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
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Plan Summary LCAP 2020-2021

General Information

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

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

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

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

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

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

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

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

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

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

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

Reflections: Successes

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

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

College and Career Indicator (CCI):
41.9% of Socioeconomically Disadvantaged students were deemed prepared for College and Career

Graduation Rates:
88.7% (All Students)
87.3%: Socioeconomically Disadvantaged
93.1%: Asian
95.1%: Filipino
88.1%: Hispanic
97.1%: Native Hawaiian or Pacific Islander
90.0%: White
92.4%: Two or More Races
KHSD graduation is slightly higher than State of California's graduation rate.

California School Dashboard 2019-2020 - (Due to the limited data availability for 2020-2021, we are reporting 2019-2020 data.)
Suspension Rates: Conditions and Climate
5.1% Decline: Foster Youth suspension rate
3.4% Decline: American Indian
2.7% Decline: Students with Disabilities
Academic Performance: English Language Arts (ELA)
6.3-point increase: African American
4.8-point increase: English Learner
13.9-point increase: Students with Disabilities
6.5-point increase: Hispanic
6.8-point increase: Socioeconomically Disadvantaged
8.3-point increase: Two or More Races
3.0-point increase: White
3.0-point increase: Filipino
Academic Performance: Mathematics
16.1-point increase: Homeless
 4.7-point increase: Two or More Races
 7.2-point increase: Filipino
English Learner Progress
34.4% making progress towards English Language proficiency
32.1% EL who progressed at least one English Language Performance Indicator (ELPI) level
College and Career
4.4% increase: All
2.8% increase: English Learner
10.7% increase: Foster Youth
4.5% increase: Students with Disabilities
3% increase: American Indian
4.6% increase: Hispanic
3.2% increase: Two or More Races
4.6% increase: Socioeconomically Disadvantaged

4.9% increase: White
42.4% prepared: Class of 2017
42.5% prepared: Class of 2018
46.9% prepared: Class of 2019
Graduation
5.3% increase: American Indian
2.4% increase: White
10.5% increase: Pacific Islander
Local Indicators
KHSD continues to promote excellence at each academic level and for all its students. KHSD's primary goal is for all students to graduate, prepared to succeed at their next level of learning, whether it be postsecondary education and/or entrance into the workforce.

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

Reflections: Identified Need

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

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

Graduation Rate: 2019-2020
All Students: Yellow
Homeless: Red

English Language Arts: 2019-2020

All Students: Yellow
Foster Youth: Red
Homeless: Red
Due to the pandemic no data indicators were reported on the 2020-2021 Dashboard.
<u>Action Steps</u>:
KHSD provides district and school site resources for students identified as Homeless and Foster Youth. At the district level the Project Specialist for Homeless and Foster Youth coordinates with school site counselors to provide guidance, resources and services for our Homeless and Foster Youth students. Tailored programs such as Youth Empowering Success (YES), tutoring and mentoring program, Youth 2 Leaders and AmeriCorps are available to our students.
In response to student learning loss as a result of the pandemic, KHSD will be providing a robust summer school offering with priority given to our Homeless and Foster Youth. In fall 2021, KHSD will be offering expanded learning opportunities before and after school for all students. Foster Youth and Homeless students who have transportation issues to access academic or social-emotional resources are provided transportation options. In addition, school sites continue to implement MTSS to support students with academic or social-emotional challenges. KHSD will continue to address performance gaps for Homeless and Foster Youth through LCAP goals and actions.

LCAP Highlights

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

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

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

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

LCAP has provided the following resources to "enhance student support ("KHSD "Strategic Priorities").
- ✓ Smaller class sizes (Goals 1 and 2)
- ✓ Student-based projects in science and the visual and performing arts (Goal 1)

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

LCAP has provided the following parent engagement resources to "strengthen school/community relations" (KHSD "Strategic Priorities"):
- ✓ 18 Parent Centers (Goal 4)
- ✓ Community Specialists housed at the Parent Centers (Goal 4)
- ✓ Parent activities, which include meetings, parent classes, college field trips (Goal 4)
- ✓ District Parent Liaison (Goal 4)
- ✓ LCAP Advisory Council (Goal 4)
- ✓ English as Second Language classes (Goal 4)

The above-mentioned actions support and enhance student performance and prepare students to meet the challenges of high school and beyond. Finally, the LCAP continues to be a collaborative effort between the Kern High School District and its valued stakeholders. The LCAP Advisory Council, comprised of individuals who represent the district's stakeholders, meets monthly, and the LCAP Student Advisory Council, comprised of 4 students

from each comprehensive and alternative site, meets 4 times a year. In addition, the district provides additional opportunities for stakeholders, including students, to come together to discuss the LCAP's goals and progress, as well as provide appreciated input. The Superintendent and his administrative team extend their gratitude and thanks for the dedication and efforts of all parents, partners, and stakeholders in the development of this LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

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

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

Support for Identified Schools

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

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

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

Monitoring and Evaluating Effectiveness

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

KHSD works with CSI sites to determine, reflect upon, and modify metrics using state and local data aligned with the KHSD LCAP for measuring progress and improvement to monitor the implementation of CSI plans and the effectiveness of processes and activities. KHSD continues to build the

capacity of identified CSI site administrators to access data to drive decisions and determine effectiveness of processes and activities. Stakeholder groups will continue to be included throughout this process.

Stakeholder Engagement

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

Regular stakeholder engagement remains a high priority for the Kern High School District (KHSD) in order to foster mutually respectful, supportive, and collaborative environments for on-going and meaningful dialogue that will determine goals and actions to achieve academic success for all students.

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

Over the course of the 2019-2020 and 2020-2021 school year, KHSD has provided various public venues for stakeholders to convene and provide input. Stakeholder engagement was held in-person until March 2020. At this point, all stakeholder engagement was held virtually due to the pandemic; in-person will resume when it is deemed safe. Specific groups that met are listed below:

- ✓ LCAP Advisory Council (Monthly)
- ✓ Student Advisory Council (Quarterly)
- ✓ LCAP Action Managers (Monthly)
- ✓ District Parent Advisory Council (Semiannually)
- ✓ District African American Parent Advisory Council (Semiannually)
- ✓ District English Learner Advisory Council (Quarterly)
- ✓ Principals' Advisory Council (PAC) (Quarterly)
- ✓ Assistant Principals of Instruction and Administration (Quarterly)
- ✓ Guidance Leadership (Semiannually)
- ✓ Head Counselors and Counselors, including Foster Youth Liaisons (Semiannually)
- ✓ KHSD Community Counselors (Semiannually)
- ✓ Kern High School Teachers' Association (KHSTA) (Semiannually)
- ✓ Classified Association (CSEA) (Semiannually)
- ✓ Special Education Parent/Management Advisory (Semiannually)
- ✓ English Learner Coordinators (Semiannually)

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

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

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

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

KHSD LCAP Advisory Council
2019-2020
October 3, November 7, December 5, January 9, February 6, and March 5
2020-2021
July 23, August 13, August 27, October 22, November 12, December 5, February 11, March 4, April 8, and May 6

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

KHSD LCAP Community Public Forums
2019-2020
Arvin - October 8
Foothill - October 24
Mira Monte - November 6
Bakersfield - December 7
West - January 14
North - January 17
South - January 31
Golden Valley - February 4
Shafter - February 5
East - February 20
2020-2021 (Virtually)
February 23 and 24
March 8 and March 9
Public Comment Sessions
May 20, 27, and June 7

KHSD Student Advisory Council
2019-2020
September 28, December 11, February 1, April 30
2020-2021
October 1, December 2, February 11, March 24, April 14, 21 and 28, May 12 and 19

Surveys
Certificated and Classified Survey
Student Climate Survey
Heathy Kids Survey
Distance Learning Survey

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

English Language Advisory and District Parent Advisory Council
2019-2020
September 27, February 25, March 25, April 19, and May 20
2020-2021
October 26, November 16, March 1, April 12, May 3 and 17

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

A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

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

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

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

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

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

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

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

English Learner Progress
- 34.4% making progress towards English language proficiency

English Language Arts
- All: 3.4 points below standard
- Foster Youth (FY): 90.8 points below standard
- Homeless: 86.5 points below standard

- English Learners (EL): 107.4 points below standard
- Students with Disabilities (SWD): 126.8 points below standard
- Socioeconomically Disadvantaged (SED): 208.6 points below standard

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

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1a) Decrease the number of EL teacher misassignments by course (as described by CDE guidelines) from the previous year.	**Baseline: 2020-2021** (Source: CalSAAS) Status: 45 EL teacher misassignments)				Decrease the number of EL teacher misassignments annually from the previous year.
(Priority 1b) Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	**Baseline: 2020-2021** (Source: School Site School Accountability Report Card) Status: No reported significant findings				No significant finding reported annually for school sites per School Accountability Report Card.
(Priority 2a) Implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.	**Baseline: 2020-2021** (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey) Status: 3.0 (Initial Implementation)				5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.
(Priority 2b) 100% of EL students are able to access the CCSS and ELD standards (4.0 or above, full implementation) for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the State Board of Education Adopted Reflection Tool.	**Baseline: 2020-2021** (Source: California School Dashboard/ KHSD Certificated Staff LCAP Survey) Status: 3.0 (Initial Implementation)				5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 8) The average Instructional Reading Level (IRL) will increase by 1.0 for each grade level per academic year.	**Baseline:** Established annually Quarter 1 (Pre) and Quarter 4 (Post) (Source: STAR Renaissance Reading Assessment)				Instructional Reading Level (IRL) will increase by 1.0 per academic year.
(Priority 8) Increase a year of growth in math per STAR Renaissance assessment per academic year.	**Baseline:** Established annually Quarter 1 (Source: STAR Renaissance Math Assessment)				An increase of a year of growth in math per academic year.
(Local Priority 1a) Increase the number of teachers hired that reflect the demographic student groups of the district at an increase of 2% for Hispanic and 1% for African American per year.	**Baseline: 2020-2021** (Source: KHSD, Synergy and People Soft management system) Status: African American: 3.8% Hispanic: 25.2%				An increase of 6% Hispanic and 3% African American newly hired teachers within the three-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing
1A	**Class Size Reduction**	According to CDE DataQuest, student graduates meeting University of California (UC) and California State University (CSU) requirements increased from 2016-2017 to 2019-2020 for the following student groups: EL 1.7%, FY 2.9%, and SED 5.1%. The need to continue class size reduction has been exacerbated by the pandemic and the effect of learning loss for all students. The number of KHSD students receiving a failing grade for fall semester 2019 compared to fall semester 2020 increased by 11.9%. During this same time period failing grades for EL increased by 18.9%, Foster Youth (FY) 16.3%, and Socioeconomically Economically Disadvantaged (SED) 13.6%. KHSD will continue to provide sections funded by LCFF for EL, FY, and SED students. A total of 947 sections will be allocated for the 2021-2022 school year. Local Control Funding Formula (LCFF) sections allocated to class size reduction (CSR) for the core classes (demonstrated on the chart below).	$22,254,500.00	Y

KHSD School Sites LCFF Section Allocations 2021-2022					
Arvin	77	Golden Valley	75	North	53
Bakersfield	73	Highland	60	Ridgeview	68
Centennial	34	Independence	42	Shafter	44
East	64	Kern Valley	11	South	65
Foothill	58	Liberty	30	Stockdale	36
Frontier	27	Mira Monte	76	West	54

Action #	Title	Description	Total Funds	Contributing
1B	**Science Class Size Reduction**	For the 2019-20 school year, KHSD reported to CALPADS that 889 students were enrolled in a Geology course (dual enrollment course); this is a 23.6% increase from 2017-2018 when 719 students were enrolled. Advanced Placement (AP) Biology enrolled 229 students in 2017-2018, and KHSD observed an increase of 117% in 2019-2020, enrolling 497 students. KHSD will continue to allocate 55 science sections for class size reduction for the comprehensive school sites.	$1,316,000.00	Y

KHSD School Sites
Science Section Allocations
2021-2022

Arvin	4	Golden Valley	4	North	3
Bakersfield	4	Highland	3	Ridgeview	4
Centennial	3	Independence	3	Shafter	2
East	3	Kern Valley	1	South	3
Foothill	3	Liberty	3	Stockdale	3
Frontier	3	Mira Monte	3	West	3

Action #	Title	Description	Total Funds	Contributing
1C	**Continuation Sites Class Size Reduction/ Administrative Sections**	In 2019, all five continuation school sites were deemed Model Continuation Schools by California Continuation Education Association. As reported by CDE DataQuest graduation rates increased from 2016-2017 to 2018-2019 by 5.58%, and 22.0% of the students in the 2018-2019 cohort who returned back to their school site and graduated were one half a year (27.5 credits) behind in credits when entering continuation school site, and of those 7% were one year (55 credits) behind or more. In order to continue to improve student outcomes at continuation schools, KHSD will take the following actions: • Maintain teaching sections (11) and administrative sections (20) above the allocated district sections for all five Continuation sites. All five continuation sites received silver status by California PBIS Coalition for 2017-2018 and 2018-2019. Also reported by CDE DataQuest four of the five continuation sites (Central Valley, Nueva, Vista and Vista West) had a 0.00%, expulsion rate, and Tierra Del Sol was 0.23%. In order to continue to improve student outcomes at continuation schools, KHSD will take the following actions: • The administrative sections will be utilized to fund a full-time Dean of Students of Behavioral and Support for Tierra Del Sol (6), Vista (6), Vista West (6), Central Valley (1) and Nueva (1) to support the academic and behavior intervention efforts of the continuation sites to deliver improved and increased services to their students.	$902,033.00	Y

Action #	Title	Description	Total Funds	Contributing
1D	**Literacy**	KHSD will continue to focus on literacy by maintaining additional staffing formula (70 sections) for Access, the literacy course, which provides necessary support and intervention for students reading between the 4th and 6th IRL according to STAR Renaissance assessment. The average IRL for students that are enrolled in Access sections for fall 2020 was 4.4. In fall 2020, 1,945 students were enrolled in an Access course. Of these students 84.6% (1,647) were identified as unduplicated, with 58.7% (1,143) students enrolled at the highest LCFF school sites. In order to improve literacy outcomes for students KHSD will take the following actions: • Continue to work with Jill Hamilton-Bunch, Ph.D, Associate Professor of Education, Point Loma Nazarene University (Literacy Consultant) to facilitate KHSD Literacy Council. • Provide resources and material for Access teachers to enhance their ability to meet the literacy needs of their students. Access sections will be allocated to the following school sites in accordance with their LCFF percentage. KHSD School Sites Access Sections 2021-22 Arvin 6, Golden Valley 6, North 4 Bakersfield 6, Highland 4, Ridgeview 5 Centennial 2, Independence 3, Shafter 3 East 5, Kern Valley 1, South 5 Foothill 5, Liberty 2, Stockdale 2 Frontier 1, Mira Monte 6, West 4	$1,705,000.00	Y
1E	**Ethnic Studies**	In a 2011 report for the National Education Association entitled The Academic and Social Value of Ethnic Studies, Christine Sleeter stated that: "There is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students. KHSD has a diverse student population (5.6% African American, 0.6% American Indian or Alaska Native, 2.9% Asian, 1.2% Filipino, 69.0% Hispanic or Latino, 0.3% Pacific Islander, 18.5% White, 1.1% two or more races, and 0.8% not reported), of which 71.5% are designated as unduplicated student. KHSD will be implementing ethnic studies courses in the fall of 2022-2023 school year and will utilize the 2021-2022 school year to plan, train staff and purchase supplemental resources.	$611,413.00	Y

Action #	Title	Description	Total Funds	Contributing
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 enables educators to develop the knowledge and skills they need to address students' learning challenges. For the 2019-20 school year KHSD Teachers on Special Assignment (TOSAs) offered over 400 workshops to meet the needs of KHSD teachers. KHSD will provide professional development for certificated staff, focusing on the California Standards for the Teaching Profession and the following seven interrelated domains for teaching practices: • Engaging and supporting all students in learning • Creating and maintaining effective environments for student learning • Understanding and organizing subject matter for student learning • Planning instruction and designing learning experiences for all students • Assessing students for learning • Developing as a professional educator • Equity, including implicit bias KHSD will also provide professional development for classified staff that are assigned to the classrooms.	$1,604,854.00	Y

Action #	Title	Description	Total Funds	Contributing
1G	**Teachers on Special Assignment (TOSAs)**	KHSD's Teachers on Special Assignment (TOSAs) provide targeted professional development learning, support site or district planning, and work directly with individuals and teams of teachers, utilizing the California Standards for the Teaching Profession as their framework. There has been a 26% increase in KHSD teaching staff from 2016-2017, when KHSD employed 1,653 teachers compared to 2,086 teaching staff for 2020-2021 school year. 76% of KHSD teachers (1,329) who responded to an annual survey in 2019 stated that professional development opportunities were relevant to the content that they teach. TOSAs assignments will include the following: • 2 English • 2 Math • 1 Science • 1 Social Studies, • 1 English Language Development • 1 AVID	$1,089,492.00	Y
1H	**Kern High Induction Program (KHIP)**	Since 2017-18, 681 teachers have participated in the Kern High School Induction Program (KHIP). Currently there are 275 teachers who are working towards obtaining their clear credentials and Cross-Cultural Language Academic Development (CLAD) certification and to be effectively trained to teach the diverse student populations at KHSD high schools, including how to differentiate instruction effectively so that all students reach optimal learning through high-quality instruction. The current cohort includes 125 general and special education teachers, 58 general and special education Interns, 57 Provisional Internship Permits (PIP) and Short-Term Staff Permits (STSP), and 35 Career and Technical Education (CTE) teachers. In addition, KHIP provides ongoing professional development and updated academic frameworks so that students receive rigorous and relevant instruction to prepare them for success at the next level of their learning. KHSD will retain the KHIP program, which helps prepare teachers to meet the challenges that face first- and second-year teachers. According to *Diversifying the Teaching Profession Through High-Retention Pathways,* "Teacher retention is crucial in reducing shortages of all teachers, including teachers of color. High turnover rates—or teachers moving schools and leaving the profession—have more than offset the successful recruitment of teachers of color in recent years as well as negatively impacting student achievement".	$890,000.00	Y

1I	Teacher Recruitment / Teacher Recruitment Administrator	"(The) research shows that all students benefit from having a more diverse teacher workforce, and specifically students of color who deserve to see teachers who look like them," said Tony Thurmond (California State Superintendent of Public Instruction). KHSD continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned, and effective teaching staff, demographically reflective of the diverse student body of KHSD.	$747,000.00	Y

- Target recruitment in areas of the US that offer candidates of ethnically diverse backgrounds.
- Increase recruitment in California.
- Provide hours for the Recruitment Administrator to coordinate recruitment efforts.
- Maintain the KHSD Teacher Residency Program (KHTR), a teacher-credentialing program, in partnership with California State University, Bakersfield.
- Offer an Education Pathway at one comprehensive high school.

The KHTR program began in the spring 2018 with 18 residents, and an additional 23 residents participated in fall 2019. 48.8% of the residents are Hispanic, 4.9% Asian, 2.4% African American, 36.6% white and 7.3% decline to report. Of the 41, 37 (90%) residents hired by KHSD are employed at the following school sites.

KHSD School Sites Residents Hired		
School Site	Number	LCFF School Percentage
Arvin	2	90.70%
Bakersfield	2	78.70%
Centennial	3	36.80%
East	2	86.80%
Foothill	4	90.30%
Frontier	1	25.90%
Golden Valley	3	89.20%
Highland	8	73.30%
Kern Valley	2	70.50%
Mira Monte	2	94.40%
North	2	83.00%
South	5	94.80%
West	1	94.80%

Action #	Title	Description	Total Funds	Contributing
		Increasing site participation increases overall understanding of the program's objectives and strengthens commitment to purpose (to increase teacher diversity for the district and develop/train the very best teachers for our students), with support, collaboration, and partnership.		
1J	**Maintain Williams Act Compliance**	Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students. Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public-School Construction (OPSC). The FIT evaluates a school facilities' repair status with ratings of "exemplary", "good", "fair", or "poor."	N/A	N/A

Goal Analysis [2021-2022]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal 2

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Local Indicator Basics

- Implementation of Local Standards

- Access to Broad Course of Studies

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

Measuring and Reporting Results

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

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

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

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 as compared to their non-EL peers" (Kanno & Cromley, 2013, 2015; Nuñez & Sparks, 2012). KHSD is committed to meet the academic needs of EL students, including dually identified (identified as Students with Disabilities and EL), newcomers (EL students less than a year in the country), and LTELs. In the last three years KHSD EL reclassification rates were higher than Kern County and state of California. **English Learner Reclassification Rates** |	Kern High School District	Kern County	California
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2017-2018	31.5%	15.5%	14.6%
2018-2019	40.1%	11.9%	13.8%
2019-2020	24.0%	14.5%	13.8% | Historically, EL students that reclassify "perform much better than current EL students, and they sometimes perform better than students who do not speak a foreign language at home." (Public Policy Institute of California, May 2018) KHSD reclassified students are no exception. In 2018-19, 50.4% of KHSD reclassified students met or exceeded standards for ELA. This compares to 51.4% for All students and 2.65% for EL students. It is imperative that KHSD maintain services that will enhance academic achievement for EL students by providing the following: • KHSD will provide Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to EL students, serving EL 1 and EL 2 students first. • KHSD will retain district and site EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation. • KHSD will retain Bilingual Technicians (BT). District BT may also assist in completing state and local reports and monitoring progress data.	$4,252,177.00	Y

| 2B | **Literacy Intervention** | As part of a multifaceted approach to increase student achievement and reading levels, English Language Arts/Literacy CAASPP rates have increased from 49.07% in 2017-2018 to 51.04% in 2018-2019 that "Met" or "Exceeded" Standards." According to the California School Dashboard in 2019, 10 school sites displayed a status of "increased significantly" and 5 school sites displayed a status of "increased".

 KHSD will provide the following:

• Teacher-Librarians at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.
• Expanded learning opportunities by providing funding to keep each site's library open after hours and on Saturdays to support academic progress for all students.
• Beanstalk program will be available districtwide to promote independent reading.

KHSD librarians have welcomed (2017-2018 to 2019-2020) over 66,000 students through extended library hours.

Funding allocation will be based on the number of unduplicated students at the school sites.
South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter ($28,000 per site)
North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence ($20,000 per site)
Stockdale, Centennial, Frontier and Liberty ($14,000 per site) | $2,748,609.00 | Y |
| 2C | **Learning Intervention** | Provide 80 intervention sections for students who need additional support in English and math – e.g., Foundations (math), literacy courses, and Academic Performance courses that support "at risk" grade 9-12 students. An additional 39 sections will be devoted to 9th grade math support courses allocated by school sites LCFF percentage. California School Dashboard in 2019 reported that districtwide KHSD students performed 96.4 points below standards compared to statewide performance of 33.5 points below standards. KHSD SED students performed 117.4 points below standard, EL students 188.2 points below standards and FY 187.7 points below standards.

In fall 2018, there were 1,603 students enrolled in 79 intervention sections, of which,186 were identified as unduplicated. 87% of the enrolled students received a passing grade. The need to continue offering intervention | $2,796,500.00 | Y |

			sections has been impacted by learning loss experienced this school year due to the pandemic. Districtwide there was an 11.9% increase of students receiving a failing grade from fall 2019-2020 to 2020-2021 school year. Students identified as unduplicated also experienced a 13.6% in failing grades during this time period.		
2D	**Summer Intervention**		The summer school intervention sections have served 10,180 students, over the last three summer sessions. Of these students 55% of students enrolled were identified as unduplicated. Also offered were designated summer school sections for EL students, in which 1,124 enrolled. During this time span KHSD students earned 52,635 credits, completing 10,527 courses. These sections will be distributed proportionately per the sites' unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils. KHSD will continue to offer summer school intervention sections and designated EL intervention sessions. • EL intervention to maximize reclassification rate for LTELS • Credit recovery • Literacy, math, and STEM intervention and support • Academic "bridge" courses that acclimate and orient incoming, "at risk" 9th graders • A-G completion and promotion (supporting "C" and "at risk" students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps • Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses The district will provide summer outreach to retain or recover "at- risk" students, determine students with the greatest intervention need, and provide graduation options for 5th year seniors districtwide. Funding will be allocated by LCCF student count, as follows: $7,500 each for South, Mira Monte, Arvin, Foothill, West and East $4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield $2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty $15,000 for Alternative Education $10,000 for Summer Migrant Program Outreach	$1,235,40000	Y

			$40,000 for EL Summer Outreach due to learning loss experienced for the 2020-21 school year The district will provide the following allocations for counseling during the summer session: Comprehensive Sites and Education Options: 224 hours per site Continuation Sites: 224 hours (one allocation for the 5 continuation sites) Education Options (Kern Learn and Discovery): 60 hours		
2E	**Intervention Resources**		A four-year review of semester 1 grades (2016-2017 through 2019-2020) for KHSD students indicates that there was a decrease in the number of students who received a failing grade from 2016-2017 to 2019-2020 in one or more courses.	$1,183,573.00	Y

Percentage Decrease of Students Receiving one or more "Fs" Semester 1, 2021			
Student Group	2016-2017	2019-2020	Percentage Decrease
Districtwide	11.3%	10.0%	-1.3%
SED	11.5%	10.0%	-1.5%
English Learners	22.8%	18.3%	- 4.5%
Homeless	37.5%	20.4%	-17.1%

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Due to an increase of learning loss and students receiving a failing grade for fall semester 1, 2020-2021 (due to the pandemic), KHSD will maintain the following interventions.

- STAR Renaissance licensing (from 2016-2017 to 2018-2019, 74,395 students were administered the STAR reading exam and 55,090 students in STAR math.) This data is utilized for student placement and growth in math and literacy classes.
- Edmentum licensing will specifically be used in math courses to fill gaps in students' math knowledge so they will be successful in meeting the California math standards. (2016-2017 to 2018-2019, 1,769 modules were mastered.)
- APEX licensing (15,179 students completed one or more courses from 2018-2019 to 2019-2020)
- California Consultant (Aiding KHSD in seeking intervention resources.)

		• Exploring Learning Gizmos helps students develop a deep understanding of challenging concepts through inquiry and exploration. Students use Gizmos to interact with and explore hundreds of math and science topics ranging from heredity to trigonometry. • Boost Math resources (Foothill High School)		
2F	**Technology Resources**	Low income students and students of color are less likely to own computers and use the internet than their peers. Technology can produce significant gains in student achievement (Stanford Center for Opportunity in Education, 2014). Kern High will continue to strengthen the technology infrastructure and provide student devices to support and enhance learning in the classroom through high speed internet connections, devices, and programs that promote student engagement. This action may include the following sub actions: • Replacing server equipment, switches and other hardware • Increasing computer access • Supporting Science, Technology, Engineering, and Math (STEM) classes • Increasing the use of portable devices in the classroom (Chromebooks) • Supporting the use of instructional technologies • Expanding bandwidth to support a robust network	$2,387,602.00	Y
2G	**Williams Act – Appropriate instructional material**	Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students. 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, which comply with the Williams Act.	N/A	N/A

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

Goal Analysis [2021-2022]

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

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

31

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

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

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

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

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

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

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

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

Goals and Actions

Goal 3

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

An explanation of why the LEA has developed this goal.

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

KHSD STUDENTS WILL GRADUATE, READY AND PREPARED FOR THEIR INDIVIDUAL, POST-SECONDARY EXPERIENCE (COLLEGE OR CAREER).
- Improve student literacy skills
- Improve the graduation rate
- Focus on curriculum and programs to better prepare and connect students for work, career training, and college
- Improve student academic performance in all subject areas
- Increase percentage of students fulfilling college admission requirements
- Expand elective offerings, ensuring a complete and comprehensive course schedule for all students

- Enhance instructional alternatives, including online learning opportunities
- Provide additional regional CTE programs and expand facilities
- Provide instruction to allow students to meet accountability measures while focusing on 21st century learning

California School Dashboard:
College/Career Indicator (Prepared)
Districtwide: 46.7%
EL: 16.9%
SED: 41.9%
FY: 19.0%
SWD: 15.2%
Homeless:18.0%
Local Indicators
Access to a Broad Course of Studies
California Department of Education DataQuest
Other Indicators
- Kern High School Management System, Synergy, and PeopleSoft
- KHSD school sites' Master Schedules (certificated and classified staff)
- California Assessment of Student Performance and Progress (CAASPP)
- Kern County Superintendent of Schools (KCSOS) Kern *KiDS* Management System
- LCAP Annual Family Survey

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4a) Increase the percentage of students districtwide mastering grade-level standards (met or exceeded) on the English Language Arts (ELA) and mathematics assessment by 2% as measured by previous year's score rate and 3% for EL, SWD, and SED.	**Baseline: 2018-2019** (Source: CAASPP) Status: ELA Districtwide: 51.1% EL: 2.7% SED: 45.2% SWD: 7.57% Status: Mathematics Districtwide: 21.0% EL: 1.15% SED: 15.1% SWD: 1.15%				Increase by 6% districtwide and 9% for EL, SED, and SWD, within a 3-year time span.
(Priority 4b) Increase a-g completion rate by 1% districtwide, 2% for SED and Hispanic, and 3% for AA, EL, FY, Homeless, and SWD.	**Baseline: 2020-2021** (Source: Ca DataQuest) **Status:** Districtwide: 42.7% AA: 33.2% Hispanic: 40.8% EL: 11.0% FY: 11.1% Homeless: 12.0% SWD: 6.8% SED: 37.7%				Increase by 3% a-g completion rate districtwide, 6% for SED and Hispanic, and 9% for AA, EL, FY, Homeless, and SWD within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4c) Increase by 1% EL, FY and SWD and 2% for Homeless, SED, Hispanic, AA, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator. *Graduating seniors only.	**Baseline: 2020-2021** (Source: California School Dashboard) Districtwide: 39.5% AA: 33.3% Hispanic: 39.5% EL: 50.3% SED: 39.3% SWD: 65.7% FY: 44.7% Homeless: 39.8%				Increase by 3% EL, FY and SWD and 6% for Homeless, SED, Hispanic, AA, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator within a 3-year time span.
(Priority 4g) AP score of 3 or better will increase by 1%.	**Baseline: 2019-2020** (Source: Ca DataQuest) Status: 53.8%				Increase by 3% within a 3-year time span.
(Priority 7a) All students will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).	**Baseline: 2020-2021** (Source: Synergy, KHSD management system) Status: 100% of students districtwide				Maintain 100% access to a broad course of studies annually.
(Priority 7b) All unduplicated students will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).	**Baseline: 2020-2021** (Source: Synergy, KHSD management system) Status: 100% of students identified as unduplicated.				Maintain 100% annually access to a broad course of studies annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 7c) All students with exceptional needs will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).	**Baseline: 2020-2021** (Source: Synergy, KHSD management system) Status: 100% of students identified as exceptional needs.				Maintain 100% annually access to a broad course of studies annually.
(Local Priority 3b) Increase CTE parent survey responses of agree or strongly agree by 1% as compared to last year's responses. "My student's school is preparing my student for a future career path."	**Baseline: 2019-2020** (Source: LCAP Family-School Relationship Survey) Status: All Responses: 84% Unduplicated Responses: 87%				Increase by 3% the districtwide responses and unduplicated responses within a 3-year time span.

Actions

Action #	Title	Description	Total Funds	Contributing
3A	**Career Technical Education**	Students in Career and Technical Education (CTE) Pathways, especially low-income students, are more likely to graduate from high school and enroll in post-secondary education (Dougherty, 2016). CTE reduces dropout and increases on-time graduation (American Education Research Journal, 2017). CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment college credit to students. KHSD CTE course offerings and enrollment have increased substantially from 2017-2018 to 2019-2020. There has been a 12% increase of student enrollment in CTE pathway courses from 2017-2018 to 2019-2020 and 24.4% for students completing a career pathway. 84% of parents surveyed in spring 2019 stated that, "My student's school is preparing my students for a career path. This is a 3% increase from the previous year. • Maintain the operation of Regional Occupation Center (ROC) and Career and Technical Education Center (CTEC) offering 37 career programs. • Maintain postsecondary partners and local industry partnerships at all 18 comprehensive school sites, 5 alternative education school sites, and the ROC/CTEC.	$14,941,556.00	Y

| 3B | **College and Career Readiness** | KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career). KHSD students are better prepared to accomplish their goal of post-secondary education. For the last three years, KHSD students have outperformed county and statewide four-year adjusted cohort graduation rates. | $1,535,998.00 | Y |

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

California DataQuest also reported that for the 2019-2020 school year, the following student groups obtained below districtwide graduation rates: African American 81.2%, American Indian or Alaska Native 75.0%, Not Reported (Race/Ethnicity) 77.6%, English Learner 72.2%, Foster Youth 64.2%, Homeless 63.0%, and Students with Disabilities 69.7%. In order to mitigate these gaps KHSD will provide the following resources for their students and staff.

- Career Choices program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.
- Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.
- Advanced Placement test fee reimbursement for unduplicated students.
- Advancement Via Individual Determination (AVID) and college tutors.
- Resource Counselor to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students as well as avenues and resources for "seamless transitioning" into college or career.
- Dual Enrollment curriculum alignment, professional development, and materials.

Action #	Title	Description	Total Funds	Contributing
		• Quest for Success, a career-development program that includes work experience for the student offered at the five continuation sites.		

Goal Analysis [2021-2022]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal 4

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

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

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

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

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

- Encourage parent participation in student achievement
- Expand effective communication with parents, agencies, and local businesses
- Promote, foster, and develop community connections through strong and effective communication and partnerships providing opportunities for shared input
- Increase articulation and coordination efforts with feeder districts and schools and with post-secondary institutions including Dual Enrollment 0pportunities

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

- Suspension rates
- Local Indicator: Parent and Family Engagement

Local Indicators

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3a) Increase by 1% the number of "parents that feel welcomed and connected to their student's school", as measured by LCAP parent survey.	**Baseline: 2019-2020** Source: (LCAP Parent Survey) Status: Districtwide: 89% SED: 90%				Increase by 3% districtwide responses within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3a) Increase by 1% the number of "parents that feel that the school actively seeks their input about decisions", as measured by LCAP parent survey.	**Baseline: 2019-2020** Source: (LCAP Parent Survey) Status: Districtwide: 85% SED: 88%				Increase by 3% districtwide responses within a 3-year time span.
(Priority 3b) Increase by 1% the number of "parents that feel supported and engaged in their student's academic progress", as measured by LCAP parent survey.	**Baseline: 2019-2020** Source: (LCAP Parent Survey) Status: 84%				Increase by 3% the districtwide within a 3-year time span.
(Priority 3c) Increase by 1% the number of stakeholders participating in annual LCAP surveys.	**Baseline: 2020-2021** (Source: LCAP Parent surveys) Status: Certificated and Classified Survey: 2,054 (46%) Parent Survey: 2,657 (6.7%) Student Survey: 29,586 (71.3%)				Increase participation by 3% within a 3-year time span.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 3c) Parents of students with disabilities feel that they have opportunities to take part in decisions made at their child's school by increasing 0.5% parent participation.	**Baseline: 2019-2020** Source: (LCAP Parent Survey) Status: 90%				Increase by participation 1.5% districtwide within a 3-year time span.
(Priority 5a) Increase attendance rate by 1% for All, EL, SED, and SWD and 2% for FY and Homeless.	**Baseline: 2020-2021** (Source: KCSOS, K/DS management system) Status All: 94.21% EL: 91.38% FY: 84.67% Homeless: 76.3% SED: 93.18% SWD: 90.93% Unduplicated: 93.15%				Increase by 3% for All, EL, SED, and SWD and 6% for FY and Homeless within a 3-year time span.
(Priority 5b) Decrease chronic absenteeism rate by 1.0% districtwide and 2% for EL, AA, and SWD and 3% FY and Homeless students from the previous year's rate.	**Baseline: 2019-2020** (Source: Synergy, KHSD management system) Status: Districtwide: 13.6% FY: 28.6% EL: 16.7% AA: 19.7% SWD: 22.0% Homeless: 47.3%				Decrease chronic absenteeism rate by 3% districtwide and 6% for EL, AA, and SWD and 9% for FY and Homeless students within a 3-year time span.
(Priority 5c) Middle School Dropout Rate	N/A				

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4A	**Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)**	Multi-Tiered System of Supports (MTSS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day, including Positive Behavioral Interventions and Supports (PBIS). It is a way to support students – especially students with disabilities – to create the kinds of schools where all students are successful. KHSD is committed to addressing student behavior through systems change. Within an MTSS, school counselors, school nurses, school social workers and school psychologists are primary providers of learning supports. (Florida Department of Education). Since implementing PBIS-MTSS districtwide, KHSD has experienced reduced expulsion discipline outcomes, and school personnel feel more effective. From 2017-2018 to 2019-2020 districtwide there has been a 0.04% (29 students) decline to 0.04% (17 students), EL 0.14% (5 students) to 0.06% (2 students), FY 0.62% (3 students) to 0.42% (2 students), and Students with Disabilities 0.14% (6 students) to 0.10% (5 students). All these students were identified as unduplicated. To help facilitate PBIS-MTSS, KHSD will maintain the following: • 18 School Site PBIS Administrators • 4.375 FTE Truancy Clerks • Site allocations for PBIS activities (professional development and supplies) • 3 Clerical Staff • 9 Nurses	$4,726,401.00	Y

Action #	Title	Description	Total Funds	Contributing

4B	**MTSS Tier 1**	MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. KHSD involuntary transfers to continuation sites have decreased from the fall 2017-2018 to fall 2019-2020 districtwide from 0.08% to 0.06%. Some student groups also have seen a decline of involuntary transfer to continuation; African American from 0.21% to 0.08%, and Hispanic from 0.08% to 0.06%.
		
		To help facilitate MTSS Tier 1, KHSD will maintain the following:
		• 7 District Teachers on Special Assignment for Social Emotional Learning
		• 23 On Campus Intervention (OCI) sections, 18 comprehensive school sites (5 sections per site) and 5 continuation sites (4 sections per site).
		• 6 Student Advocacy Centers (SAC)
		• 18.125 FTE Community Specialists (as per 2013-2014 staffing level)
		• 1 Restorative Practices/Social Emotional Learning Resource Counselor and 13 Intervention Counselors (Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South and West)
		• Student engagement programs:
		   o Fine Arts Projects
		   o Mariachi / Folkloric pilot programs
			$7,728,655.00	Y

4C	**MTSS Tier 2**	Some students need academic support in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, Check-In/Check-Out (CICO) interventions are often part of Tier 2, as well. According to the Annual Student Climate Survey (2019-2020) 75% of the students stated that, "I have someone on campus who cares about my personal life as well as my academics," compared to 74% the previous year. This targeted support allows students to work toward catching up with their peers. To help facilitate MTSS Tier 2, KHSD will maintain the following: • 1 District Lead Interventionist • 24 Interventionists for school sites • 1 District Lead Substance Abuse Specialist • 11 Districtwide Substance Abuse Specialist (6 funding by LCAP, 5 Coordinated Early Intervening Services (CEIS)	$3,113,424.00	Y

Action #	Title	Description	Total Funds	Contributing
4D	**MTSS Tier 3**	A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists. Suspension trends (rates) are as follows for the 23 School Sites (Comprehensive and Continuation Sites). • 13 schools (57% have demonstrated a cumulative 4-year reduction in suspension since 2014-15) • 2 schools (9%) have demonstrated consecutive reduction for 4 years in a row, and 10 schools (43%) have demonstrated reductions for 3 of the last 4 years • 12 schools (52%) have demonstrated cumulative reductions in the percentage of students with multiple suspensions since 2014-2015 . To help facilitate MTSS Tier 3, KHSD will maintain the following: • 1 District Social Worker • 23 School Site Social Workers	$3,392,557.00	Y
4E	**Parent & Student Outreach**	Schools and families have essential roles to play in promoting children's positive development and academic performance. When educators and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. (Colorado Department of Education) Since the conception of the KHSD Parent and Family Centers parent participation has increased. In 2016-2017 6,512 parents visited the Parent and Family Centers compared to 2019-2020 where there were 31,212 parent visitors. To help facilitate KHSD parent involvement KHSD will maintain: • Operation and resources for 18 Parent & Family Centers • 18 Parent Center Community Specialists • Parent and Students Outreach • District Parent and Student Liaisons • Parent Leadership Programs	$2,346,000.00	Y

Action #	Title	Description	Total Funds	Contributing
4F	**Mentoring**	A high school mentoring program helps develop critical social skills, encourages academic achievement, and provides positive, life-enriching experiences for students. Students who participate in high school mentoring programs have lower dropout rates, higher graduation rates, more self-esteem, and increased chances at professional success and much more. (realitycharger.org) Young Women Empowered for Leadership (YWEL) has demonstrated the benefits of the mentoring program. 2018-19 graduation rate for all KHSD African American students was 87.4% compared to 93.0% of African American females who participated at YWEL. Students who participated in Sons, Brothers and Sisterhood Rising saw a decline in discipline issues from 2018-2019 to 2019-2020. AmeriCorps mentors work with FY students and have seen an 1% increase in student attendance. 106 students participated in Project BEST in 2018-2019 and 154 participated in 2019-2020. The remaining mentoring programs are pilot programs and data is not available. KHSD will continue to provide the following mentoring programs targeting unduplicated students and other underperforming student groups. • AmeriCorps • Youth to Leaders • Project BEST / BSU • Garden Pathways, Sons, Brothers and Sisterhood Rising • Young Women Empowered for Leadership (YWEL) • Cal-Soap College Tutors • Latinos In Stride to Obtain Success (LISTOS) • Providing Opportunity for Development, Empowerment and Resilience (PODER) • Student Climate and Leadership (Budding Leaders in partnership with California State University, Bakersfield)	$827,000.00	Y

49

Action #	Title	Description	Total Funds	Contributing
4G	**Education Option Administrator and Outreach**	There are many factors that predict whether a student is likely to be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project). KHSD has seen a slight reduction in chronic absenteeism rates in the last three years districtwide (0.40%), Homeless (2.9%), Students with Disabilities (0.4%), English Learner (2.2%), Socioeconomically Disadvantaged (0.45%) and Foster Youth (0.8%). According to Manwaring, a senior education policy advisor for Children Now, a statewide child advocacy organization, "It may take a few years for the numbers to improve" (Edsource, January 2019). Under the guidance of the Educational Option Administrator the Interventionists have contacted 3,076 chronically absent KHSD students and their families via telephone calls and home visits and have held 1,331 school attendance review boards (SARBs) meetings during the 2017-2018, 2018-2019 and 2019-2020 school years. The board is composed of community members and school staff who meet regularly to diagnose and resolve persistent student attendance or behavior problems. In 2021, KHSD was chosen as a Model SARB winner by the California Department of Education. KHSD will retain the following positions to work alongside school sites to combat the issue of chronic absenteeism. • Educational Option Administrator • 2 Interventionists	$632,133.00	Y
4H	**Stakeholder Engagement**	KHSD's on-going engagement of stakeholders plays an intricate role in the progress and implementation of the LCAP in developing the goals, actions, expenditures, and metrics. Within the last three years KHSD Supervising Administrator and Coordinator have engaged stakeholders in LCAP Advisory Council (24 meetings), LCAP public forums (36 meetings), and on-going interaction with KHSD Employee Groups (Classified and Certificated), Principal's Advisory Council, Assistant Principals, Counselors, EL Coordinators, LCAP Project Managers and Kern County Superintendent of Schools, in order to obtain stakeholder feedback and create action plans as part of the continuous improvement process. KHSD has also provided annual surveys, California Healthy KIDS Survey and KHSD Student School Climate Survey to obtain feedback and action plan as part of the continuous improvement process. Stakeholder engagement includes regular meetings with English Language Advisory Council and District Parent Advisory Council (18 meetings), as well as meeting with the African American Parent Advisory Council and Special Education Department Community Advisory Committee. KHSD will retain the LCAP Supervising Administrator and the LCAP District Coordinator to facilitate the day-to-day LCAP process. As well as funding for translation services.	$436,058.00	Y

4I	Contingent Action	**Contingent Action** Contingent upon receiving additional funding, KHSD will explore supporting the following existing actions and prioritizing the action based on need for the unduplicated students.	$3,168,633.00	Y

Contingent Action

Contingent upon receiving additional funding, KHSD will explore supporting the following existing actions and prioritizing the action based on need for the unduplicated students.

1. As a supplemental resources for Action 2E, page 30
   (Operation and resources for 18 Parent & Family Centers
      a. Universal Design for Learning- Resources for universally designed learning environments for co-teaching.
      As KHSD continues to work to create more equitable and inclusive learning environments, the Universal Design for Learning (UDL) framework will be important to effective Tier I instruction to "teach students to become expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed" (Novak, 2021) through "multiple means of engagement, multiple means of representation, and multiple means of action and expression." (Novak 2021) The UDL framework begins with embracing learner variability and the removal of barriers to learning and providing "students options and choices that empower them to take control of their own learning and reach rigorous state-standards." (Novak, 2021)
2. As a supplemental resources for Action 4E, page 49
   (Parent and student Outreach)
      a. Family and Parent Centers – Provide additional resources for Family and Parent Centers.
      b. Site survey analysis and School Climate Groups - Provide additional resources to further explore school culture and climate.
      c. Stakeholders have voiced a need for additional transportation/buses. The negative effects of missing school are well known and studies (Allensworth and Easton, 2007) show that absenteeism in the freshman year can be predictive of high school completion. Research (Gottfried, 2014) suggests chronic absenteeism reduces math and reading achievement outcomes, reduces educational engagement, and decrease social engagement. School bus transportation provides a safe and reliable means of getting to school. In a more recent study, Gottfried (2014) determined that school bus riders had fewer absent days over the school year and were less likely to be chronically absent compared with children who commuted to school in any other way. The majority of students at Mira Monte High School (94.4%) and Arvin High School (90.7%) get to school via school buses. Additional buses allow for

Action #	Title	Description	Total Funds	Contributing
		more bus stops and better home to school service for the regular school day and extended learning opportunities. The most recent data provided by Dataquest on Chronic absenteeism rates verifies that, EL (18.1%), FY (30.8%) and SED (15.6%) have higher absentee rates than district wide (13.7%).		

Goal Analysis [2021-2022]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

Goal 1:

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

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

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

Literacy (Action 1D)

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

In 2016-2017, enrollment data indicated that a large number of incoming freshmen, in particular those who were identified as unduplicated, were in need of literacy support as they were assessed as reading at the 6th grade level or below. The district sought to support sites by providing additional sections to support freshmen with Access literacy classes. Data from 2016-2017 to the present, indicate that this is still an area of need, in particular for unduplicated students. While the IRL score for incoming freshmen has increased by 0.5 from 2018-2019 (3.9) to 2020-2021 (4.4), this is still far below grade-level (9.0). The need for literacy support for unduplicated students has been further demonstrated by enrollment in pre-Access and Access 2017-

53

2018 through 2020-2021 with 80% or more of students enrolled in Access, with an IRL of 6.0 or below, identified as unduplicated each year. As it is anticipated that literacy support for unduplicated students will continue to be an area of need, as indicated by several years of data for incoming freshmen, the district will continue to support school sites by providing sections for Access literacy classes. The learning gap for this student group is extended by year over year growth of less than 0.5 IRL annually. Therefore, the intended outcome is to stop that negative trend and match the IRL goal for all students of 0.5 IRL increase by the end of the first semester. This will stop the increase of the learning gap and allow us to begin to close said gap.

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

Ethnic Studies (1E)

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

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

Professional Development (Actions 1E, and 1F)

In the previous five years, Kern High has made significant investment into professional development to build multi-tiered SEL and academic supports for all students. These MTSS structures were initially based on student data from the CA School Dashboard that indicated unduplicated student outcomes were lower than that of all students in several key areas. These achievement gaps were common on the academic side in ELA and Math, and visible on the SEL side with higher suspension, expulsion, and chronic absenteeism rates. In response to these needs of our unduplicated students, we created districtwide actions to institute MTSS structures in SEL and academics. Our initial focus was in SEL and the resulting three-tiered system is clearly evident at all schools. In recent years we have shifted the same multi-year focus to create a three-tiered system of academic support for all students as a response to the clear need for unduplicated students. The academic system is still in the implementation phase and is less apparent districtwide as we continue this multi-year implementation plan. Student outcome data shows that the MTSS created for SEL has resulted in a dramatic and sustained reduction in unduplicated students reporting as suspended, expelled, or chronically absent. The same is true for all students and results are now equitable for all students, expulsion rates districtwide and for SED students is 0.04%. The same trend is starting to emerge on the academic side as implementation continues for the MTSS and there is only a 1.6% difference between graduation rates districtwide for all students and SED students. These increases and successes are directly tied to the initial investment into SEL and academic professional development for all staff in Kern High.

There has been a 26% increase in KHSD teaching staff from 2016-2017, when KHSD employed 1,653 teachers compared to 2,086 teaching staff for 2020-2021 school year. Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Over the last three years (2017-2018, 2018-2019 and 2019-2020), KHSD has hired 646 teachers. In this same year, 85.8% of students graduating were identified as socioeconomically disadvantaged students, which is a 1.8% difference. In 2018-19, the district wide graduation rate was 88.6%, the graduation rate for students identified as socioeconomically disadvantaged 88.6%. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and

state academic standards that guide their work, and the assessment and accountability measures that evaluate their success. For the last several years, the KHSD professional learning team has been striving to meet the demands of their students. In 2019-2020, 87.6% of KHSD students graduated districtwide. Due to these ongoing staffing increases and the desire to maintain the increased and improved student outcomes for unduplicated students and all students, Kern High will continue to provide professional development to support the MTSS systems already in place and continue to develop and refine both SEL and academic support.

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

Teacher Recruitment (Actions 1G and 1H)

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

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

Goal 2:

EL Intervention (Actions 2A and 2D)

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

High will continue to implement and improve intervention opportunities based on need supported by data for ELs. This will continue to close outcome gaps for ELs and to support increased outcomes for other student groups as data identifies need.

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

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

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

Action 2B, 2C, 2D, 2E and 2F effectiveness will be measured annually within the following measurable outcomes: 4b, 4g, 5d and Local Priority 8.
Goal 3:
College and Career (Action 3A and 3B)
In recent years, due to the previous investment into CTE pathways, outcomes for unduplicated students have improved for EL, FY, and SED students as well as all students in both CTE Pathway Completion and a-g Completion:
CTE Pathway Completion (California School Dashboard) 2019 to 2020 data
All: 40.2% (1,841 students), an increase of 5.5% from the previous year
EL: 41.5% (66 students), an increase of 5.9% from the previous year
FY: 44.8% (13 students), an increase of 17.5% from the previous year
SED: 39.3% (1,309 students), an increase of 4.5% from the previous year
a-g Completion: (CDE, Dataquest): 2017-2018 to 2018-2019
All students: 40.3% (3,500 students), an increase of 1.2% from the 2017-2018 school year
EL: 11.7% (86 students), an increase of 2.1% from the 2017-2018 school year
FY: 22.7% (20 students), an increase of 14.1% from the 2017-2018 school year
SED: 34.8% (2,344 students), an increase of 1.6% from the 2017-2018 school year
The programs previously implemented are showing success in shrinking the gap in both CTE Pathway Completion Rate and a-g completion rate. Kern High will continue to maintain existing programs and develop/expand new and existing CTE Pathways for all students as the data confirms that it is improving students for all three student groups represented in the unduplicated student count as well as all students in the district.

Action 3A and 3B effectiveness will be measured annually within the following measurable outcomes: 4b, 4c, 4d,4g, and 4e.
Goal 4:
MTSS-PBIS (Action 4A, 4B, 4C, 4D, 4E and 4F)
From 2017-2018 to 2019-2020, there has been a 0.04% (29 students) decline to 0.04% (17 students) in expulsions districtwide, EL 0.14% (5 students) 4to 0.06% (2 students), FY 0.62% (3 students) to 0.42% (2 students), and Students with Disabilities 0.14% (6 students) to 0.10% (5 students). All these students were identified as unduplicated. Multi-Tiered System of Supports (MTSS) provides a method of early identification and intervention utilizing a three-tier system that can help struggling students to catch up with their peers. Since implementing PBIS-MTSS districtwide, KHSD has experienced reduced expulsion discipline outcomes. According to the LCAP certificated survey there was a 6% increase from 2019 to 2020 on the school climate

response section. With a 7% increase on how respectful are the relationships between teachers and students. KHSD will continue to implement PBIS-MTSS to continue to reduce expulsion discipline outcomes.

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

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

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

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

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

EL:
Instructional Assistants (IAs) and Bilingual Instruction Assistants (BIAs) –
IAs and BIAs provide the following for EL students:

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

  English Language Development Teacher on Special Assignment (TOSA) –
o   Provides professional development for ELD certificated and classified staff (new curriculum, delivery of instructional practices, and development of assessments and alignment of curriculum and instruction with district's instructional priorities.)
o   Facilitates site teams to analyze student progress data and develop appropriate instructional intervention plans.

- Guides site staff (as requested) in implementation of new curriculum, delivery of instructional practices, and development of assessments.
- Aligns curriculum and instruction with district's instructional priorities.
- Facilitates in the selection and implementation of appropriate learning materials, including textbooks and online resources.
- Examines current legislation and content frameworks as they pertains to curriculum and instruction and examines new curriculum and instructional practices.
- Builds, supports, and facilitates district Professional Learning Communities that provide ongoing and targeted trainings.
- Employs data-driven instructional decision-making strategies.

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

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

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

Foster Youth:

Youth 2 Leaders –

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

Resources designated for FY –

Providing additional support for FY transportation needs.

YES! program -

Youth Empowering Success (YES!) is an organization created to mentor and empower foster youth. Meetings are facilitated by a foster youth counselor or school social worker, with community partners providing support. There are currently 6 comprehensive sites and five continuation sites

offering YES! to foster youth. Students meet regularly, hear from guest speakers on topics related to foster youth, participate in educational field trips, and are offered advocacy opportunities.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

68

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

69

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

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

71

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    o **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.

    o **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.

    o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

    o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

    o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.