SEL services provided on campus are underutilized due to a lack of knowledge and cohesive coordination on the school sites. To assist with this, the district has added seven administrative positions on the campuses with the highest unduplicated populations. These new positions are designed to streamline disseminating information about services, the referral process, and access to services. KHSD will utilize one-time carryover funds to provide each comprehensive site with $100,000 for academic teams and clubs to cover in-state travel expenses.

Action 4C: (MTSS Tier 2): no anticipated changes

Action 4D: (MTSS Tier 3): no anticipated changes

Action 4E: (Parent and Student Outreach): Educational partners requested additional resources for parent centers, and additional funding was allocated to each site for parent and community engagement. KHSD will also provide additional funds for activities and athletics by using one-time carryover funds to purchase ASB cards for all students.

Action 4F: (Mentoring): To better reflect the impact of mentoring groups, the metrics for Attendance Rate (5.1), Chronic Absenteeism (5.2), and Graduation Rate (5.51) will be tied to this action.

Action 4G: (Education Option Administrator and Outreach)

Action 4H: (Educational Partners): no anticipated changes

Action 4I: Due to the ambiguity surrounding federal educational funding at the time of this writing, KHSD is adding a contingency action to minimize disruptions to students' educational programs.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Multi-Tiered System of Supports (MTSS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day, including Positive Behavioral Interventions and Supports (PBIS), data-based decision-making, and progress monitoring. 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	$8,841,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention plans in one place, and work directly with SEL data to support our children and teachers" to create schools where all students are successful (Panorama Education). According to Data Quest, from 2021-2022 through 2022-2023, expulsions for most student groups have remained static at 0.1%: All: (38 students), EL: (three students), SWD: (seven students), SED (35 students). Expulsion rates for FY students decreased from 0.4% (two students) to 0.0% (no students), and Homeless increased from 0.5% (three students) to 0.7% (four students). All of these students were identified as unduplicated. Results from the winter 2024 Staff Survey showed a 3% decrease in favorable responses from the previous year (winter 2024, 68% favorable compared to winter 2023, 71% favorable). This decrease falls below the results of a pre-pandemic survey (2020, 69%) and 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. To help facilitate PBIS-MTSS, KHSD will maintain the following: o 57 section for PBIS Administrators o 7.875 FTE Truancy Clerks o Site allocations for PBIS activities, such as PD and supplies, based on site percentage of unduplicated students. o Three Clerical Staff o 18 Nurses o Supplies for Nurses o PBIS-MTSS and mental health awareness ($15,000 per comprehensive, $5,000 per continuation) o Supplies for Student Behavior & Supports o PD (de-escalation strategies) for campus supervisors		
4B	MTSS Tier One	MTSS provides a method of early identification and intervention that can help struggling students 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 26 to 12 students districtwide from fall 2021-2022 to fall 2022-2023. Some student	$21,906,347.00	Yes

Action #	Title	Description	Total Funds	Contributing
		groups also have seen a decline in involuntary transfer to continuation: African American from two students to one student, and Hispanic from 21 students to nine students. To help facilitate MTSS Tier One, KHSD will maintain the following: o Seven district TOSAs for SEL o 120 OCI sections, 19 comprehensive school sites (five sections per site), and five continuation sites (four sections per site). o 72 SAC sections, 15 comprehensive school sites o 24 sections (1 per site) that can be used for OCI or SAC Student Advocacy Centers 2024-2025 Site Number of Sections Arvin 5 Bakersfield 5 Del Oro 5 East 5 Foothill 5 Golden Valley 5 Highland 5 Independence 5 Kern Valley 2 Mira Monte 5 North 5 Ridgeview 5 Shafter 5 South 5 West 5 Total Sections 72 32.375 FTE for Community Specialists 19 clerical staff SAC refresh and supplies 176 counseling sections, distributed by LCFF count PBIS-MTSS clerical support for Centennial, Frontier, Highland, Independence, Kern Valley, Liberty, Ridgeview, Shafter, and Stockdale Student engagement programs Fine Arts Projects		

Action #	Title	Description	Total Funds	Contributing
		Mariachi / Folklórico programs KHSD will also add the following: Additional sections for OCI and SAC (one per site) Funding for academic teams ($12,000 per comprehensive site)		
4C	MTSS Tier Two	Some students need academic support in meeting academic and behavioral goals, and they receive that help in Tier Two. These interventions and supports are often delivered in small group settings, and check-in/Check-Out (CICO) interventions are often part of Tier Two as well. According to the Annual School Climate Survey (2023-2024), 79% of students stated that “I have someone on campus who cares about my personal life as well as my academics,” compared to 78% 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: o Three district coordinators, admin o One district lead interventionist o 28 interventionists for school sites o 21 districtwide SASs o One clerical	$7,225,865.00	Yes
4D	MTSS Tier Three	A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 provides these students with individualized support and may include assistance from outside agencies, such as behavioral counselors or family therapists. Suspension trends (rates) are as follows for the 23 School Sites (Comprehensive and Continuation Sites). Suspension Rates 2019-2023* (CA School Dashboard)	$5,838,294.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2019 2022 2023 KHSD 8.5% 7.4% 8.2% State 3.4% 3.1% 3.5% *Suspension data for 2020 and 2021 are not available due to the COVID-19 Pandemic o Districtwide cumulative five-year suspension rate decreased 0.3%, whereas state suspension rate increased by 0.1% over the same period o From 2022 to 2023, KHSD suspension rate increased 0.8% while the state suspension rate increased by 0.4% o 16 of 24 schools (64.0%) demonstrated a cumulative 3-year reduction in suspension since 2019 o Eight schools (33.3%) demonstrated consecutive reductions for 3 years in a row o Nine schools (38.0%) demonstrated cumulative reductions in the percentage of students with multiple suspensions since 2019 To help facilitate MTSS Tier 3, KHSD will maintain the following: o One district social worker o 30 school site social workers KHSD will provide funding to address human trafficking.		
4E	Parent and Student Outreach	Schools and families are essential in promoting a child's positive development and academic performance. When educators and parents work together as partners, they create crucial opportunities for children to develop social, emotional, and academic competencies (Colorado Department of Education). Since the inception of the KHSD Parent and Family Centers, parent participation and services have been made available at all 24 school sites. Parent centers made 27,934 individual parent contacts and provided a variety of services from August 2023 through June 2024, as seen in the table below: KHSD Parent and Family Center Participation 2023-2024	$20,288,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Services Provided - #Participants Attendance - 6,871 Community Referrals - 1,577 Technology - 8,103 English As a Second Language - 725 College/University FAFSA Application - 4,004 Health / Nutrition - 1,460 Immigration Information 149 School Forms / Information - 12,621 Translation - 6,032 Home Visits/Transportation - 1,115 Job Search / Resumes - 222 Budgeting/Finance - 1,027 Other Services - 9,753 Total Participation: 27,934 To facilitate KHSD parent involvement, KHSD will maintain: o Operation and resources for 19 Parent and Family Centers o 19 Parent Center community specialists o Two District Student Outreach liaisons o Foster Youth liaison (0.33 FTE) o Two Parent educational liaisons o Bilingual Clerical Staff (1 FTE) o Clerical staff (0.33 FTE) o Parent Leadership Programs o Additional funding for Parent & Family Center technology o Community school infrastructure and planning In response to Educational Partners' requests, KHSD will purchase ASB event access to school athletic activities for all students in the 2025-2026 school year using carryover, one-time funds.		
4F	Mentoring	A high school mentoring program helps develop critical social skills, encourages academic achievement, and provides students with positive, life-enriching experiences. Students who participate in high school mentoring programs have lower dropout rates, higher graduation rates,	$3,211,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased self-esteem, and a greater chance of professional success. (realitycharger.org) KHSD will continue to provide the following mentoring programs targeting unduplicated students and other underperforming student groups, including: 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 KHSD will add funding for the following: AmeriCorps mentor School culture building Clerical Support (1.58 FTE)		
4G	Education Options and Outreach	Many factors can help predict whether a student will likely be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project). According to CDE Data Quest 2022-2023 reports, approximately 10,095 KHSD students (22.4%) are chronically absent, which is a decrease of almost 10% over the past two years (from 32.3% in the 2021-2022 school year to 22.4% in the 2022-2023 school year). Additionally, other student subgroups saw similarly positive trends: EL absenteeism rates decreased by 9.2% between 2021-22 (36.2%) and 2022-23 (27.0%). Homeless	$1,236,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
		absenteeism rates decreased 11.1% (from 66.2% in 2021- 22 to 55.1% in 2022-23). SWD absenteeism rates decreased 10.8% (from 42.9% in 2021-22 to 32.1% in 2022-23). SED absenteeism rates decreased 17.2%, from 36.0% in 2021-22 to 24.9% in 2022-23), and FY absenteeism rates dropped 9.6% (from 54.6% in 2021-22 to 41.8% in 2022-23). 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). To help reduce chronic absenteeism, KHSD employs various tools, including referring chronically absent students to the School Attendance Review Board (SARB). The SARB comprises community members and school staff who meet regularly to diagnose and resolve persistent student attendance or behavior problems. Under the guidance of the Education Option Administrator, KHSD interventionists referred 6,827 chronically absent KHSD students to SART or SSTs in 2022-2023 and referred 1,014 chronically absent students to the SARB during the 2022-2023 school year. Of these students, 89.5% (908) improved attendance after their SARB meetings. KHSD will retain the following positions to collaborate with school sites to combat the issue of chronic absenteeism. o Provide additional funds for attendance outreach o Education Options Administrator o Three interventionists o Clerical Staff (0.1 FTE) o Resource materials and supplies		
4H	Educational Partners	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 Program Administrator have engaged educational partners in LCAP Advisory Council, LCAP public forums, and on-going interaction with KHSD Employee Groups (Classified and Certificated),	$1,871,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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, KHSD Student School Climate Survey, Family-School Relationships Survey, and KHSD Staff Survey to collect valuable input from students, parents, and staff. To facilitate the day-to-day LCAP process for 2024-2025, KHSD will retain the Supervising Administrator of Student, Family & Community Engagement and the Program Administrator for Grant Writing & Technical Reports/LCAP and will add a new position of Supervising Administrator of Student, Family & Community Engagement. One Supervising Administrator will focus on Student supports, and the other will focus on parent supports. KHSD also provides funding for translation services. KHSD will also retain 3 interpreters/translators and a senior accountant as part of an ongoing action. KHSD will allocate funding for data-driven action plan implementation.		
4I	Contingency Action	This funding will be placed in a contingency account and allocated later, following consultation with educational partners and a review of data to ensure it supports the needs of unduplicated students and addresses any potential funding shortfalls. The funding previously held in this action has been allocated to Action 1F—Professional Development. For further information, please refer to the action summary on pages 35-36.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	To increase graduation rates by 3% for students at Central Valley, Nueva, Tierra Del Sol, Vista, and Vista West Continuation High Schools by 2027, KHSD will focus on increasing the following student outcomes: student attendance, literacy, and math skills.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 5 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and educational partners' consultation and recommendations. In consultation with our EM school site (CVHS, NuHS, TDS, VHS, and VWHS) educational partners, it was determined after a review of CA School Dashboard and local data that an improvement in literacy and math would lead to improved graduation rates and increased CCI indicators. These sites will also focus on keeping students in school by decreasing suspension rates. Site administrators, faculty, students, and parents from VWHS responded to surveys, submitted feedback. Through this work KHSD will work to increase the number of appropriately credentialed teachers at these sites.

The actions in Goal 5 will provide the educational partners with clear alignment of the measurable outcomes (4a, 5a, 5e, 6a, and 6c).

Goal 5 has been developed to address the following needs for students:
o Improve student attendance and graduation rates for students at Central Valley (CVHS), Tierra Del Sol (TDS), Vista High School (VHS), and Vista West High School (VWHS)

2023 Graduation rates for student groups at all sites are shown here:

CVHS:
All: 55.0%
Hispanic: 55.3%
SED: 55.0%

TDS:
All: (63.3%)
Hispanic (63.1%)
SED: (62.2%)

VHS:
All: (67.9%)
SED: (67.3%)

VWHS:
All: (61.8%)
SED: (62.3%)
Hispanic (61.7%)
White: (58.3%)

o Increase literacy (ELA) skills for students at CVHS, NuHS, TDS, VHS, and VWHS

CVHS:
All: 103 points below standard
EL: 138.2 points below standard
Hispanic: 106.1 points below standard
SED: 103 points below standard

NuHS:
All: 85.6 points below standard
Hispanic: 86.6 points below standard
EL: 89.7 points below standard
SED: 85.6 points below standard

TDS:
All: 130.1 points below standard
Hispanic: 127.6 points below standard
SED: 131.9 points below standard

VHS:
All: 167.5 points below standard
Hispanic: 156.3 points below standard
SED: 166.1 points below standard

VWHS:
All: 143.1 points below standard
SED: 139.8 points below standard
Hispanic: 147 points below standard
White: 142.7 points below standard

SWD: 185.5 points below standard

o Increase math skills for students at CVHS, NuHS, TDS, VHS, and VWHS

CVHS:
All: 206 points below standard
EL: 213.8 points below standard
Hispanic: 204.9 points below standard
SED: 206 points below standard

NuHS:
All: 175.5 points below standard
Hispanic: 177.6 points below standard
EL: 196.1 points below standard
SED: 175.5 points below standard

TDS:
All: 221.6 points below standard
Hispanic: 219.5 points below standard
SED: 221.8 points below standard

VHS:
All: 244.3 points below standard
Hispanic: 234 points below standard
SED: 243.5 points below standard

VWHS:
All: 212.2 points below standard
SED: 211.2 points below standard
Hispanic: 212.6 points below standard
White: 221.3 points below standard
SWD: 266.7 points below standard

o Decrease suspension rates for students at CVHS, TDS, VHS, AND VWHS

CVHS:
All: 55.0%
Hispanic: 55.3%
SED: 55.0%

TDS:
All: (63.3%)
Hispanic (63.1%)
SED: (62.2%)

VHS:
All: (67.9%)
SED: (67.3%)

VWHS:
All: (61.8%)
SED: (62.3%)
Hispanic (61.7%)
White: (58.3%)

Increase the percentage of appropriately (clear) credentialed teachers at CVHS, NuHS, TDS, VHS, and VWHS

KHSD (all): 81.3%
CVHS: 70.4%
NuHS: 48.2%
TDS: 66.9%
VHS: 72%
VWHS: 78.8%

Goal 5 aligns with the following data from the California School Dashboard:

o Graduation rates
o Suspension rates
o ELA
o Math

Local Indicators:

o Achieve 3000 assessments

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.52	Increase graduation rate by 3% from baseline over a three-year timespan for all, Hispanic, SED, and White student groups. Priority 5e Source: CA School Dashboard	Baseline: 2023 Graduation Rates* *(All Continuation Sites Combined) All 68.3% Hispanic 68.4% SED 68.0% White 56.4%	2024 Graduation Rates All Continuation Sites All 81.2% Hispanic 82.1% SED 80.2% White 70.1%		2026 Graduation Rates* *(All Continuation Sites Combined) All 71.3% Hispanic 71.4% SED 71.0% White 59.4%	Change in Graduation Rates All Continuation Sites All +12.9% Hispanic +13.7% SED +12.2% White +13.7%
5.13	Increase College/Career Indicator (CCI) by 3% from baseline over three years for all, Hispanic, and SED student groups. Priority 5a Source: CA School Dashboard	Baseline: 2023 CCI* *(All Continuation Sites Combined) All 10.3% Hispanic 10.5% SED 10.1%	2024 CCI All Continuation Sites All 19.3% Hispanic 19.3% SED 19.1%		2026 CCI* *(All Continuation Sites Combined) All 13.3% Hispanic 13.5% SED 13.1%	Change in CCI All Continuation Sites All +9.0% Hispanic +8.8% SED +9.0%
8.05	Based on CAASPP ELA scores, literacy skills for all Hispanic and SED student groups should be increased by 9.0 points over three years. Priority 8 Source: CA School Dashboard	Baseline: 2023 CAASPP ELA* *(All Continuation Sites Combined) All -125.7 Hispanic -124.7 SED -125.3	2023 - 2024 CAASPP ELA All Continuation Sites All - 110.9 Hispanic -110.8 SED - 112.9		2026 CAASPP ELA* *(All Continuation Sites Combined) All -116.7 Hispanic -115.7 SED -116.3	Change in CAASPP ELA All Continuation Sites All +14.8 Hispanic +13.9 SED +12.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.04	Increase student math skills based on CAASPP Mathematics scores. Over a three-year timespan, math dashboard performance for all students will increase from red to orange by 9.0 points. Priority 8 Source: CA School Dashboard	Baseline: 2023 CAASPP Math* *(All Continuation Sites Combined) All -211.9 Hispanic -209.7 SED -211.6 White -221.3	2023 - 2024 CAASPP Math All Continuation Sites All -210 Hispanic -209.4 SED -212.9 White -225.5		2026 CAASPP Math* *(All Continuation Sites Combined) All -202.9 Hispanic -200.7 SED -202.6 White -212.3	Change in CAASPP Math All Continuation Sites All +1.9 Hispanic +0.3 SED -2.3 White -4.2
6.12	Decrease suspension rate by 1% from baseline over a three-year timespan for all, Hispanic, SED, and White student groups. Priority 6a Source: CA School Dashboard	Baseline: 2023 Suspension Rates* *(All Continuation Sites Combined) All 8.5% Hispanic 8.2% SED 8.7% White 14.0%	2023 - 2024 Suspension Rates All Continuation Sites All 9.5% Hispanic 9.0% SED 9.9% White 9.8%		2026 Suspension Rates* *(All Continuation Sites Combined) All 7.5% Hispanic 7.2% SED 7.7% White 13.0%	Change in Suspension Rates All Continuation Sites All +1.0% Hispanic +0.8% SED +1.2% White -4.2%
1.15	Increase the percentage of appropriately credentialed teachers by 3% over baseline at all Continuation Sites. Priority 1a Source: Data Quest	Baseline 2023 Percentage of CLEAR Credentialed Teachers KHSD (all) 81.3% CVHS 70.4% TDS 66.9% VHS 72% VWHS 78.8% NuHS 48.2%	Discontinued - Replaced by Metric 1.16 See Changes Section		2026 Percentage of CLEAR Credentialed Teachers KHSD (all) 84.3% CVHS 73.4%	Discontinued - Replaced by Metric 1.16 See Changes Section

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					TDS 69.9% VHS 75% VWHS 81.8% NuHS 51.2%	
1.16	Maintain or the level of teacher misassignments as a percentage of sections at all continuation sites. Priority 1a Source: KHSD HR	Baseline 2023-2024 Percentage of sections with misassigned teachers CVHS 0% TDS 0% VHS 1% VWHS 2.9% NuHS 0%	2024-2025 Percentage of sections with misassigned teachers CVHS 0% TDS 0% VHS 2% VWHS 2.9% NuHS 0%		2026 Percentage of sections with misassigned teachers CVHS 0% TDS 0% VHS 1% VWHS 2.9% NuHS 0%	Change in percentage of sections with misassigned teachers. CVHS 0% TDS 0% VHS +1% VWHS 0% NuHS 0%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 5A: (Student Engagement) - This action was partially implemented. In the future, continuation schools will be more proactive in using these funds to keep students engaged.

Action 5B: (Literacy Skills) - This action was partially implemented. For the 2025-2026 school year, these schools plan to purchase or renew contracts with subject.com and Achieve 3000 to provide literacy intervention.

Action 5C: (Math Skills) - This action was partially implemented. For the 2025-2026 school year, these schools plan to purchase or renew contracts with subject.com and Alex to provide mathematics intervention.

Action 5D: (Suspension Rates) - This action was not fully implemented. For the 2025-2026 school year, these schools plan to partner with community groups to work with students on suspension-triggering issues.

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 5A: (Student Engagement) For this initiative, the planned budget was $393,940.00, while the actual expenditure reached $129,723.00. Although we saw an overage of $264,217.40 due to allocation misunderstandings, the funds were used to increase engagement and will be utilized more in the 2025-2026 school year.

Action 5B: (Literacy Skills) For this initiative, the planned budget was $393,940.00, while the actual expenditure was $27,954.00. However, we identified a difference of $364,986.00 due to misunderstandings regarding how to allocate the funds, which will be rectified in the 2025-2026 school year.

Action 5C: (Math Skills) For this initiative, the planned budget was $393,940.00, while the actual expenditure reached $1,731.00. However, we identified a discrepancy of $392,209.00 due to misunderstandings regarding the allocation of funds, which will be rectified in the 2025-2026 school year.

Action 5D: (Suspension Rates) For this initiative, the planned budget was $393,939.00; however, the actual expenditure was $0. However, we identified a discrepancy of $393,939.00 due to misunderstandings regarding the allocation of funds, which will be rectified in the 2025-2026 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 5A: (Student Engagement) - This action effectively increased graduation (metric 5.52) and CCI rates (metric 5.13) for continuation students.

Action 5B: (Literacy Skills) - This action effectively increased the CAASPP ELA exam scores for continuation students. (metric 8.05)

Action 5C: (Math Skills) - This action effectively increased the CAASPP math exam scores for continuation students. (metric 8.04)

Action 5D: (Suspension Rates) - This action needs more time to be truly effective. (metric 6.12)

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

Small grammatical changes to all actions and metrics in this goal were made to increase readability, but they do not impact the original intent.

Action 5A: (Student Engagement) - In the future, continuation schools will be more proactive in using these funds to keep students engaged.

Action 5B: (Literacy Skills) - For the 2025-2026 school year, these schools plan to purchase or renew contracts with subject.com and Achieve 3000 to provide literacy intervention.

Action 5C: (Math Skills) - For the 2025-2026 school year, these schools plan to purchase or renew contracts with subject.com and Alex to provide mathematics intervention.

Action 5D: (Suspension Rates) - For the 2025-2026 school year, these schools plan to partner with community groups to work with students on suspension-triggering issues.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5A	Student Engagement	To improve student engagement for students at CVHS, TDS, VHS, and VWHS, KHSD will utilize MTSS and increase CCI rates. Focused supports will: Increase participation in CTE programs, ROC, Quest 4 Success, Articulated classes, and Dual Enrollment Classes by: o Supporting a college readiness and career-readiness educational environment o Arranging field trips to local community colleges, career technical schools, and universities o Inviting students to visit ROP and the Bakersfield Adult School o Presenting information to students regarding college, military, technical training, and other post-secondary options o Assisting students in college application processes & financial aid procedures o Hosting an annual Health/ Career Job Fair	$345,245.00	No

Action #	Title	Description	Total Funds	Contributing
		o Participating in the Career/ College Expo o Continuing to bolster technology in classrooms (digital subscriptions to support instruction, Chromebooks) o Increasing intervention and support mechanisms to further promote academic achievement and reduce or eliminate the need for remediation at the college entrance level o Increasing after-school tutoring opportunities o Increasing the utilization of APEX courses to help meet the graduation requirements and College/ Career Readiness o Offering Summer School classes for remedial credits Support a college readiness and career readiness educational environment by: o Increasing the number of students fulfilling college admission requirements o Presenting information to students regarding college, military, technical training, and other post-secondary options and assisting them in college application processes & financial aid procedures o Providing Workshops for Financial Aid, Cash For College o Providing Placement Exams for Bakersfield Community College Reduce truancy by: o Creating a Community Specialist position to monitor chronically truant students more effectively o Tracking their attendance weekly o Conducting home visits o Creating self-monitoring tools for students o Developing a robust check-in check-out system o Tier II teams will develop a comprehensive reward system for students making improvements To further enhance student success at school sites: o Staff, student, parent/guardian, and community member surveys will continue to be administered to identify staff needs, concerns, and ways to offer opportunities for growth o Staff will collaborate to discuss survey results and campus trends and will provide suggested outcomes.		

Action #	Title	Description	Total Funds	Contributing
		o Each campus staff will discuss the suggested outcomes collectively to generate shared responsibility and growth toward continuous campus improvement o Parent/Guardian Appreciation days will be scheduled to acknowledge parents and to strengthen school to family relationships. o Counselors will hold quarterly meetings with senior students (and include parents/guardians) to review, monitor, and update their progress toward graduation		
5B	Literacy Skills	To improve literacy skills for students at NuHS, TDS, VHS, and VWHS, KHSD will provide interventions and supports including: o Scaffolded reading selections for struggling readers o Use of Achieve 3000 reading comprehension assessments o PD that focuses on teaching literacy skills o Increased expectations for student reading levels using Achieve 3000 and STAR Renaissance measurement tools o Additional support through classes such as Access, academic achievement, and career choices to foster student growth in literacy	$345,245.00	No
5C	Math Skills	To improve Math skills for students at NuHS, TDS, VHS, and VWHS, KHSD will focus on increasing access to math content and providing supports for student learning, including: o Use of STAR Renaissance testing to assess, monitor, and place all students in appropriate Math classes, such as Foundations One or Foundations Two, Math 9-12, and Algebra, to help increase success in Math o PD that focuses on teaching math skills. o Increased after-school tutoring opportunities o Availability of technology to students o Personalized and differentiated instructional strategies to improve math skills o PLT hours to allow teachers to realign curriculum, pacing guides, and formal and summative assessments to the Common Core State Standards (CCSS) and/or Next Generation Science Standards (NGSS)	$345,245.00	No

Action #	Title	Description	Total Funds	Contributing
5D	Suspension Rates	To reduce suspension rates for students at TDS, KHSD will employ MTSS campus-wide to build a more positive campus culture to support students in their learning. KHSD will decrease student suspensions by focusing on creating an intervention-rich culture that offers tiered PBIS/MTSS supports and services to equip students with the tools needed to prevent suspensions from occurring, including: o Restorative conferences to encourage conflict resolution skills while also improving relationships on campus o Implementation of Behavioral Flow Charts o SEL lessons embedded into the Week of Welcome and teacher lessons to help students understand the importance of self-care, self-awareness, and effective coping mechanisms o Implementation of School-Wide Incentive Programs for students earning credits and on track to graduate o Increased Student Achievement Awards and Incentives, such as “Gator of the Month” luncheons for students nominated by teachers for outstanding classroom performance o Perfect Attendance luncheons and assemblies	$345,246.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$156,152,974	$17,751,601

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1A	**Action:** Broad Course of Study **Need:** Unique identified need: Data analysis of CCI rates as shown on the CA School Dashboard indicated the need for increased access to a broad course of studies for unduplicated students in KHSD, including: ELA: Distance from Standard (DFS) o All: -9.2	The intent of Actions 1A (Broad Course of Studies) is to increase learning opportunities for our unduplicated students. KHSD will provide more opportunities for success and to improve the learning environment for our unduplicated students by reducing failing semester grades, decreasing suspension rates, and improving learning environments. This action is designed to provide high LCFF school sites with additional class courses.	Metrics 4.11, 4.12, 4.2, 4.3, and 7.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	o EL: -101.4 o FY: -145.2 o SED: -25.5 Mathematics Distance from Standard (DFS) o All: -115.3 o EL: -189.6 o FY: -230.4 o SED: -134.0 CTE Rates (Prepared) o All: 37.7% o EL: 14.4% o FY: 11.7% o SED: 33.7% College Rates (UC/CSU Requirements) o All: 31.0% o EL: 8.6% o FY: 6.8% o SED: 26.0% Educational partners have requested more opportunities for success and for KHSD to improve the learning environment for our unduplicated students by providing more academic support, decreasing suspension rates, and improving learning environments. **Scope:** Schoolwide	The courses will be aligned with California standards, state content standards, and curriculum frameworks. Specific focus will be in providing any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. LCFF funding is used to provide all students (but principally directed to the unduplicated students) access to the core curriculum and to advanced course work, remove barriers in the education process. KHSD understands that access to a broad course of study increases student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level; therefore, this action will be provided LEA wide.	
1B	**Action:** Broad Course of Study- Science **Need:** Unique identified need: Science (CAASPP Results) Met or Exceed Standards	The intent of Action 1B is to increase learning opportunities for our unduplicated students in science. This action is designed to provide high LCFF school sites with additional class courses. The courses will be aligned with California standards	Metrics 4.13, 7.1, 7.2, and 7.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	o All: 22% o EL: 2% o FY: 8% o SED: 1% Educational partners have requested more opportunities for success in STEM and specifically, science classrooms dur to the increased employment opportunities in the science related fields. **Scope:** Schoolwide	state content standards and curriculum frameworks. KHSD understands that access to a broad course of study increases student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level; therefore, this action will be provided LEA wide.	
1C	**Action:** Broad Course of Study- Continuation Sites **Need:** To close outcome gaps for unduplicated students that attend KHSD alternative education sites (CVHS, NuHS, TDS, VHS, and VWHS). These 5 sites are also receiving Equity Multiplier funding. Graduation Rates - Continuation Central Valley All 55% EL 66.70% FY n/a SED 55% Nueva All 93% EL 94.40% FY n/a SED 93.20%	The intent of Action 1C is to increase learning opportunities and social and emotional interventions for our unduplicated students. KHSD understands that access to a broad course of study increases student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level; therefore, this action will be provided LEA wide.	Metrics 2.2, 5.52, 7.1, 7.2, and 7.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	TDS All 63% EL 57.90% FY n/a SED 62.20% Vista All 67.90% EL 66.70% FY n/a SED 67.30% Vista West All 61.80% EL 78.60% FY n/a SED 62.30% * FY data not displayed due to small sample **Scope:** Schoolwide		
1D	**Action:** Literacy **Need:** Data analysis of the need for literacy support for students in KHSD revealed a clear trend and need for unduplicated students. Educational partners have also expressed the need for additional literacy support for students. The average IRL for students enrolled in Access sections (1,386 students) for fall 2023 was 4.33. 87.8% (1,217) of these students were identified as unduplicated.	Action 1D is intended to improve literacy and numeracy skills for our unduplicated students by providing support and resources focused on helping our struggling students. This action is designed to provide literacy sections to support 9th-grade students who are not reading at grade level and require additional support to make gains in literacy. The school sites' LCFF percentage allocates literacy sections. LCFF funding is used to provide all students LEA-wide access to literacy intervention, but it is principally directed to the unduplicated students.	8.01

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA (Distance from standard): o EL: -101.4 o FY: -145.2 o SED: -25.2 **Scope:** LEA-wide		
1E	**Action:** Ethnic Studies **Need:** KHSD has a diverse student population. According to conversations with Educational Partners, students are more interested in a curriculum in which they feel included. KHSD will implement ethnic studies courses, as per California Assembly Bill AB 101, beginning with pilot courses in the fall of 2024 at all 19 comprehensive school sites. Graduation rates (2022-2023) • All: 85.8% • EL: 76.1% • FY: 65.4%1.11 • SED:84.3% **Scope:** LEA-wide	Research supports KHSD's observations that if unduplicated students have access to a diverse curriculum that more accurately reflects the ethnic makeup of unduplicated students and all students, student outcomes will improve. Action 1E intends to provide unduplicated students with a curriculum that reflects diverse ethnic backgrounds. Action 1E is primarily directed at the unduplicated student but is provided to all students and enhances the KHSD educational program. This action will be provided LEA-wide, as it supports California State Assembly Bill 101, which may become a graduation requirement for all students beginning with the class of 2030.	Metrics 1.11, 1.2, and 1.12, 5.51
1F	**Action:** Professional Development	Action 1F is focused on improving student outcomes by improving teacher effectiveness	Metrics 1.11, 1.2, and 1.12, 5.51

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Well-prepared teachers and fully implemented content standards lead to improved student outcomes. Unduplicated students and all students benefit from well-prepared teachers. KHSD is below the state average for appropriately assigned teachers, and this action seeks to improve the percentage of appropriately assigned teachers. KHSD Appropriately Assigned Teachers Full-time Equivalent o 82.9% (Below State Average) Maintain implementation of content and literacy standards (Progress in making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.) o Full implementation (ELA, Math, CTE, Health, Physical Education, World Language, Visual and Performing Arts, and ELD) o Initial implementation (History & Science) Graduation rates (2022-2023) • All: 85.8% • EL: 76.1% • FY: 65.4% • SED:84.3% Conversations with Educational Partners have identified the importance of well-prepared teachers and clearly developed standards in	through focused and consistent professional development. Action 1F is principally directed to unduplicated students but is provided to all students and upgrades the KHSD educational program by providing a well-prepared teaching force, uplifting all learners.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the classroom. **Scope:** LEA-wide		
1G	**Action:** Teachers on Special Assignment (TOSAs) **Need:** KHSD currently employs 2,002 teachers throughout the district and strives to support teachers in their learning through PD and other opportunities. Of the 919 KHSD teachers who responded to an annual survey in 2024, 616 (67%) stated that PD opportunities were relevant to the content they teach. This is an increase of 3% from the winter 2023 survey. Conversations with Educational Partners have identified the importance of well-prepared and engaged teachers. Providing relevant and exciting training for teachers promotes effective teaching. Graduation rates (2022-2023) • All: 85.8% • EL: 76.1% • FY: 65.4% • SED:84.3%	Action 1G is designed to provide students with opportunities to access a diverse teaching staff that more accurately reflects the ethnic makeup of unduplicated students and all students, which will improve student outcomes. Action 1G is principally directed to the unduplicated student but is provided to all students and upgrades the KHSD educational program by providing well-prepared teachers that reflect the demographic background of all students.	Metrics 1.11, 1.2, and 1.12, 5.51

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1H	**Action:** New Teacher Support **Need:** 2023-2024 KHSD Hispanic/Latinx student population is 70.7% compared to KHSD Staff Hispanic/Latinx which is 24.5%. KHSD African American student population is 5.5% compared to KHSD African American staff, which is 2.7%. Representation is important for all people. Conversations with Educational Partners include the need for teachers that represent the student demographic to increase a sense of belonging, improved outcomes and higher graduation rates. Graduation rates (2022-2023) • All: 85.8% • EL: 76.1% • FY: 65.4%1.11 • SED:84.3% **Scope:** LEA-wide	Action 1H is designed to provide 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. Action 1H is principally directed to the unduplicated student but is provided to all students and upgrades the KHSD educational program by providing well-prepared teachers that reflect the demographic background of all students.	Metrics 1.11, 1.2, and 1.12, 5.51
1I	**Action:** Teacher Recruitment	Action 1I is designed to provide access to a diverse teaching staff that more accurately reflects the ethnic makeup of unduplicated students and all	Metrics 1.11, 1.2, and 1.12, 5.51

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023-2024 The KHSD Hispanic/Latinx student population is 70.7%, compared to the KHSD Staff Hispanic/Latinx population, which is 24.5%. KHSD African American student population is 5.5% compared to KHSD African American staff, which is 2.7%. Teacher Ethnicity Comparison 2023-2024 White/Caucasian - Hispanic/Latinx - Black/African American State* 61.2% 21.1% 3.9% County* 64.1% 24.5% 2.7% KHSD** 53.4% 26.8% 2.9% * Ed-Data (2018-2019) ** Self-reported by KHSD Employees 2023-2024 Graduation rates (2022-2023) • All: 85.8% • EL: 76.1% • FY: 65.4%1.11 • SED:84.3% Representation is important for everyone. Conversations with Educational Partners include the need for teachers who represent the student demographic to increase a sense of belonging and improve graduation rates. **Scope:** LEA-wide	students, which will lead to improving student outcomes. Action 1I is principally directed to the unduplicated student but is provided to all students and upgrades the KHSD educational program by providing well-prepared teachers that reflect the demographic background of all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2B	**Action:** Literacy Intervention **Need:** To close outcome gaps for unduplicated students and to support increased outcomes for other student groups as data identifies need. Failing grades (Fall 2023-2024) o All: 10.7% o EL: 19.4% o FY: 22.8% o SED: 12.2% Graduation rates (2022-2023) o All: 85.8% o EL: 76.1% o FY: 65.4% o SED:84.3% In conversations with Educational Partners, the need for additional literacy intervention has been requested as it leads to better outcomes for all students, and especially unduplicated students. **Scope:** LEA-wide	The intent of Actions 2B, 2C, 2D, and 2E is to improve student outcomes in ELA and Math by providing a wide variety of instructional interventions both during the regular school year and summer sessions. KHSD will continue to implement and improve intervention opportunities based on the need supported by data for the unduplicated students. These actions are designed 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 the unduplicated students.	4.11, 4.12
2C	**Action:** Learning Intervention **Need:**	The intent of action 2C is to provide 124 sections: 82 intervention sections for unduplicated students who need additional support in English and math—e.g., Foundations (math), literacy courses, and Academic Performance courses that support	4.11, 4.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To close outcome gaps for unduplicated students and to support increased outcomes for other student groups as data identifies a need. ELA: Distance from Standard (DFS) o All: -9.2 o EL: -101.4 o FY: -145.2 o SED: -25.5 Mathematics Distance from Standard (DFS) o All: -115.3 o EL: -189.6 o FY: -230.4 o SED: -134.0 In conversations with Educational Partners, additional academic intervention has been requested as it leads to better outcomes for all students, especially unduplicated students. **Scope:** LEA-wide	"at-risk" grade 9-12 students; and 42 sections will be devoted to 9th-grade math support courses allocated by school sites LCFF percentage. These actions are being implemented districtwide, and the expectation is that all enrolled students will benefit from the support while closing the identified achievement gap for the unduplicated students.	
2D	**Action:** Summer Intervention **Need:** Through an analysis of first-semester grades for 2023 by educational partners, it was noted that unduplicated students received failing grades at higher rates than the all student group.	The intent of action 2D is to provide summer school sections for the unduplicated students for credit recovery, EL Intervention sessions and intervention to maximize reclassification rates for LTELs. These sections are allocated by school sites LCFF percentage. These actions are being implemented in a districtwide fashion and the expectation is that all students enrolled will benefit from the support	5.51, 5.52

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	First Semester Fall 2023 All: 10.7% SED: 12.2% EL: 19.4% FY: 22.8% Failing grades are inversely correlated with graduation rates. Improved grades will improve graduation rates for all students, especially unduplicated students. Graduation Rates 2022-2023 All 85.8% EL 76.1% FY 65.4% SED 84.3% In conversations with educational partners, additional academic intervention, specifically summer school, has been requested as it leads to better outcomes for all students, especially unduplicated students. **Scope:** LEA-wide	while closing the identified achievement gap for the unduplicated students.	
2E	**Action:** Intervention Resources **Need:** An analysis of first-semester grades for KHSD students indicates that over the past three years (2021-2022, 2022-2023, and 2023-2024), the number of KHSD students who received a failing grade for the fall semester 2023-2024 has steadily decreased. Based on	The intent of action 2E is to provide learning interventions for unduplicated students for credit recovery. These sections are allocated by school sites LCFF percentage. This action is 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 the unduplicated students.	5.51, 5.52

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	this data, we can assume that literacy and math interventions have successfully reduced student learning loss. Failing First Semester Grades 2021-2022 All - 13% SED - 15.2% EL - 21.4% FY - 28.8% 2022-2023 2021-2022 All - 10.8% SED - 12.4% EL - 18.9% FY - 21.3% 2023-2024 2021-2022 All - 10.7% SED - 12.2% EL - 19.4% FY - 22.8% Failing grades are inversely correlated with graduation rates. Improved grades will improve graduation rates for all students, especially unduplicated students. Graduation Rates 2022-2023 All 85.8% EL 76.1% FY 65.4% SED 84.3%	Action 2E is principally directed to unduplicated students but is provided to all students and upgrades the KHSD educational program providing additional resources for struggling students	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In conversations with educational partners, additional academic intervention has been requested as it leads to better outcomes for all students, especially unduplicated students. **Scope:** LEA-wide		
2F	**Action:** Technology Resources **Need:** Unduplicated students are less likely to own computers and have reliable internet access than their peers. Technology can significantly improve student achievement (Stanford Center for Opportunity in Education, 2014). Student access to technology allows for more access to information and higher completion rates of assignments, leading to a higher graduation rate for unduplicated students, who fall behind all students. Implementation of this action will benefit all students through LEA-wide adoption. Graduation Rates 2022-2023 All 85.8% EL 76.1% FY 65.4% SED 84.3% By having access to various forms of technology, KHSD students will be more successful in their educational forays.	Action 2F is intended to maintain student access to high-quality technology at KHSD school sites. Action 2F is principally directed to unduplicated students but is provided to all students and upgrades the KHSD educational program through technology.	1.3, 5.2, 5.51

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Conversations with educational partners indicate their appreciation for increased access to technology, both at home and on campus. **Scope:** LEA-wide		
2G	**Action:** School Facilities **Need:** Educational Partners agree that clean schools are essential to providing a welcoming place for all students to learn. KHSD facilities were maintained to ensure safety, cleanliness, and functionality. All 24 KHSD school sites received either an exemplary or good rating on the 2023-2024 Facility Inspection Tool (FIT) report. Four sites earned exemplary, and 20 sites earned good ratings. This action was deemed to be effective. Since unduplicated students tend to have higher rates of chronic absenteeism and worse attendance than other students, often due to illness, based on chronic absenteeism rates over the past three years: Chronic Absenteeism 2023 All 22.4% FY 41.8% EL 27.0% SED 25.0%	Action 2G is intended to maintain structural integrity at KHSD school sites. Action 2G is principally directed to increase attendance for unduplicated students but is provided to all students and upgrades the KHSD educational program and facilities.	5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
2H	**Action:** Additional Custodial Support to Minimize the Spread of Illnesses **Need:** Unique identified need: Unduplicated students tend to have higher rates of chronic absenteeism and worse attendance than other students, often due to illness, based on chronic absenteeism rates over the past three years: Chronic Absenteeism 2023 All 22.4% FY 41.8% EL 27.0% SED 25.0% In conversations with educational partners, Chronic Absenteeism has been linked with poor overall performance, mental health issues, and a higher probability of failing to graduate. **Scope:** LEA-wide	Action 2H is intended to increase student success by decreasing chronic absenteeism, improving attendance, and providing safe and clean learning environments. Action 2H is principally directed to increase attendance for unduplicated students, but is provided to all students and upgrades the KHSD educational program by giving clean learning spaces.	5.2
3A	**Action:** Career Technical Education **Need:**	Actions 3A is focused on improving student outcomes in college and career readiness by providing access to CTE programs to all	Metrics 3.11, 4.3, 4.4, and 5.51

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated students in KHSD consistently score lower in career readiness. CTE Rates (Prepared) All: 38.7% EL: 14.4% FY: 11.7% SED: 33.7% Educational Partners recognize the benefit of Career and Technical training and would like to see more opportunities for all students and especially unduplicated students. **Scope:** LEA-wide	unduplicated students, regardless of home school site. Action 3A is principally directed to CTE opportunities for unduplicated students to provide more opportunities for career and college, but is provided to all students and upgrades the KHSD educational program and provides .	
3B	**Action:** College and Career Readiness **Need:** Unduplicated students in KHSD consistently score lower in college going (UC/CSU) rates. College Rates (UC/CSU Requirements) All: 37.0% EL: 11.8% FY: 11.0% SED: 31.8% Educational Partners recognize the benefit of students being prepared for college and would like to see more opportunities for all students and especially unduplicated students.	Action 3B is focused on improving student outcomes in college and career readiness for all unduplicated students, regardless of home school site. Action 3B is principally directed to the unduplicated student who traditionally has a lower rate of A-G completion, limiting the options for college. It is provided to all students and upgrades the KHSD educational program for all students.	Metrics 4.2, 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4A	**Action:** Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS) **Need:** This action is earmarked for implementing the district-wide PBIS-MTSS process to decrease suspension rates. Suspension Rates: 62% of all students (6,348) were identified as unduplicated. All: 8.9% EL: 11.7% FY: 29.1% SED: 10.1 % Our Educational Partners agree that students removed from school for suspension miss valuable instruction time and, as a result, can perform at a lower level than students who received the instruction. **Scope:** LEA-wide	The intent of Actions 4A, 4B, 4C, 4D, and 4G is to provide a wide variety of tiered supports for KHSD students to help them address behaviors, build campus culture, and maximize learning environments on every campus. 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 and offers a framework for identifying students who are struggling and who need focused support to meet academic, behavioral, and social emotional challenges. Due to the benefits for all students this action will be offered LEA wide.	5.1, 5.2, 5.4, 6.1, and 6.2
4B	**Action:** MTSS Tier One	Tier One Services:	6.1 and 6.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: This action is earmarked for the implementation of PBIS-MTSS process that is adopted district wide to decrease suspension rates. Suspension Rates: 62% of All students (6,348) were identified as unduplicated. All: 8.9% EL: 11.7% FY: 29.1% SED: 10.1 % Our Educational Partners agree that students removed from school for suspension miss valuable instructions time and as a result can perform at a lower level that students who received the instruction. **Scope:** LEA-wide	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. Due to the benefits for all students, this action will be offered LEA-wide	
4C	**Action:** MTSS Tier Two **Need:** This action is earmarked for the implementation of PBIS-MTSS process that is adopted district wide to decrease expulsion rates. Expulsion: 100% of All students (38) were identified as unduplicated.	Tier 2 services: 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. This helps reduce the chance that students will commit the serious incidents that lead to expulsion. Since all expelled students were identified as unduplicated this will impact them the most, but will also benefit students LEA wide.	6.1 and 6.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our Educational Partners agree that students removed from school for expulsion miss valuable instructions time, programs and services. As a result, these students can perform at a lower level that students who were not expelled. **Scope:** LEA-wide		
4D	**Action:** MTSS Tier Three **Need:** This action is earmarked for the implementation of PBIS-MTSS process that is adopted district wide to reduce Chronic Absenteeism rates. Unduplicated students are chronically absent at higher rates than their peers: Chronic Absenteeism 2023 All 22.4% FY 41.8% EL 27.0% SED 25.0% In conversations with Educational Partners Chronic Absenteeism has been linked with poor overall performance, mental health issues and a higher probability of failing to graduate.	Tier three services give these students individualized support and can include assistance from outside agencies. These services benefit students with resources they may not have access to without the help of the LEA and will be offered LEA-wide.	5.1 and 5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4E	**Action:** Parent and Student Outreach **Need:** Action 4E (Educational Partners) are targeted to boost educational partner engagement. Based on research, a strong connection between school and community can benefit students by providing needed supports and opportunities for success that otherwise may not be offered to them if not offered through their school community. This action is earmarked for implementing various outreach processes that are adopted district-wide to increase attendance, graduation rates, and positive interactions for students and parents. This action is focused on serving unduplicated students and their caregivers through extended hours and programs, which are being implemented district-wide to benefit all students as well. Chronic Absenteeism 2023 All 22.4% FY 41.8% EL 27.0% SED 25.0% **Scope:**	Action 4E is intended to increase student outcomes by fostering and strengthening the partnership between schools and parents/caregivers. KHSD funded and operated 19 Parent and Family Centers and retained 19 Parent Center community specialists, two district Student Outreach liaisons, and two Parent Outreach liaisons. Over the course of the 2023-2024 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. Action 4E is principally directed to the unduplicated student but is provided to all students LEA-wide, as all students benefit from a strong school-family connection.	3.1, 3.2, 3.3, and 5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4F	**Action:** Mentoring **Need:** A high school mentoring program helps develop critical social skills, encourages academic achievement, and provides positive, life-enriching experiences for students. Educational Partners have identified 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. KHSD Dropout Rates 2023 All 7.3% FY 18.1% EL 13.5% African American 10.3% African American male 12.3% American Indian or Alaska Native 17.4% Homeless 19.4% **Scope:** LEA-wide	Action 4F's intent is to improve student culture on KHSD campuses. KHSD provides a variety of mentoring opportunities to guide students in their educational needs for success in high school as well as post-secondary pursuits such as college or career. This action is aimed at improving culture to help students feel a sense of belonging to reduce dropout rates among unduplicated students. Due to the nature of culture building, the application will be implemented LEA wide.	5.1, 5.2, 5.4, 5.51
4G	**Action:** Education Options and Outreach **Need:**	Action 4G is intended to reduce chronic absenteeism and improve attendance rates for unduplicated students.	5.1, and 5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Although chronic absenteeism rates have dropped since students returned from the COVID-19 Pandemic, unduplicated students are still chronically absent at much higher rates than their peers. Chronic Absenteeism 2023 All 22.4% FY 41.8% EL 27.0% SED 25.0% In conversations with Educational Partners, Chronic Absenteeism has been linked with poor overall performance, mental health issues, and a higher probability of failing to graduate. **Scope:** LEA-wide	Action 4G is principally directed to reducing chronic absenteeism for unduplicated students but is provided to all students and upgrades the KHSD educational program.	
4H	**Action:** Educational Partners **Need:** This action is targeted to boost educational partner engagement, which is aimed at increasing attendance and decreasing chronic absenteeism for unduplicated students. Based on evidence, a strong connection between school and community can benefit students by providing needed supports and opportunities for success. Chronic Absenteeism 2023	The intent of Action 4H is to support KHSD's on-going engagement of educational partners. This engagement plays an important role in the development and implementation of the LCAP. Action 4H is principally directed to the unduplicated student by reaching out to community partners that focus on the needs of unduplicated students, but is provided to all students because upgrades the KHSD educational program.	3.1,3.2, and 3.3, 5.1, 5.2, and 5.51

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All 22.4% FY 41.8% EL 27.0% SED 25.0% Graduation Rates 2022-2023 All 85.8% EL 76.1% FY 65.4% SED 84.3% **Scope:** LEA-wide		
4I	**Action:** Contingency Action **Need:** Literacy, English Language Development, and Highly Qualified Teachers **Scope:**	Highly Qualified Teachers and Literacy Intervention are provided LEA wide due to the benefits for all students.	1.11, 1.12, 4.8, and 5.51,

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2A	**Action:** English Learners **Need:** Historically, EL students who 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 2022-2023, 55.4% of KHSD reclassified students met or exceeded standards for ELA. This compares to 51.0% for all students and 7.5% for EL students. **Scope:** Limited to Unduplicated Student Group(s)	KHSD provides a structured English immersion program district wide, adopted by the State of California, to educate students who are not yet proficient in the English language and 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."	4.11, 4.12

For any limited 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, as applicable.

Additional Concentration Grant Funding

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 hiring or retaining the following staff (certificated and classified) to increase the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students.

Goal 1: Action 1A (Broad Course of Study)
o Section allocation maintained at 1,080 for ongoing funding, and 131 additional sections were funded for 2025-26 using one-time carryover funding.
Goal 1: Action 1B (Science Class Size Reduction)
o Science sections maintained at 59
Goal 1: Action 1D (Literacy)
o Literacy sections maintained at 75 (sections were reallocated to school sites with increased enrollment)
Goal 1: Action 1G (Teachers on Special Assignment (TOSAs)
o Maintained 2 ELD TOSAs
Goal 2: Action 2A (English Learners)
o Maintained Bilingual Instructional Assistants and Bilingual Technicians per EL enrollment at school sites
Goal 2: Action 2B (English Learners)
o Maintained Teacher-Librarians and extended library hours
Goal 2: Action 2C (Learning Intervention)
o Maintained Freshman math intervention at 42 sections
Goal 2: Action 2F (Technology)
o Maintained Operations Support Technicians for LCFF school sites that have 80% or greater LCFF count (Arvin, Bakersfield, East, Foothill, Golden Valley, Mira Monte, North, South, Shafter, and West)

Goal 2: Action 2H (Additional Custodial Support)
o Maintained custodians for LCFF school sites that have 90% or greater LCFF count

Goal 3: Action 3A (Career Technical Education)
o Maintained section allocation to provide evening CTE courses
Goal 3: Action 3B (College and Career Readiness)
o Maintained college tutors

Goal 4: Action 4A (Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)
o Maintained site allocations for PBIS activities based on the site percentage of Unduplicated students
Goal 4: Action 4B (MTSS Tier 1)
o Maintained OCI sections

o Maintained SAC sections
o Maintained certificated staff for SACs
o Maintained intervention counselors
Goal 4: Action 4C (MTSS Tier 2)
o Maintained 21SASs by LCFF count
o Maintained interventionists
Goal 4: Action 4C (MTSS Tier 3)
o Maintained social workers
Goal 4: Action 4E (Parent and Student Outreach)
o Maintained Parent Community Specialists
Goal 4: Action 4F (Mentoring)
o 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	1:31	1:23
Staff-to-student ratio of certificated staff providing direct services to students	1:24	1:20

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 160,653,024.00	$ 146,517,335.00

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	Broad Course of Study	Yes	$ 32,312,500	$ 30,366,643
1	1B	Broad Course of Study-Science	Yes	$ 1,622,500	$ 1,670,745
1	1C	Broad Course of Study-Continuous Sites	Yes	$ 961,658	$ 984,147
1	1D	Literacy	Yes	$ 2,176,000	$ 2,147,095
1	1E	Ethnic Studies	Yes	$ 1,611,413	$ 800,000
1	1F	Professional Development	Yes	$ 3,537,549	$ 2,540,549
1	1G	Teachers on Special Assignment (TOSAs)	Yes	$ 1,655,517	$ 1,655,517
1	1H	New Teacher Support	Yes	$ 1,547,339	$ 1,658,776
1	1I	Teacher Recruitment	Yes	$ 575,193	$ 541,459
2	2A	English Learners	Yes	$ 8,103,680	$ 5,882,417
2	2B	Literacy Intervention	Yes	$ 4,724,281	$ 4,793,391
2	2C	Learning Intervention	Yes	$ 4,110,000	$ 3,822,984
2	2D	Summer Intervention	Yes	$ 1,272,566	$ 1,272,674
2	2E	Intervention Resource	Yes	$ 5,468,753	$ 5,468,763
2	2F	Technolnogy Resource	Yes	$ 8,893,212	$ 9,892,261
2	2H	Additional Custodial Support	Yes	$ 1,698,581	$ 1,576,864
3	3A	Career Technical Education	Yes	$ 20,848,858	$ 20,919,891
3	3B	College and Career Readiness	Yes	$ 3,283,184	$ 2,864,183
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Yes	$ 8,928,407	$ 6,968,719
4	4B	MTSS Tier 1	Yes	$ 16,304,013	$ 15,034,971
4	4C	MTSS Tier 2	Yes	$ 7,091,917	$ 6,282,989
4	4D	MTSS Tier 3	Yes	$ 5,490,827	$ 4,521,163
4	4E	Parent & Student Outreach	Yes	$ 9,991,505	$ 9,317,707
4	4F	Mentoring	Yes	$ 3,729,047	$ 2,809,379
4	4G	Education Options and Options and Outreach	Yes	$ 1,223,875	$ 1,198,158
4	4H	Educational Partners	Yes	$ 1,914,890	$ 1,366,482
5	5A	Student Engagement	No	$ 393,940	$ 129,723
5	5B	Literacy Skills	No	$ 393,940	$ 27,954
5	5C	Math Skills	No	$ 393,940	$ 1,731
5	5D	Suspention Rates	No	$ 393,939	$0

2024-25 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)
$ 149,333,534	$ 159,077,265	$ 146,357,927	$ 12,719,338	0.000%	0.000%	0.000% - 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	Broad Course of Study	Yes	$ 32,312,500	$ 30,366,643.00	0.000%	0.000%
1	1B	Broad Course of Study-Science	Yes	$ 1,622,500	$ 1,670,745.00	0.000%	0.000%
1	1C	Broad Course of Study-Continuous Sites	Yes	$ 961,658	$ 984,147.00	0.000%	0.000%
1	1D	Literacy	Yes	$ 2,176,000	$ 2,147,095.00	0.000%	0.000%
1	1E	Ethnic Studies	Yes	$ 1,611,413	$ 800,000.00	0.000%	0.000%
1	1F	Professional Development	Yes	$ 3,537,549	$ 2,540,549.00	0.000%	0.000%
1	1G	Teachers on Special Assignment (TOSAs)	Yes	$ 1,655,517	$ 1,655,517.00	0.000%	0.000%
1	1H	New Teacher Support	Yes	$ 1,547,339	$ 1,658,776.00	0.000%	0.000%
1	1I	Teacher Recruitment	Yes	$ 575,193	$ 541,459.00	0.000%	0.000%
2	2A	English Learners	Yes	$ 8,103,680	$ 5,882,417.00	0.000%	0.000%
2	2B	Literacy Intervention	Yes	$ 4,724,281	$ 4,793,391.00	0.000%	0.000%
2	2C	Learning Intervention	Yes	$ 4,110,000	$ 3,822,984.00	0.000%	0.000%
2	2D	Summer Intervention	Yes	$ 1,272,566	$ 1,272,674.00	0.000%	0.000%
2	2E	Intervention Resource	Yes	$ 5,468,753	$ 5,468,763.00	0.000%	0.000%
2	2F	Technolnogy Resource	Yes	$ 8,893,212	$ 9,892,261.00	0.000%	0.000%
2	2H	Additional Custodial Support	Yes	$ 1,698,581	$ 1,576,864.00	0.000%	0.000%
3	3A	Career Technical Education	Yes	$ 20,848,858	$ 20,919,891.00	0.000%	0.000%
3	3B	College and Career Readiness	Yes	$ 3,283,184	$ 2,864,183.00	0.000%	0.000%
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Yes	$ 8,928,407	$ 6,968,719.00	0.000%	0.000%
4	4B	MTSS Tier 1	Yes	$ 16,304,013	$ 15,034,971.00	0.000%	0.000%
4	4C	MTSS Tier 2	Yes	$ 7,091,917	$ 6,282,989.00	0.000%	0.000%
4	4D	MTSS Tier 3	Yes	$ 5,490,827	$ 4,521,163.00	0.000%	0.000%
4	4E	Parent & Student Outreach	Yes	$ 9,991,505	$ 9,317,707.00	0.000%	0.000%
4	4F	Mentoring	Yes	$ 3,729,047	$ 2,809,379.00	0.000%	0.000%
4	4G	Education Options and Options and Outreach	Yes	$ 1,223,875	$ 1,198,158.00	0.000%	0.000%
4	4H	Educational Partners	Yes	$ 1,914,890	$ 1,366,482.00	0.000%	0.000%
5	5A	Student Engagement	No	$ -	$ -	0.000%	0.000%
5	5B	Literacy Skills	No	$ -	$ -	0.000%	0.000%
5	5C	Math Skills	No	$ -	$ -	0.000%	0.000%
5	5D	Suspention Rates	No	$ -	$ -	0.000%	0.000%

2024-25 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)
$ 493,762,513	$ 149,333,534	4.430%	34.674%	$ 146,357,927	0.000%	29.641%	$ 24,849,286.33	5.033%

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 505,096,066	$ 156,152,974	30.915%	5.033%	35.948%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 182,952,241	$ 4,250,000	$ -	$ -	$ 187,202,241.00	$ 132,771,373	$ 54,430,868

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1A	Broad Course of Study	Unduplicated	Yes	Schoolwide	All	High Schools	On-going	$ 34,570,500	$ -	$ 34,570,500	$ -	$ -	$ -	$ 34,570,500	0.000%
1	1B	Broad Course of Study-Science	Unduplicated	Yes	Schoolwide	All	High Schools	On-going	$ 1,681,500	$ -	$ 1,681,500	$ -	$ -	$ -	$ 1,681,500	0.000%
1	1C	Broad Course of Study-Continuous Sites	Unduplicated	Yes	Schoolwide	All	CSR Continuation Sites	On-going	$ 1,009,823	$ -	$ 1,009,823	$ -	$ -	$ -	$ 1,009,823	0.000%
1	1D	Literacy	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 2,137,500	$ 113,500	$ 2,251,000	$ -	$ -	$ -	$ 2,251,000	0.000%
1	1E	Ethnic Studies	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 1,072,500	$ 538,913	$ 1,611,413	$ -	$ -	$ -	$ 1,611,413	0.000%
1	1F	Professional Development	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 3,155,226	$ 1,497,000	$ 4,652,226	$ -	$ -	$ -	$ 4,652,226	0.000%
1	1G	Teachers on Special Assignment (TOSAs)	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 1,691,806	$ -	$ 1,691,806	$ -	$ -	$ -	$ 1,691,806	0.000%
1	1H	New Teacher Support	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 1,462,888	$ 339,315	$ 1,802,203	$ -	$ -	$ -	$ 1,802,203	0.000%
1	1I	Teacher Recruitment	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 722,985	$ 232,432	$ 955,417	$ -	$ -	$ -	$ 955,417	0.000%
1	1J	Appropriate Instructional Materials	Unduplicated	No	LEA-wide	All	All	On-going	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2A	English Learners	English Learners	Yes	Limited	English Learners	All	On-going	$ 8,267,247	$ -	$ 8,267,247	$ -	$ -	$ -	$ 8,267,247	0.000%
2	2B	Literacy Intervention	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 3,621,717	$ 205,000	$ 3,826,717	$ -	$ -	$ -	$ 3,826,717	0.000%
2	2C	Learning Intervention	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 3,534,000	$ 525,600	$ 4,059,600	$ -	$ -	$ -	$ 4,059,600	0.000%
2	2D	Summer Intervention	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 5,523,436	$ -	$ 1,273,436	$ 4,250,000	$ -	$ -	$ 5,523,436	0.000%
2	2E	Intervention Resource	Unduplicated	Yes	LEA-wide	All	All	On-going	$ -	$ 5,127,297	$ 5,127,297	$ -	$ -	$ -	$ 5,127,297	0.000%
2	2F	Technolnogy Resource	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 1,451,446	$ 10,000,000	$ 11,451,446	$ -	$ -	$ -	$ 11,451,446	0.000%
2	2G	School Facilities	Unduplicated	No	LEA-wide	All	All	On-going	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2H	Additional Custodial Support	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 1,715,465	$ -	$ 1,715,465	$ -	$ -	$ -	$ 1,715,465	0.000%
3	3A	Career Technical Education	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 16,349,958	$ 4,849,287	$ 21,199,245	$ -	$ -	$ -	$ 21,199,245	0.000%
3	3B	College and Career Readiness	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 1,354,338	$ 1,758,533	$ 3,112,871	$ -	$ -	$ -	$ 3,112,871	0.000%
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 6,285,431	$ 2,594,368	$ 8,879,799	$ -	$ -	$ -	$ 8,879,799	0.000%
4	4B	MTSS Tier 1	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 19,471,347	$ 2,438,300	$ 21,909,647	$ -	$ -	$ -	$ 21,909,647	0.000%
4	4C	MTSS Tier 2	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 6,925,865	$ 300,000	$ 7,225,865	$ -	$ -	$ -	$ 7,225,865	0.000%
4	4D	MTSS Tier 3	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 5,663,294	$ 175,000	$ 5,838,294	$ -	$ -	$ -	$ 5,838,294	0.000%
4	4E	Parent & Student Outreach	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 2,858,260	$ 17,981,825	$ 20,840,085	$ -	$ -	$ -	$ 20,840,085	0.000%
4	4F	Mentoring	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 185,358	$ 3,250,100	$ 3,435,458	$ -	$ -	$ -	$ 3,435,458	0.000%
4	4G	Education Options and Options and Outreach	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 856,682	$ 380,000	$ 1,236,682	$ -	$ -	$ -	$ 1,236,682	0.000%
4	4H	Educational Partners	Unduplicated	Yes	LEA-wide	All	All	On-going	$ 1,202,801	$ 743,417	$ 1,946,218	$ -	$ -	$ -	$ 1,946,218	0.000%
4	4I	Contingency	All Students	Yes	LEA-wide	N/A	All	On-going	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	5A	Student Engagement	All Students	No	Schoolwide	N/A	CSR Continuation Sites	On-going	$ -	$ 345,245	$ 345,245	$ -	$ -	$ -	$ 345,245	0.000%
5	5B	Student Literacy Skills	All Students	No	Schoolwide	N/A	CSR Continuation Sites	On-going	$ -	$ 345,245	$ 345,245	$ -	$ -	$ -	$ 345,245	0.000%
5	5C	Student Math Skills	All Students	No	Schoolwide	N/A	CSR Continuation Sites	On-going	$ -	$ 345,245	$ 345,245	$ -	$ -	$ -	$ 345,245	0.000%
5	5D	Suspention Rates	All Students	No	Schoolwide	N/A	CSR Continuation Sites	On-going	$ -	$ 345,246	$ 345,246	$ -	$ -	$ -	$ 345,246	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 505,096,066	$ 156,152,974	30.915%	5.033%	35.948%	$ 181,571,260	0.000%	35.948%	**Total:**	$ 181,571,260
								LEA-wide Total:	$ 136,042,190
								Limited Total:	$ 8,267,247
								Schoolwide Total:	$ 37,261,823

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	Broad Course of Study	Yes	Schoolwide	All	High Schools	$ 34,570,500	0.000%
1	1B	Broad Course of Study-Science	Yes	Schoolwide	All	High Schools	$ 1,681,500	0.000%
1	1C	Broad Course of Study-Continuous Sites	Yes	Schoolwide	All	CSR Continuation Sites	$ 1,009,823	0.000%
1	1D	Literacy	Yes	LEA-wide	All	All	$ 2,251,000	0.000%
1	1E	Ethnic Studies	Yes	LEA-wide	All	All	$ 1,611,413	0.000%
1	1F	Professional Development	Yes	LEA-wide	All	All	$ 4,652,226	0.000%
1	1G	Teachers on Special Assignment (TOSAs)	Yes	LEA-wide	All	All	$ 1,691,806	0.000%
1	1H	New Teacher Support	Yes	LEA-wide	All	All	$ 1,802,203	0.000%
1	1I	Teacher Recruitment	Yes	LEA-wide	All	All	$ 955,417	0.000%
1	1J	Appropriate Instructional Materials	No	LEA-wide		All	$ -	0.000%
2	2A	English Learners	Yes	Limited	English Learners	All	$ 8,267,247	0.000%
2	2B	Literacy Intervention	Yes	LEA-wide	All	All	$ 3,826,717	0.000%
2	2C	Learning Intervention	Yes	LEA-wide	All	All	$ 4,059,600	0.000%
2	2D	Summer Intervention	Yes	LEA-wide	All	All	$ 1,273,436	0.000%
2	2E	Intervention Resource	Yes	LEA-wide	All	All	$ 5,127,297	0.000%
2	2F	Technolnogy Resource	Yes	LEA-wide	All	All	$ 11,451,446	0.000%
2	2G	School Facilities	No	LEA-wide		All	$ -	0.000%
2	2H	Additional Custodial Support	Yes	LEA-wide	All	All	$ 1,715,465	0.000%
3	3A	Career Technical Education	Yes	LEA-wide	All	All	$ 21,199,245	0.000%
3	3B	College and Career Readiness	Yes	LEA-wide	All	All	$ 3,112,871	0.000%
4	4A	Positive Behavioral Interventions and Suppo	Yes	LEA-wide	All	All	$ 8,879,799	0.000%
4	4B	MTSS Tier 1	Yes	LEA-wide	All	All	$ 21,909,647	0.000%
4	4C	MTSS Tier 2	Yes	LEA-wide	All	All	$ 7,225,865	0.000%
4	4D	MTSS Tier 3	Yes	LEA-wide	All	All	$ 5,838,294	0.000%
4	4E	Parent & Student Outreach	Yes	LEA-wide	All	All	$ 20,840,085	0.000%
4	4F	Mentoring	Yes	LEA-wide	All	All	$ 3,435,458	0.000%
4	4G	Education Options and Options and Outreac	Yes	LEA-wide	All	All	$ 1,236,682	0.000%
4	4H	Educational Partners	Yes	LEA-wide	All	All	$ 1,946,218	0.000%
4	4I	Contingency	Yes	LEA-wide	N/A	All	$ -	0.000%
5	5A	Student Engagement	No	Schoolwide		CSR Continuation Sites	$ -	0.000%
5	5B	Student Literacy Skills	No	Schoolwide		CSR Continuation Sites	$ -	0.000%
5	5C	Student Math Skills	No	Schoolwide		CSR Continuation Sites	$ -	0.000%
5	5D	Suspention Rates	No	Schoolwide		CSR Continuation Sites	$ -	0.000%

Local Control and Accountability Plan Instructions

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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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