

LCFF Budget Overview for Parents

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

CDS Code: 15635290000000

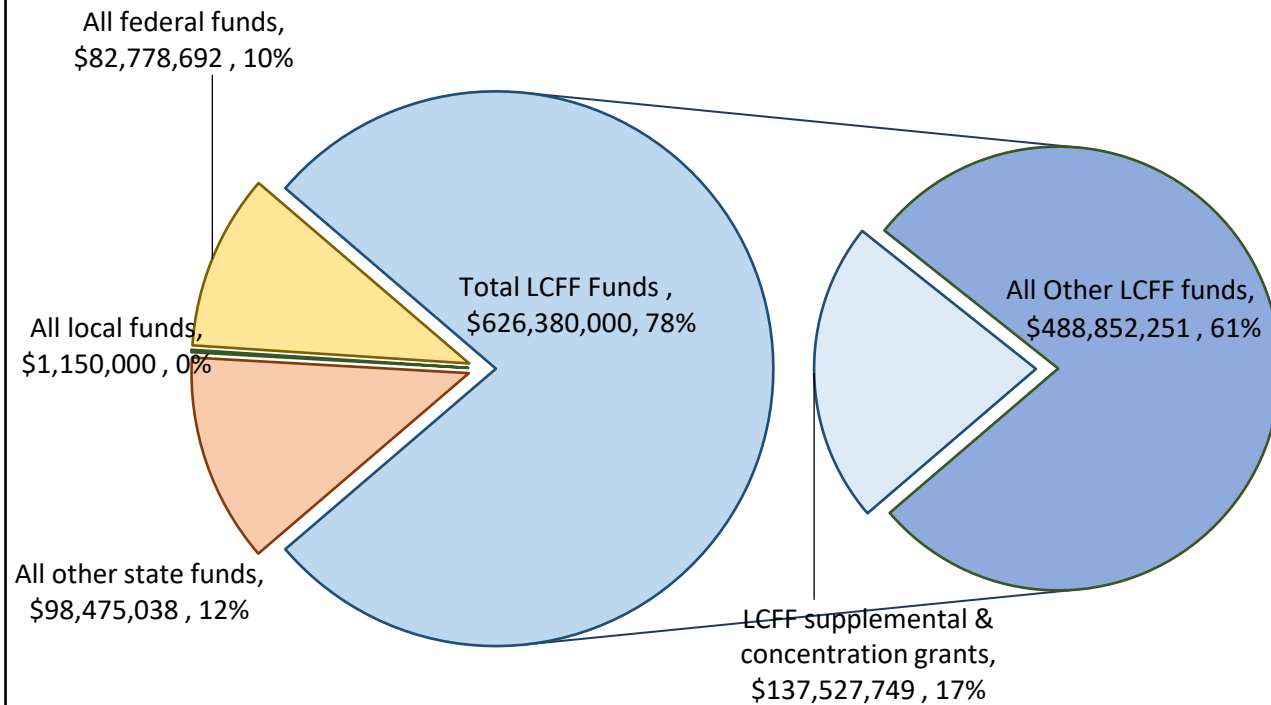
School Year: 2024-25

LEA contact information: Cheyenne Bell (661) 827-3627 cheyenne_bell@kernhigh.org

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

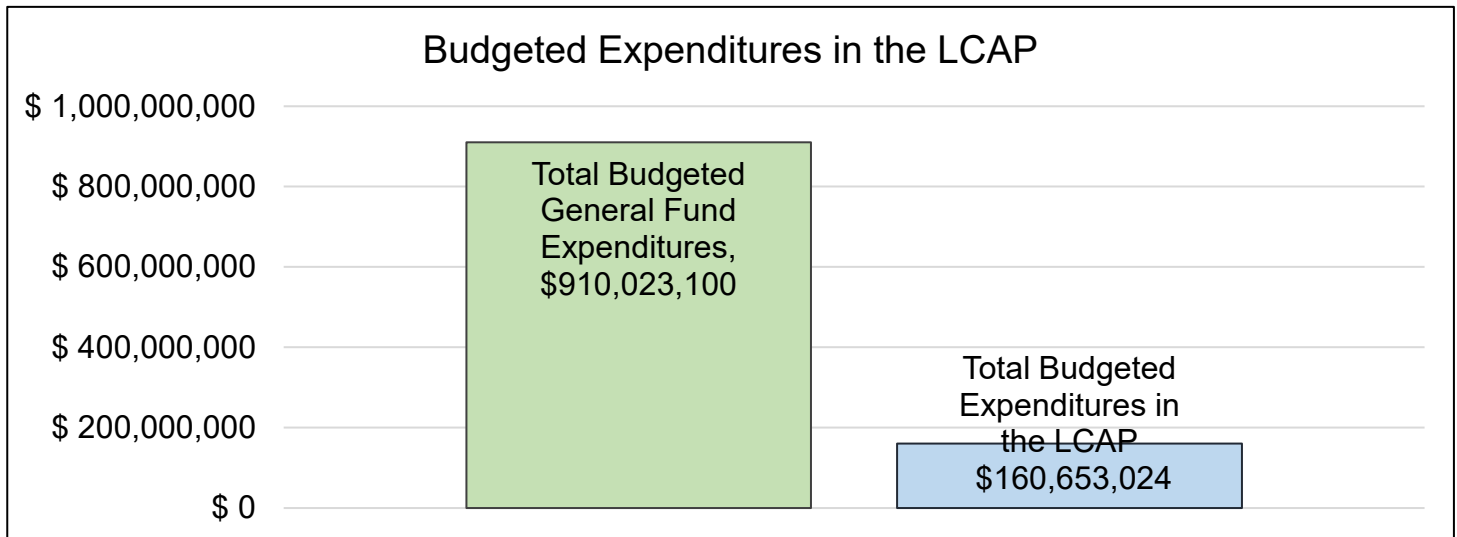


This chart shows the total general purpose revenue Kern High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kern High School District is \$808,783,730.00, of which \$626,380,000.00 is Local Control Funding Formula (LCFF), \$98,475,038.00 is other state funds, \$1,150,000.00 is local funds, and \$82,778,692.00 is federal funds. Of the \$626,380,000.00 in LCFF Funds, \$137,527,749.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kern High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kern High School District plans to spend \$910,023,100.00 for the 2024-25 school year. Of that amount, \$160,653,024.00 is tied to actions/services in the LCAP and \$749,370,076.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

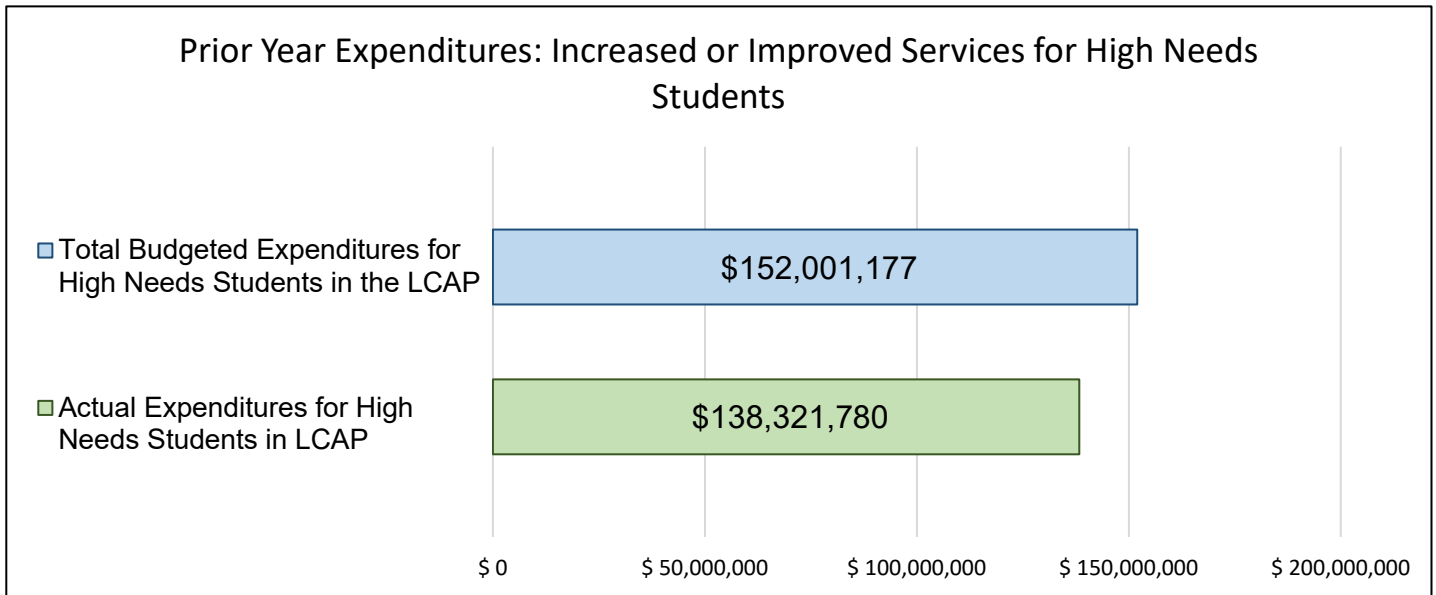
The text description of the above chart is as follows: Kern High School District plans to spend \$681,612,781.00 for the 2024-25 school year. Of that amount, \$150,647,565.00 is tied to actions/services in the LCAP and \$530,965,216.00 is not included in the LCAP. The budgeted expenditures that are not

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kern High School District is projecting it will receive \$137,527,749.00 based on the enrollment of foster youth, English learner, and low-income students. Kern High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kern High School District plans to spend \$159,077,265.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Kern High School District's LCAP budgeted \$152,001,177.00 for planned actions to increase or improve services for high needs students. Kern High School District actually spent \$138,321,780.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$13,679,397.00 had the following impact on Kern High School District's ability to increase or improve services for high needs students:

Each fiscal year begins with an estimate of planned expenditures and concludes with actual expenditures based on actual costs associated with services provided and salary/benefit variances. For the 2023-2024 school year, staff salaries were overstated and several planned new positions went unfilled. Based on preliminary data and feedback from educational partners, KHSD will continue working to fill staff

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kern High School District	Cheyenne Bell Director of Student, Family, & Community Engagement	cheyenne_bell@kernhigh.org 661-827-3328

Goals and Actions

Goal 1

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1a) Decrease the number of teacher misassignments by course (as described by CDE guidelines) from the previous year.	Baseline: 2020-2021 (Source: CalSAAS) Status: 225 teacher misassignments	2021-2022 (Source: CalSAAS) Status: 106 teacher misassignments	2022-2023 (Source: CalSAAS) Status: 188 teacher misassignments	2023-2024 (Source: CalSAAS) Status: 99 teacher misassignments	Decrease the number of teachers misassignments by course annually from the previous year.
(Priority 1a) Decrease the number of EL teacher misassignments by course (as described by CDE guidelines) from the previous year.	Baseline: 2020-2021 (Source: CalSAAS) Status: 45 EL teacher misassignments	2021-2022 (Source: CalSAAS) Status: 4 EL teacher misassignments	2022-2023 (Source: CalSAAS) Status: 23 EL teacher misassignments	2023-2024 (Source: CalSAAS) Status: 19 EL teacher misassignments	Decrease the number of EL teacher misassignments annually from the previous year.
(Priority 1b) Maintain 100% access to appropriate	Baseline: 2020-2021 (Source: School Site School Accountability Report Card) Status: No reported	2021-2022 (Source: School Site School Accountability Report Card) Status: No reported	2022-2023 (Source: School Site School Accountability Report Card) Status: No reported	2023-2024 (Source: School Site School Accountability Report Card) Status: No reported	Maintain 100% access to appropriate instructional materials

instructional materials for all students.	significant findings	significant findings	significant findings	significant findings	for all students annually.																																				
(Priority 2a) Implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool.	Baseline: 2021 (Source: California School Dashboard/ Staff Distance Learning Survey) Status: 3.0 (Initial Implementation)	2022 (Source: California School Dashboard/ Staff Survey 2021-2022) Status: 4.0 (Full Implementation)	2023 (Source: California School Dashboard/ Staff Survey 2022-2023) Status: 4.0 (Full Implementation)	2024 (Source: California School Dashboard/ Staff Survey 2023-2024) Status: 4.0 (Full Implementation)	5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.																																				
(Priority 2b) 100% of EL students are able to access the CCSS and ELD standards (4.0 or above, full implementation) for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the State Board of Education Adopted Reflection Tool.	Baseline: 2021 (Source: California School Dashboard/ Staff Distance Learning Survey) Status: 3.0 (Initial Implementation)	2022 (Source: California School Dashboard/ Staff Survey 2021-2022) Status: 4.0 (Full Implementation)	2023 (Source: California School Dashboard/ Staff Survey 2022-2023) Status: 4.0 (Full Implementation)	2024 (Source: California School Dashboard/ Staff Survey 2023-2024) Status: 4.0 (Full Implementation)	5.0 (Full Implementation and Sustainability) rating of content and literacy standards annually.																																				
(Priority 8) The average Instructional Reading Level (IRL) will increase by 1.0 for each grade level per academic year.	Baseline: 2019-2020 (Source: STAR Renaissance Reading Assessment) Q1 (Pre) and Q3 (Post) Status: Instructional Reading Level (IRL) <table><tr><th>Grade</th><th>Fall</th><th>Spring</th></tr><tr><td>9th</td><td>6.4</td><td>N/A</td></tr><tr><td>10th</td><td>6.7</td><td>N/A</td></tr></table>	Grade	Fall	Spring	9 th	6.4	N/A	10 th	6.7	N/A	2021-2022 (Data for 2020-2021 unavailable due to COVID19 Pandemic) Status: Instructional Reading Level (IRL) <table><tr><th>Grade</th><th>Fall</th><th>Spring</th></tr><tr><td>9th</td><td>6.3</td><td>6.4</td></tr><tr><td>10th</td><td>6.8</td><td>6.9</td></tr></table>	Grade	Fall	Spring	9 th	6.3	6.4	10 th	6.8	6.9	2022-2023 (Source: STAR Renaissance Reading Assessment) Q1 (Pre) and Q3 (Post) Status: Instructional Reading Level (IRL) <table><tr><th>Grade</th><th>Fall</th><th>Spring</th></tr><tr><td>9th</td><td>6.0</td><td>5.8</td></tr><tr><td>10th</td><td>6.5</td><td>6.4</td></tr></table>	Grade	Fall	Spring	9 th	6.0	5.8	10 th	6.5	6.4	2023-2024 (Source: STAR Renaissance Reading Assessment) Q1 (Pre) and Q3 (Post) Status: Instructional Reading Level (IRL) <table><tr><th>Grade</th><th>Fall</th><th>Spring</th></tr><tr><td>9th</td><td>6.3</td><td>6.2</td></tr><tr><td>10th</td><td>6.8</td><td>6.7</td></tr></table>	Grade	Fall	Spring	9 th	6.3	6.2	10 th	6.8	6.7	The average Instructional Reading Level (IRL) will increase by 1.0 for each grade level per academic year.
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(Priority 8) Increase a year of growth in math per STAR Renaissance assessment per academic year.	Baseline: 2019-2020 (Source: STAR Renaissance Math Assessment) Established annually Q1(Pre) and Q3 (Post) Status: Math Scaled Score <table><tr><th>Grade</th><th>Fall</th><th>Spring</th></tr><tr><td>9th</td><td>746.2</td><td>N/A</td></tr><tr><td>10th</td><td>769.7</td><td>N/A</td></tr><tr><td>11th</td><td>792.2</td><td>N/A</td></tr><tr><td>12th</td><td>805.7</td><td>N/A</td></tr></table>	Grade	Fall	Spring	9 th	746.2	N/A	10 th	769.7	N/A	11 th	792.2	N/A	12 th	805.7	N/A	2021-2022* *2020-2021 Data unavailable due to COVID-19 Pandemic Status: Math Unified Scaled Score <table><tr><th>Grade</th><th>Fall</th><th>Spring</th></tr><tr><td>9th</td><td>1058.2</td><td>1069.8</td></tr><tr><td>10th</td><td>1072.4</td><td>1082.2</td></tr><tr><td>11th</td><td>1086.1</td><td>1092.6</td></tr><tr><td>12th</td><td>1075.1</td><td>1099.6</td></tr></table>	Grade	Fall	Spring	9 th	1058.2	1069.8	10 th	1072.4	1082.2	11 th	1086.1	1092.6	12 th	1075.1	1099.6	2022-2023 (Source: STAR Renaissance Math Assessment) Q1 (Pre) and Q3 (Post) Status: Math Unified Scaled Score <table><tr><th>Grade</th><th>Fall</th><th>Spring</th></tr><tr><td>9th</td><td>1055.0</td><td>1067.7</td></tr><tr><td>10th</td><td>1071.1</td><td>1082.1</td></tr><tr><td>11th</td><td>1082.1</td><td>1089.0</td></tr><tr><td>12th</td><td>1082.3</td><td>1087.9</td></tr></table>	Grade	Fall	Spring	9 th	1055.0	1067.7	10 th	1071.1	1082.1	11 th	1082.1	1089.0	12 th	1082.3	1087.9	2023-2024 (Source: STAR Renaissance Math Assessment) Q1 (Pre) and Q3 (Post) Status: Math Unified Scaled Score <table><tr><th>Grade</th><th>Fall</th><th>Spring</th></tr><tr><td>9th</td><td>1055.8</td><td>1060.1</td></tr><tr><td>10th</td><td>1071.5</td><td>1078.5</td></tr><tr><td>11th</td><td>1084.1</td><td>1090.7</td></tr><tr><td>12th</td><td>1083.3</td><td>1085.9</td></tr></table>	Grade	Fall	Spring	9 th	1055.8	1060.1	10 th	1071.5	1078.5	11 th	1084.1	1090.7	12 th	1083.3	1085.9	An increase of a year of growth in math per academic year.
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(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: Synergy and PeopleSoft) Status: African American: 3.8% Hispanic: 25.2%	2021-2022 (Source: Synergy and PeopleSoft) Status: African American:4.3% Hispanic: 22.4%	2022-2023 (Source: Synergy and PeopleSoft) Status: African American: 0.4% Hispanic: 25.4%	2023-2024 (Source: Synergy and PeopleSoft) Status: African American: 2.9% Hispanic: 36.5%	An increase of 6% Hispanic and 3% African American newly hired teachers within the three-year time span.																																																												

Goal 1 Analysis

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. 2023-24

Goal 1 outlines 10 actions and services that focus on providing students with a fully credentialed, well trained, and diverse teaching staff, who provide rigorous and relevant instruction that prepares students for success at the next level of their learning. All 10 actions and services were implemented as planned.

There were no substantive differences in the planned implementation of Actions 1A, 1B, and 1C (Class Size Reduction). Actions 1A, 1B, and 1C were implemented as planned and were therefore successful.

Action 1A: (Class Size Reduction)

1081 sections were allocated for CSR (one section was moved from Action 1D: Literacy), and 1081 sections were used (419 English, 246 Mathematics, 222 Social Studies, 123 Science, 22 Miscellaneous, 20 Modern Language, 9 Physical Education, and 20 Visual and Performing Arts). 954 sections (88.3%) were allocated to school sites where enrollment of unduplicated groups was greater than 55%.

Action 1B: (Science Class Size Reduction)

59 science sections (1 Earth Science, 26 Introduction to Physical Science, 20 Biology, and 12 Chemistry sections) were allocated to meet the Next Generation Science Standards, which require the “doing of more science.” 46 sections (78.0%) were allocated to school sites where enrollment of unduplicated groups was greater than 55%.

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

Continuation sites CSR and administrative sections provided 11 teaching sections (2 Apex, 2 Miscellaneous, 3 English, 2 English & Miscellaneous, 1 Mathematics, and 1 Physical Education). 20 administrative sections for continuation schools which included 3 full-time Deans of Student Behavior and Supports (6 Tierra Del Sol, 6 Vista, and 6 Vista West) and 2 sections (1 Central Valley and 1 Nueva), to assist in the implementation of Positive Behavior Intervention Strategies-Multi Tiered Systems of Supports (PBIS-MTSS).

There were no substantive differences in the planned implementation of Action 1D (Literacy). Action 1D was implemented as planned and was therefore successful.

Action 1D: (Literacy)

75 sections were allocated for Access and/or Pre-Access courses. 1 section was moved to Action 1A. These courses provide targeted literacy support for 9th grade students reading below grade level.

There was no substantive difference in the planned implementation of Action 1E (Ethnic Studies). Action 1E was implemented as planned and was therefore successful. Allocated funds are being carried over for the same purpose in 2024-2025 to pilot the KHSD approved course of study. There were no substantive differences in the planned implementation of Actions 1F (Professional Development), 1G (Teachers on Special Assignment (TOSAs), 1H (Kern High Induction Program), 1I (Teacher Recruitment/Teacher Recruitment Administrator), and 1J (Appropriate Instructional Materials). Relevant successes and challenges in implementing these actions included:

Action 1E: (Ethnic Studies)

KHSD developed a course of study and curricula for the Ethnic Studies course and began training teachers to teach the pilot course in the 2025-2026 school year. A draft of the Course of Study was approved by the KHSD Board. Action 1E was implemented as planned and was therefore successful.

Action 1F: (Professional Development)

Action 1F addressed PD necessary for the ongoing learning and professional growth of the district's teaching staff, particularly in pedagogy and effective instructional practices in relation to the most recent state frameworks and the state's accountability system. Staff Survey 2023-2024 results reported that KHSD teachers felt that PD offerings were timely and informative. Action 1F was partially implemented. A continuing shortage of substitute teachers proved to be challenging for PD offerings throughout the school year.

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

Action 1G was implemented as planned and was therefore successful. Eight TOSAs (2 English Language Arts, 2 English Language Development, 1 Social Studies, 2 Math, and 1 Science) worked with their respective departments, as well as each Instruction Director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs worked with sites, as per teacher and/or administrator need.

Action 1H: (Kern High Induction Program [KHIP])

Action 1H was implemented as planned and was therefore successful. KHIP provided 165 teachers (who are working towards obtaining their clear credentials with PD and mentoring.

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

Action 1I was implemented as planned and was therefore successful. 22 residents are currently participating in the KHTR program across 13 school sites, and 81.8% (18) of those residents were placed at high-LCFF school sites. Additionally, these residents filled positions in Art (1), Biology (4), Chemistry (1), Earth Science (1), English (6), History (4), and math (5). KHSD's 2023-2024 recruitment efforts included participation in teacher recruitment and education job fairs at multiple locations in multiple states. For the 2023-2024 school year, KHSD hired 314 teachers (177 new hires and 137 rehires). Of these new hires, 14.1% (25) were completers of the KHTR program.

Action 1J: (Appropriate Instructional Materials)

Action 1J was implemented as planned and was therefore successful. Instructional materials were verified by School Accountability Report Cards (SARCs) which verified that all students at KHSD have access to their own textbook(s) and instructional materials. All KHSD students also have access to technology resources. LCAP funding is not utilized for this action. KHSD general budget provides for funding allocations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. 2023-24

Budgeted expenditures for Goal 1 of the 2023-2024 LCAP totaled \$42,372,510. Actual expenditures were approximately \$36,255,340. Goal 1 is expected to carry a surplus of \$6,117,170.

Action 1A: (Class Size Reduction)

Certificated salaries and benefits were overestimated (\$1,876,767) due to the projected average cost per section.

Action 1B: (Science Class Size Reduction)

Certificated salaries and benefits were underestimated (\$17,952) due to the projected average cost per section.

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

Certificated salaries and benefits were overestimated (\$248,285) due to the projected average cost per section.

Action 1D: (Literacy)

Certificated salaries and benefits were overestimated (\$375,098) due to the projected average cost per section.

Action 1E: (Ethnic Studies)

Action 1E allocation (\$1,611,413) will be carried over to the 2024-2025 school year. Most of the funds will be used to provide school sites with sections to pilot the new course. The remainder will be used to pay for expenses including professional development.

Action 1F: (Professional Development)

Certificated salaries and benefits were overestimated (\$1,541,000) due to substitute availability for certificated staff to provide planned PD activities and other funding sources were utilized.

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

Certificated salaries and benefits were overestimated (\$200,244).

Action 1H: (Kern High Induction Program)

Certificated salaries and benefits were underestimated (\$278,278) due to the projected salary increase for staff.

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

Teacher residency mentors' and resident stipends (\$560,593) were not utilized due to the availability of another funding source.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle. 2020-2024

One measurement of progress effectiveness in achieving the desired outcomes for actions in Goal 1 was the review of annual measuring and reporting results of the 8 priorities outlined in Goal 1 with our educational partners. The metrics in each goal are designed to see results within a three-year period and provide educational partners and KHSD a year-to-year snapshot of progress.

Actions 1A, 1B, and 1C: (Class Size Reduction)

The intent of Actions 1A, 1B, and 1C (Class Size Reduction) was to provide more opportunities for success and to improve the learning environment for our unduplicated students. Actions 1A, 1B, and 1C were deemed as effective. KHSD achieved this intended outcome by reducing failing semester grades, decreasing suspension rates, and improving student engagement. The priorities that were used to measure success for these actions included Priorities 2a and 2b, as well as improved 1st semester grades, positive staff survey results, positive student survey results, and reduced suspension rates.

Action 1D: (Literacy)

Action 1D was intended to improve literacy and numeracy skills for our unduplicated students by providing support and resources focused on helping our struggling students.

Action 1D was deemed to be somewhat effective in spite of inconsistencies in administering and monitoring the STAR assessments for ELA and Math. Priority 8 uses Independent Reading Level (IRL) to measure ELA achievement and “Unified Scaled Scores” to assess Math proficiency. STAR Renaissance recently changed their scoring system from a “Scaled Score” to a “Unified Scaled Score” in order to simplify the interpretation of student growth by placing both ELA and Math on the same scale. For purposes of analyzing effectiveness of this priority for the 2023-24 LCAP Annual Update, STAR Renaissance scores for the earliest cohort during this previous LCAP cycle 2021-22 through 2023-24 were used. Students within this cohort were 10th graders in 2021-22 and are now 12th graders in 2023-24. Although this cohort showed modest improvement in both Math and ELA over this time period, they fell short of achieving a full 1.0 (or 100 point) improvement over the course of the 3-year LCAP cycle. They did, however, maintain their math and reading skill level, which is in and of itself commendable since these students were 9th graders during the COVID-19 Pandemic when they had to participate in remote learning. Priority 8 was used to measure success for this action.

Actions 1E, 1F, 1G, 1H, 1I, and 1J Analysis:

Actions 1E, 1F, 1G, 1H, 1I, and 1J are all focused on improving student outcomes by improving teacher effectiveness through focused and consistent professional development. Based on three-year data results for Priorities 1a, 1b, and Local Priority, actions 1E, 1G, 1H, and 1J were determined to be effective. Actions 1F and 1I were partially effective.

Action 1E: (Ethnic Studies)

This action was deemed effective. The district used the 2023-2024 school year to plan for the rollout of the Ethnic Studies course in the fall of 2024. The course of study was approved at the April 2024 KHSD Board meeting, and all 19 comprehensive campuses will be piloting an Ethnic Studies course that will be team-taught by two credentialed Social Studies teachers per site starting in the fall of 2024-2025. Most of the Action 1E funds will be used to fund these sections (38). KHSD will utilize remaining carryover funds allocated in 2023-2024 to further develop the course of study, train staff, and purchase supplemental resources during the 2024-2025 school year.

Action 1F: (Professional Development)

Action 1F addresses PD necessary for the on-going learning and professional growth of the district’s teaching staff, particularly in pedagogy and effective instructional practices in relation to the most recent state frameworks and the state’s accountability system. Data reported on Goal 1, Priority 2a and 2b, documents teachers’ implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool. Additionally, implementation, effectiveness and staff participation were tracked by the Organization Management System (OMS). KHSD maintained a status of 4.0 (Full Implementation) for both priorities (2a and 2b) for the past 3 years but fell short of achieving the goal of 5.0 (Full Implementation and Sustainability). This goal was deemed to be partially effective, and KHSD will carry it over to the 2024-2025 LCAP with the improvement of the additional metrics to monitor success.

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

This action was effective. TOSAs provided mentoring, guidance, and PD to certificated and classified KHSD employees. Staff participation, tracked by OMS, indicated increases in the number of KHSD staff members increased from year to year. Additionally, annual Panorama Ed Staff Survey 2023-2024 results showed that PD was both timely and informative.

Action 1H: (Kern High Induction Program [KHIP])

This action was determined to be effective. Prospective teachers who are working towards obtaining their clear credentials were effectively trained to teach the diverse student populations at KHSD high school sites, including how to differentiate instruction effectively so that all students reach optimal learning through high-quality instruction. Mentor teachers were assigned to each participant, and enjoyed confidential, professional relationships with their candidates and agreed to assist each candidate through a minimum of one hour of direct support per week. Mentors expressed the ability, willingness,

and flexibility to meet each candidate's individual needs. Mentors provided support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks. Mentors were trained in effective coaching and mentoring practices, goal setting, the use of appropriate mentoring instruments for each candidate's program, best practices in adult learning, and program processes designed to support candidate growth and effectiveness.

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

This action was deemed to be partially effective. Over the past 3 years, KHSD teacher employment has steadily increased, resulting in a more diverse teaching staff. Additionally, KHSD achieved its desired outcome of *increasing Hispanic newly hired teachers* but fell just short of the desired outcome of *increasing newly hired African American teachers*. KHSD will continue to focus on recruiting teachers who reflect the demographics of our student population. This action will be carried forward but will focus on reporting the percentage of Hispanic and African American teachers *employed* by the district, which will allow the district to concentrate on not only increasing hiring, but also retaining teachers of color. This metric will be modified to better monitor this action.

Action 1J: (Appropriate Instructional Materials)

This action was effective. KHSD SARC verified that all students at KHSD have access to their own textbook(s) and instructional materials. All textbooks purchased by KHSD are aligned to the state standards for each subject and approved by the district and local governing board. Textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The SARC for each school site (<https://www.kernhigh.org/apps/pages/SARCs>) verifies that no finding was documented in this area. LCAP funding is not utilized for this action. KHSD general budget provides for funding allocations.

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

Changes made to Goal 1's metrics, desired outcomes, or actions for the coming year include the following:

(Priority 1a)

For purposes of the LCAP, EL teacher misassignments will no longer be tracked independently, as the CTC does not offer CLAD authorizations within new teacher credentialing. KHSD will fold these two Priorities (both under Priority 1a) into one priority that measures *"the percentage of teachers that are appropriately credentialed"*, which is reported by CA School Dashboard. This change will allow KHSD to better reflect the proper assignment of teachers regardless of course.

(Priority 2b)

Source data will be changed to the CA School Dashboard to mirror KHSD's shift to using the Dashboard data to provide more transparency with our educational partners.

(Priority 7d)

A new district priority will be created, stating "Increase by 3% over 3 years the number of students approaching prepared and prepared for College and Career Indicator (CCI). KHSD will use CA School Dashboard to report progress on this data point. This priority will be used to measure student success on actions 1A, 1B, and 1C.

(Priority 8)

KHSD intends to carry this action forward, implementing a change to metrics. Wording for Priority 8 will be revised to state *"Increase by 3% from each cohort's 8th grade baseline the percentage of students who "met or exceeded" standard based on appropriate growth from 8th grade through 11th grade*

as measured on the CAASP ELA assessment over a 3-year timespan.” This wording indicates KHSD’s move away from STAR Renaissance scores as the sole metric for determining student success by using CAASPP cohort scores (for incoming 9th graders and then the same cohort’s 11th grade scores) to better reflect growth over time while in high school, rather than comparing data from year to year. STAR and local interim assessments will be used to monitor progress, while the CAASPP will be utilized to report actual change.

(Local Priority 1a)

Wording for this priority will be revised to read *“Increase the number of teachers that reflect the demographic student groups of the district at an increase of 2% for Hispanic and 1% for African American per year.”* This revision will allow KHSD to better reflect not only improved hiring practices, but also track and report on teacher retention from year to year.

Action 1A: (Class Size Reduction)

This action will be renamed “Broad Course of Study” to better reflect KHSD’s focus on increasing and improving access to a wide range of courses to our unduplicated students at comprehensive school sites.

Action 1B: (Science Class Size Reduction)

This action will be renamed “Broad Course of Study-Science” to better reflect KHSD’s focus on increasing and improving access to a wide range of science courses to our unduplicated students at comprehensive school sites.

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

This action will be renamed “Broad Course of Study-Continuation Sites” to better reflect KHSD’s focus on increasing and improving access to a wide range of instructional courses to our unduplicated students at continuation school sites.

Action 1D: (Literacy)

The metrics used to monitor this action will be modified to use CAASPP ELA and Math scores to report on cohorts instead of year-to-year comparisons. CAASPP scores for incoming 9th grade students will be used as a baseline and then compared against the same cohort’s 11th grade CAASPP scores to allow KHSD to truly monitor growth while students are in high school. As stated above in changes to Priority 8, STAR Renaissance IRL and Math Unified Scaled Scores will continue to be used as progress monitoring throughout the 3-year LCAP cycle.

Action 1F: (Professional Development)

As stated above, Priorities 1a and Local Priority 1a will be revised to reflect not only an effort to hire more teachers of color, but to also retain all teachers. Priority 1a will be collapsed into one metric, eliminating the requirement for “EL teacher misassignments” and instead reporting on simply “Increasing the percentage of teachers appropriately assigned.” Local Priority 1a will be revised to read *“Increase the number of employed teachers that reflect the demographic student groups of the district at an increase of 2% for Hispanic and 1% for African American per year.”* This revision will allow KHSD to better reflect not only improved hiring practices, but also track and report on teacher retention from year to year.

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

Funding for the AVID TOSA will be repurposed to a Social Studies TOSA. Additionally, funding will be allocated to provide 1 Co-Teaching TOSA.

Action 1H: (Kern High Induction Program [KHIP])

This action will be renamed *“Action 1H: New Teacher Support”* to reflect KHSD’s continuing focus on supporting our new teachers, including interns, Provisional Internship Permits PIPs, and Short-Term Staff Permits (STSPs). Previously, this action was limited to only funding support for teachers who were part of the Kern High Induction Program (KHIP). Action 1H will now address other programs to support new teachers (those in their first two years of teaching) as well.

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

This action will be renamed “*Action 1I: Teacher Recruitment*” to eliminate redundancy and streamline naming conventions within the LCAP to provide for more clarity for our educational partners. KHSD intends to carry this action over to the 2024-2025 LCAP to maintain effectiveness. Additionally, see changes to Priority 1a above for revisions to phrasing of this metric. Additional funding will be allocated to hire a KHTR TOSA.

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

Goal 2

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1c) Maintain 100% rating of “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) for all school sites.	Baseline: 2020-2021 (Source: School Site School Accountability Report Card) Status: 22 of 23 school sites maintained a “good” or “exemplary” facilities rating on FIT.	2021-2022 (Source: School Site School Accountability Report Card) Status: 23 of 23 school sites maintained a “good” or “exemplary” facilities rating on FIT.	2022-2023 (Source: School Site School Accountability Report Card) Status: 24 of 24 school sites maintained a “good” or “exemplary” facilities rating on FIT.	2023-2024 (Source: School Site School Accountability Report Card) Status: 24 of 24 school sites maintained a “good” or “exemplary” facilities rating on FIT.	100% rating of “good” or “exemplary” facilities rating on FIT for all school sites annually.
(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 (Source: California School Dashboard) Status: 34.4%	2021 (Source: California School Dashboard) Status: Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	2022 (Source: California School Dashboard) Status: 41.1%	2023 (Source: California School Dashboard) Status: 40.0%	Increase by 15% EL progressing towards English Proficiency within a 3-year time span.

(Priority 4e) Decrease the number of LTELs by 2% annually.	Baseline 2019-2020 (Source: CDE, DataQuest) Status: 8.9% (LTEL 6+ years) *Data was updated on 4/7/22 to reflect correct percentage.	2020-2021 (Source: CDE, DataQuest) Status: 16.1% (LTEL 6+ years)	2021-2022 (Source: CDE, DataQuest) Status: 18.1% (LTEL 6+ years)	2022-2023 (Source: CDE, DataQuest) Status: 13.4% (LTEL 6+ years)	Decrease LTELs percentage by 6% within a 3-year time span.																																																
(Priority 4f) Increase the reclassification rate of EL students by 3% each year, based on previous year's reclassification rate.	Baseline 2019-2020 (Source: CDE, DataQuest) Status: Reclassification Rate: 24.0%	2020-2021 (Source: CDE, DataQuest) Status: Reclassification Rate: 13.4%	2021-2022 (Source: CDE, DataQuest) Status: Reclassification Rate not available for 2022	2022-2023 (Source: KCSOS, KIDS) Status: Reclassification Rate not available for 2023	Increase by 9% the EL reclassification rates within a 3-year time span.																																																
(Priority 4h) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessments of college preparedness as measured by the previous year's scores will increase by 1% districtwide, 1.5% for Hispanic and SED, 2% for African American and Homeless, and 3% for EL and SWD.	Baseline 2018-2019 (Source: CAASPP) Status: <table><tr><td>All</td><td>51.4%</td></tr><tr><td>African American</td><td>39.6%</td></tr><tr><td>Hispanic</td><td>47.2%</td></tr><tr><td>EL</td><td>2.6%</td></tr><tr><td>FY</td><td>N/A</td></tr><tr><td>Homeless</td><td>30.0%</td></tr><tr><td>SED</td><td>45.7%</td></tr><tr><td>SWD</td><td>7.5%</td></tr></table>	All	51.4%	African American	39.6%	Hispanic	47.2%	EL	2.6%	FY	N/A	Homeless	30.0%	SED	45.7%	SWD	7.5%	2020-2021 (Source: CAASPP) Status: Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	2021-2022 (Source: CAASPP) Status: <table><tr><td>All</td><td>47.0%</td></tr><tr><td>African American</td><td>33.8%</td></tr><tr><td>Hispanic</td><td>43.8%</td></tr><tr><td>EL</td><td>3.9%</td></tr><tr><td>FY</td><td>23.7%</td></tr><tr><td>Homeless</td><td>28.6%</td></tr><tr><td>SED</td><td>41.8%</td></tr><tr><td>SWD</td><td>10.0%</td></tr></table>	All	47.0%	African American	33.8%	Hispanic	43.8%	EL	3.9%	FY	23.7%	Homeless	28.6%	SED	41.8%	SWD	10.0%	2022-2023 (Source: CAASPP) Status: <table><tr><td>All</td><td>46.7%</td></tr><tr><td>African American</td><td>38.1%</td></tr><tr><td>Hispanic</td><td>46.4%</td></tr><tr><td>EL</td><td>7.7%</td></tr><tr><td>FY</td><td>22.4%</td></tr><tr><td>Homeless</td><td>34.1%</td></tr><tr><td>SED</td><td>46.0%</td></tr><tr><td>SWD</td><td>16.8%</td></tr></table>	All	46.7%	African American	38.1%	Hispanic	46.4%	EL	7.7%	FY	22.4%	Homeless	34.1%	SED	46.0%	SWD	16.8%	Increase the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessments of college preparedness as measured by the previous year's scores by 3% districtwide, 4.5% for Hispanic, and SED, and 6% for AA and Homeless, and 9% for EL and SWD.
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SWD	16.8%																																																				

(Priority 5e) Increase graduation rate by 1% districtwide, Hispanic, and SED, and 2% for African American, American Indian or Alaska Native, EL, and FY, and 3% Homeless and SWD.	Baseline: 2020 (Source: California School Dashboard) Status: <table><tr><td>All</td><td>88.7%</td></tr><tr><td>African American</td><td>81.7%</td></tr><tr><td>American Indian or Alaska Native</td><td>75.9%</td></tr><tr><td>Hispanic</td><td>88.8%</td></tr><tr><td>EL</td><td>74.5%</td></tr><tr><td>FY</td><td>70.2%</td></tr><tr><td>Homeless</td><td>67.8%</td></tr><tr><td>SED</td><td>87.3%</td></tr><tr><td>SWD</td><td>70.1%</td></tr></table>	All	88.7%	African American	81.7%	American Indian or Alaska Native	75.9%	Hispanic	88.8%	EL	74.5%	FY	70.2%	Homeless	67.8%	SED	87.3%	SWD	70.1%	2021 (Source: California School Dashboard) Status: <table><tr><td>All</td><td>86.5%</td></tr><tr><td>African American</td><td>80.4%</td></tr><tr><td>American Indian or Alaska Native</td><td>80.0%</td></tr><tr><td>Hispanic</td><td>85.9%</td></tr><tr><td>EL</td><td>74.2%</td></tr><tr><td>FY</td><td>70.1%</td></tr><tr><td>Homeless</td><td>62.2%</td></tr><tr><td>SED</td><td>84.6%</td></tr><tr><td>SWD</td><td>66.3%</td></tr></table>	All	86.5%	African American	80.4%	American Indian or Alaska Native	80.0%	Hispanic	85.9%	EL	74.2%	FY	70.1%	Homeless	62.2%	SED	84.6%	SWD	66.3%	2022 (Source: California School Dashboard) Status: <table><tr><td>All</td><td>89.5%</td></tr><tr><td>African American</td><td>84.6%</td></tr><tr><td>American Indian or Alaska Native</td><td>79.5%</td></tr><tr><td>Hispanic</td><td>89.5%</td></tr><tr><td>EL</td><td>80.5%</td></tr><tr><td>FY</td><td>68.1%</td></tr><tr><td>Homeless</td><td>72.4%</td></tr><tr><td>SED</td><td>88.3%</td></tr><tr><td>SWD</td><td>76.7%</td></tr></table>	All	89.5%	African American	84.6%	American Indian or Alaska Native	79.5%	Hispanic	89.5%	EL	80.5%	FY	68.1%	Homeless	72.4%	SED	88.3%	SWD	76.7%	2023 (Source: California School Dashboard) Status: <table><tr><td>All</td><td>85.8%</td></tr><tr><td>African American</td><td>80.8%</td></tr><tr><td>American Indian or Alaska Native</td><td>73.5%</td></tr><tr><td>Hispanic</td><td>85.7%</td></tr><tr><td>EL</td><td>76.1%</td></tr><tr><td>FY</td><td>65.4%</td></tr><tr><td>Homeless</td><td>65.4%</td></tr><tr><td>SED</td><td>84.3%</td></tr><tr><td>SWD</td><td>66.2%</td></tr></table>	All	85.8%	African American	80.8%	American Indian or Alaska Native	73.5%	Hispanic	85.7%	EL	76.1%	FY	65.4%	Homeless	65.4%	SED	84.3%	SWD	66.2%	Increase by 3%: District-wide, Hispanic and SED; 6%: African American and American Indian or Alaska Native. EL, and FY; 9%: Homeless, and SWD.
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(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 (Source: Synergy) Status: 74.9% <u>Percentage of documented withdrawals:</u> Parent request: 20.1% Home Instruction: 0.1% Independent Study: 1.2% Workforce: 2.0% Discovery: 0.7%	2021-2022 (Source: Synergy) Status: 77.2% <u>Percentage of documented withdrawals:</u> Parent request: 22.8% Home Instruction: 0% Independent Study: 1.5% Workforce: 1.4% Discovery: 1.1%	2022-2023 (Source: Synergy) Status: 77.8% <u>Percentage of documented withdrawals:</u> Parent request: 22.2% Home Instruction: 0% Independent Study: 1.3% Workforce: 3.4% Discovery: 2.2%	2023-2024 (Source: Synergy) Status: 71.1% <u>Percentage of documented withdrawals:</u> Parent request: 18.8% Home Instruction: 0.0% Independent Study: 1.4% Workforce: 1.8% Discovery: 2.5%	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 S1 (Synergy) Status: 17.0%	2020-2021 & 2021-2022 (Synergy) Status: 2020-2021: 35.9%* 2021-2022: 21.4% *Data from 2020-2021 was invalidated due to its lack of accuracy as a result of the COVID-19 Pandemic.	2022-2023 S1 (Synergy) Status: 18.9%	2023-2024 S1 (Synergy) Status: 20.2%	Decrease failure rate for EL students by 6% within a 3-year time span.
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Goal 2 Analysis

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

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

Goal 2 outlined 9 actions and services that focus on providing students with clean, safe, and well-equipped schools and innovative and ample instructional resources. 8 of the 9 actions' (2A, 2B, 2C, 2D, 2E, 2F, 2G, and 2H) and services were fully implemented as planned. Action 2I was implemented as planned and was therefore successful.

Action 2A: (English Learners)

There were no substantive differences in the planned implementation of Action 2A (English Learners). Bilingual Instructional Assistants (BIAs), Bilingual Technicians (BTs), EL Coordinators, and District Supervising Administrator were retained to provide services for the EL program. A challenge to this implementation included a shortage of eligible candidates to fill the BIA positions.

There were no substantive differences in the planned implementation of Actions 2B, 2C, 2D, 2E, or 2F. Actions 2A, 2D, 2E, and 2F were implemented as planned and were therefore successful.

Action 2B: (Literacy Intervention)

KHSD funded Teacher-Librarians and extended library hours at each of the 19 comprehensive school sites. Additional funds were added in 2023-2024 for library resources.

Action 2C: (Learning Intervention)

KHSD provided 124 sections: 82 intervention sections for students who need additional support in English and math – e.g., Foundations (math), literacy courses, and academic performance courses that support “at risk” grade 9-12 students and 42 Sections devoted to 9th grade math support courses allocated by school site’s LCFF percentage.

Action 2D: (Summer Intervention)

Summer school sessions were offered which included a robust offering of courses before and after the regularly scheduled curricular day. An analysis of semester 1 grades for KHSD students indicates that over the past 3 years, (2021-2022, 2022-2023, and 2023-2024), the number of KHSD students who received a failing grade for fall semester has steadily decreased.

Action 2E: (Intervention Resources)

Three intervention resources were fully utilized (STAR Renaissance, APEX, Exploring Learning Gizmos). Edmentum resources were not utilized to the extent that they were initially planned.

Action 2F: (Technology Resources)

KHSD strengthened the technology infrastructure and provided student devices to support and enhance learning in the classroom through high-speed internet connections, devices, and programs, that promote student engagement.

There were no substantive differences in the planned implementation of Actions 2G: (School Facilities), 2H: (Additional Custodial Support to Minimize the Spread of Illnesses) or 2I: (School Facilities Support for LCAP Staffing). Actions 2G, 2H, and 2I were implemented as planned and were therefore successful.

Action 2G: (School Facilities)

KHSD facilities at all 24 school sites were maintained in a manner that assures safety, cleanliness, and functionality.

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

After a challenge of finding qualified candidates, KHSD has hired 19 FTE custodians out of 20, and will continue to fly the remaining position until it is filled.

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

This action established a construction timeline in which new portables will be built on select campuses to house MTSS Support Staff

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

Budgeted expenditures for Goal 2 of the 2023-2024 LCAP totaled \$36,435,216. Actual expenditures were approximately \$32,210,113. Goal 2 is expected to have a surplus of \$4,225,103.

Action 2A: (English Learners)

Certificated and classified salaries and benefits were overestimated (\$1,936,064) due to projected salary increase for staff and staff vacancies.

Action 2B: (Literacy Intervention)

Library resources (\$713,111) allocated for library updates to support literacy and increase student usage were not utilized this year due to delays in the availability of many ordered items. The balance will be carried over to the following year.

Action 2C: (Learning Intervention)

UDL (Designed learning environment) (\$232,987) was not utilized this year because resources were unavailable.

Action 2D: (Summer Intervention)

Resources for summer intervention were overestimated (\$10,000).

Action 2E: (Intervention Resources)

The cost of intervention resources was overestimated (\$1,317,056).

Action 2F: (Technology Resources)

Classified salaries and benefit funding were underestimated (\$53,187).

Action 2G: (School Facilities)

No material differences for Action 2G.

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

Classified salaries and benefits funding (\$69,072) was not utilized due to the shortage of candidates for custodial staff.

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

No material differences.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

One measurement of progress effectiveness in achieving the desired outcomes for actions for Goal 2 is the 6 state priorities outlined in Goal 2. Metrics in each goal are designed to see results within a three-year period and provide educational partners and KHSD a year-to-year snapshot of progress.

The intent of Action 2A was to improve literacy skills for KHSD's EL students. The action focused on providing a variety of instructional supports for EL students to increase access for educational programs at individual school sites and throughout the district. State Priorities addressed in Actions 2A included Priorities 4e, 4f, Local Priorities 2a, 2b, and Priority 2b.

Action 2A: (English Learners)

Over the 3-year LCAP cycle, the percentage of EL students progressing towards English Language proficiency increased, but not to the degree as hoped for. Similarly, the number of LTELs increased over the same period, as did the reclassification rate. Additionally, the failure rate of EL for ELD and cores classes increased slightly. Although KHSD did not meet baseline on these priorities, the improvements in EL success indicate that overall, this action would have been more successful had the COVID-19 Pandemic not occurred. Based on these metrics and progress on the ELPI, this action was deemed to be partially effective. This action will be improved by increasing the number of BIAs available to better support the needs of EL students in their classes.

The intent of Actions 2B, 2C, 2D, and 2E was to improve student outcomes in ELA and Math by providing a wide variety of instructional interventions both during the regular school year and summer sessions. The three-year data results for Priorities 4h and 5e were used to measure success for these actions.

Action 2B: (Literacy Intervention)

Due to a multifaceted approach aimed at improving student achievement and reading levels, ELA CAASPP rates in 2022-2023 increased for every student group that “Met” or “Exceeded Standards”. Every student group showed improvement, either meeting or exceeding pre-Pandemic levels. This action was deemed to be effective and will be continued.

Action 2C: (Learning Intervention)

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

Action 2D: (Summer Intervention)

This action was found to be effective. KHSD continued to support the intervention needs for students throughout the summer. Summer school intervention sections were created for the unduplicated students based on need. In 2023, summer school sections served 16,135 students, and of these students 87% of enrolled students were identified as unduplicated. 13,213 (81.9%) of all summer school students earned a passing grade and received credit for remediating failed classes. Summer school sections were distributed proportionately per the sites’ unduplicated count. To further support student needs, comprehensive sites were also provided with 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 was allocated by LCFF student count.

Action 2E: (Intervention Resources)

Overall, this action was determined to be partially effective. However, it is important to mention that in Priority 5e, 2023 graduation rates do not look like they improved, but they followed several years during the COVID-19 Pandemic, when abnormal spikes in graduation rates were caused by a “pass/fail” grading policy in 2020 and then softened graduation requirements of AB104 in 2022. Additionally, although we didn’t meet the baseline for graduation rates for every student group, KHSD made high levels of success with EL and SWD groups. To address the continuing needs of students, KHSD will be reevaluating these intervention resources for more effective alternatives. New metrics will be added to better monitor and assess student achievement.

Actions 2F and 2G were intended to maintain structural and technological integrity at KHSD school sites.

Action 2F: (Technology Resources)

KHSD hired 5 additional FTE Information Systems Technology (IST) technicians for 5 of KHSD’s highest-LCFF schools, and refreshed computer labs at 4 sites (programs with greatest computer demand were assigned highest priority) for Engineering, Drafting, Graphic Arts, Photography, and Aeronautics. KHSD also upgraded School Fiberoptic Networks, including fiberoptic cabling and network equipment upgrades at 10 high schools with the oldest plants/greatest need to increase speed and capacity of school networks, as well as providing support for emerging network technologies, and created a Three-Year plan to upgrade all schools, contingent upon funding availability. This action was deemed to be effective and will be carried over to the 2024-2025 LCAP.

Action 2G: (School Facilities)

KHSD facilities were maintained in a manner that assures safety, cleanliness, and functionality. All 24 KHSD school sites received either an exemplary or good rating on the 2023-2024 Facility Inspection Tool (FIT) report. 4 sites earned exemplary, and 20 sites earned good ratings. This action was deemed to be effective.

The intent of Action 2H was to improve student outcomes by reducing chronic absenteeism and increasing student attendance.

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

Following the COVID-19 Pandemic, chronic absenteeism rates rose drastically, and attendance rates dropped slightly. After implementing Action 2H, chronic absenteeism rates dropped by almost 10% and attendance rates are on the rise. This action was deemed to be effective.

The intent of Action 2I was to provide much needed facility space to house the additional personnel funded through the myriad of MTSS supports housed in Goal 4.

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

A construction timeline has been established, and funding has been encumbered, this action was deemed somewhat effective.

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

(Priority 4e)

Priority 4e “*Decrease the number of LTELs by 2% annually*” will no longer be tracked. Instead, Priority 4e “*Increase the percentage of EL who are progressing towards English Language proficiency by 2% each year based on previous year’s rate*” will be used. The source to assess this metric will be changed to ELPI rates as reported by the CA School Dashboard. Using this as the metric will better allow KHSD to align with state assessments and student progress.

Action 2A: (English Learners)

13 additional 6-hour BIAs will be hired.

Action 2B: (Literacy Intervention)

KHSD will also provide funding for EL Saturday academies, labs, and college trips.

Action 2E: (Intervention Resources)

Metrics within this action will be revised to better serve KHSD students’ academic needs. Since some of the intervention resources were not fully utilized, KHSD will conduct research into possible alternate resources that might be more effective. This changeover will occur after the currently underutilized resource contracts have expired. Prior to the expiration, KHSD will replace those resources with another if an appropriate substitute is found. Until then, KHSD will continue to use the existing resources and will attempt to increase usage to best facilitate student progress in these areas. KHSD will also provide funding for third-party intervention programs to be determined by individual school sites.

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

School Facilities Support for LCAP Staffing will not move forward to the 24-25 LCAP as no additional funding will be utilized to complete this project.

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

Goal 3

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																								
(Priority 4a) Increase the percentage of students districtwide mastering grade-level standards (met or exceeded) on the English Language Arts (ELA), mathematics and California Science Test (CAST) assessment by 2% as measured by previous year’s score rate and 3% for EL, SWD, and SED.	Baseline: 2018-2019 (Source: CAASPP) Status: <u>ELA</u> <table><tr><td>All</td><td>51.1%</td></tr><tr><td>EL</td><td>2.7%</td></tr><tr><td>SED</td><td>45.2%</td></tr><tr><td>SWD</td><td>7.6%</td></tr></table> Status: <u>Mathematics</u> <table><tr><td>All</td><td>21.0%</td></tr><tr><td>EL</td><td>1.2%</td></tr><tr><td>SED</td><td>15.1%</td></tr><tr><td>SWD</td><td>1.2%</td></tr></table> Status: <u>CAST</u> <table><tr><td>All</td><td>19.6%</td></tr><tr><td>EL</td><td>1.3%</td></tr><tr><td>SED</td><td>15.4%</td></tr><tr><td>SWD</td><td>3.1%</td></tr></table>	All	51.1%	EL	2.7%	SED	45.2%	SWD	7.6%	All	21.0%	EL	1.2%	SED	15.1%	SWD	1.2%	All	19.6%	EL	1.3%	SED	15.4%	SWD	3.1%	2020-2021 (KHSD administered STAR Renaissance Reading and Math exam as an alternative assessment for 11 th grade) Status: Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboards.	2021-2022 (Source: CAASPP) Status: <u>ELA</u> <table><tr><td>All</td><td>47.1%</td></tr><tr><td>EL</td><td>3.9%</td></tr><tr><td>SED</td><td>41.7%</td></tr><tr><td>SWD</td><td>10.0%</td></tr></table> Status: <u>Mathematics</u> <table><tr><td>All</td><td>16.2%</td></tr><tr><td>EL</td><td>0.6%</td></tr><tr><td>SED</td><td>10.9%</td></tr><tr><td>SWD</td><td>1.1%</td></tr></table> Status: <u>CAST</u> <table><tr><td>All</td><td>18.2%</td></tr><tr><td>EL</td><td>0.2%</td></tr><tr><td>SED</td><td>13.5%</td></tr><tr><td>SWD</td><td>2.6%</td></tr></table>	All	47.1%	EL	3.9%	SED	41.7%	SWD	10.0%	All	16.2%	EL	0.6%	SED	10.9%	SWD	1.1%	All	18.2%	EL	0.2%	SED	13.5%	SWD	2.6%	2022-2023 (Source: CAASPP) Status: <u>ELA</u> <table><tr><td>All</td><td>50.1%</td></tr><tr><td>EL</td><td>7.5%</td></tr><tr><td>SED</td><td>45.7%</td></tr><tr><td>SWD</td><td>11.6%</td></tr></table> Status: <u>Mathematics</u> <table><tr><td>All</td><td>17.0%</td></tr><tr><td>EL</td><td>1.4%</td></tr><tr><td>SED</td><td>12.2%</td></tr><tr><td>SWD</td><td>1.7%</td></tr></table> Status: <u>CAST</u> <table><tr><td>All</td><td>21.9%</td></tr><tr><td>EL</td><td>1.7%</td></tr><tr><td>SED</td><td>17.2%</td></tr><tr><td>SWD</td><td>4.2%</td></tr></table>	All	50.1%	EL	7.5%	SED	45.7%	SWD	11.6%	All	17.0%	EL	1.4%	SED	12.2%	SWD	1.7%	All	21.9%	EL	1.7%	SED	17.2%	SWD	4.2%	Increase by 6% districtwide and 9% for EL, SED, and SWD, within a 3-year time span.
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(Priority 4b) Increase a-g completion rate by 1% districtwide, 2% for SED and Hispanic, and 3% for African American, EL, FY, Homeless, and SWD.	Baseline: 2019-2020 (Source: CDE, DataQuest) Status <table><tr><td>All</td><td>42.7%</td></tr><tr><td>African American</td><td>33.2%</td></tr><tr><td>Hispanic</td><td>40.8%</td></tr><tr><td>EL</td><td>11.0%</td></tr><tr><td>FY</td><td>11.1%</td></tr></table>	All	42.7%	African American	33.2%	Hispanic	40.8%	EL	11.0%	FY	11.1%	2020-2021 (Source: CDE, DataQuest) Status <table><tr><td>All</td><td>40.6%</td></tr><tr><td>African American</td><td>30.7%</td></tr><tr><td>Hispanic</td><td>37.8%</td></tr><tr><td>EL</td><td>8.3%</td></tr><tr><td>FY</td><td>14.3%</td></tr></table>	All	40.6%	African American	30.7%	Hispanic	37.8%	EL	8.3%	FY	14.3%	2021-2022 (Source: CDE, DataQuest) Status <table><tr><td>All</td><td>37.8%</td></tr><tr><td>African American</td><td>26.9%</td></tr><tr><td>Hispanic</td><td>34.8%</td></tr><tr><td>EL</td><td>10.8%</td></tr><tr><td>FY</td><td>12.9%</td></tr></table>	All	37.8%	African American	26.9%	Hispanic	34.8%	EL	10.8%	FY	12.9%	2022-2023 (Source: CDE, DataQuest) Status <table><tr><td>All</td><td>37.0%</td></tr><tr><td>African American</td><td>30.6%</td></tr><tr><td>Hispanic</td><td>34.0%</td></tr><tr><td>EL</td><td>11.8%</td></tr><tr><td>FY</td><td>11.0%</td></tr></table>	All	37.0%	African American	30.6%	Hispanic	34.0%	EL	11.8%	FY	11.0%	Increase by 3% a-g completion rate districtwide, 6% for SED and Hispanic, and 9% for African American, EL, FY, Homeless, and SWD within a 3-year time span.																																
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(Priority 4c) Increase by 1% EL, FY and SWD and 2% for Homeless, SED, Hispanic, African American, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator. *Graduating seniors only.	Baseline: 2020 (Source: California School Dashboard) Status: <table><tr><td>All</td><td>46.7%</td></tr><tr><td>African American</td><td>30.9%</td></tr><tr><td>Hispanic</td><td>45.0%</td></tr><tr><td>EL</td><td>16.9%</td></tr><tr><td>FY</td><td>19.0%</td></tr><tr><td>Homeless</td><td>18.0%</td></tr><tr><td>SWD</td><td>15.2%</td></tr><tr><td>SED</td><td>41.9%</td></tr></table>	All	46.7%	African American	30.9%	Hispanic	45.0%	EL	16.9%	FY	19.0%	Homeless	18.0%	SWD	15.2%	SED	41.9%	2021 (Source: California School Dashboard) Status: Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	2022 (Source: California School Dashboard) Status: Due to the COVID-19 Pandemic, state law has suspended the reporting of state indicators on the 2022 Dashboard.	2023 (Source: California School Dashboard) Status: <table><tr><td>All</td><td>38.7%</td></tr><tr><td>African American</td><td>26.6%</td></tr><tr><td>Hispanic</td><td>36.2%</td></tr><tr><td>EL</td><td>14.4%</td></tr><tr><td>FY</td><td>11.7%</td></tr><tr><td>Homeless</td><td>9.6%</td></tr><tr><td>SWD</td><td>9.2%</td></tr><tr><td>SED</td><td>33.7%</td></tr></table>	All	38.7%	African American	26.6%	Hispanic	36.2%	EL	14.4%	FY	11.7%	Homeless	9.6%	SWD	9.2%	SED	33.7%	Increase by 3% EL, FY and SWD and 6% for Homeless, SED, Hispanic, African American, and Districtwide students that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator within a 3-year time span.
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(Priority 4d) Increase by 3% over 3 years the number of students completing CTE Pathway and a-g requirements.	Baseline: 2020 (Source: California School Dashboard) Status: 6.2%	2021 (Source: California School Dashboard) Status: 13.1%	2022 (Source: California School Dashboard) Status: 12.3%	2023 (Source: California School Dashboard) Status: 10.6%	Increase by 3% within a 3-year time span.																																
(Priority 4g) AP score of 3 or better will increase by 3% over 3 years*. *CDE Dataquest reports students who pass 2 or more exams	Baseline: 2020 (Source: CDE Dataquest) Status: 14.5%	2021 (Source: CDE Dataquest) Status: 7.0%	2022 (Source: CDE Dataquest) Status: 5.4%	2023 (Source: CDE Dataquest) Status: 15.0%	Increase by 3% within a 3-year time span.																																
(Priority 7a) All students will have access to a broad course of studies per school sites’ master schedules.	Baseline: 2020-2021 (Source: Synergy) Status: 100%	2021-2022 (Source: Synergy) Status: 100%	2022-2023 (Source: Synergy) Status: 100%	2023-2024 (Source: Synergy) Status: 100%	Maintain 100% access to a broad course of studies annually.																																
(Priority 7b) All unduplicated students will have access to a broad course of studies per	Baseline: 2020-2021 (Source: Synergy) Status: 100% of students identified as	2021-2022 (Source: Synergy) Status: 100% of students identified as	2022-2023 (Source: Synergy) Status: 100% of students identified as	2023-2024 (Source: Synergy) Status: 100% of students identified as	Maintain 100% access to a broad course of studies annually.																																

school sites' master schedules.	unduplicated have access to a broad course of studies.	unduplicated have access to a broad course of studies.	unduplicated have access to a broad course of studies.	unduplicated have access to a broad course of studies.	
(Priority 7c) All students with exceptional needs will have access to a broad course of studies per students' IEP and 504 plans.	Baseline: 2020-2021 (Source: Synergy) Status: 100% of students identified with exceptional needs have access to a broad course of studies.	2021-2022 (Source: Synergy) Status: 100% of students identified with exceptional needs have access to a broad course of studies.	2022-2023 (Source: Synergy) Status: 100% of students identified with exceptional needs have access to a broad course of studies.	2023-2024 (Source: Synergy) Status: 100% of students identified with exceptional needs have access to a broad course of studies.	Maintain 100% access to a broad course of studies annually.
(Local Priority 3a) Increase CTE parent survey responses of agree or strongly agree by 1% as compared to last year's responses: <i>"My student's school is preparing my student or a future career path."</i>	Baseline: Winter 2019 (Source: Family Survey) Status: All Responses: 84% Unduplicated Responses: 87%	Winter 2022* (Source: Family-School Relationships Survey 2021-2022) *2020-2021 survey questions were modified to address COVID-19 Pandemic issues) Status: All Responses: 80% Unduplicated Responses: 85%	Winter 2023 (Source: Family-School Relationships Survey 2022-2023) Status: All Responses: 84% Unduplicated Responses: 89%	Winter 2024 (Source: Family-School Relationships Survey 2023-2024) Status: All Responses: 86% Unduplicated Responses: 87%	Increase by 3% the districtwide responses and unduplicated responses within a 3-year time span.

Goal 3 Analysis

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

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

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

There were no substantive differences in the implementation of Actions 3A (Career Technical Education) and 3B (College and Career Readiness). Actions 3A and 3B were implemented as planned and were therefore successful.

Action 3A: (Career Technical Education)

KHSD maintained the operation of ROC and CTEC offering 38 career programs. Kern Valley also utilized its agriculture program funding as prescribed.

Action 3B: (College and Career Readiness)

KHSD provided a broad course of study for their students and provided college and career readiness resources (Career Choices program, Naviance, Advanced Placement (AP) test fee reimbursement, Dual Enrollment (DE), Advancement Via Individual Determination (AVID), and a resources counselor) for their students. College tutors were not fully utilized due to a shortage of qualified candidates.

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

Budgeted expenditures for Goal 3 of the 2023-2024 LCAP totaled \$24,322,477. Actual expenditures were approximately \$21,603,214. Goal 3 is expected to carry a surplus of \$2,719,263.

Action 3A: (Career Technical Education)

Certificated and classified salaries and benefits were overestimated (\$1,541,359) due to cost per section, projected salary increase, and staff vacancies.

Action 3B: (College and Career Readiness)

College and career resources were overestimated (\$1,177,904). College/University/Trade School visits were not fully utilized, college tutors were overestimated due to lack of available candidates, and Mariachi/Folklórico sites have not used their full allocations yet.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

Since 2020, the number of students who are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator decreased for all student groups. However, it is also important to note that due to the COVID-19 Pandemic, state law suspended the reporting of state indicators such as the CAASPP on the 2021 and 2022 California School Dashboard, so there was no data available for analysis for 2 years of the 3-year

LCAP cycle. From 2020 through 2023, the number of students completing CTE Pathway and a-g (UC/CSU) requirements increased. Graduation rates also decreased slightly, due to the sunset of AB104, which eased graduation requirements during 2022, and caused an abnormal spike in graduation rates for that year. 2023 graduation rates returned to the levels pre-Pandemic.

Action 3A: (Career Technical Education)

KHSD CTE course offerings and enrollment increased from 2021-2022 to 2023-2024, and KHSD also helped to bridge the achievement gap and provide more access to CTE courses to our EL student population by hiring 4BIAs (2-ROC / 2-CTEC) to support ELs. KHSD is also in the process of developing an EL support plan for EL students at ROC and CTEC. KHSD continued to fund 79 CTE Pathway sections at comprehensive sites and postsecondary partners and local industry partnerships at all 19 comprehensive school sites, 5 alternative education school sites, and ROC/CTEC

Action 3B: (College and Career Readiness)

Graduation rates for All KHSD students gradually increased and decreased over the past 4 years. At the beginning of the 3-year LCAP cycle (2020), graduation rates were 88.7% for All students. These rates then dipped to 86.5% in 2021. At the close of 2022 school year, KHSD students had greatly improved their graduation rates by 3.3% (to 89.5%) over 2020-2021 graduation rates and continued to consistently outperform county four-year adjusted cohort graduation rates. These gains were nullified in 2023, when KHSD graduation rates dropped back down to 85.8% for All students. The ebb and flow are due mostly due to the effects of the COVID-19 Pandemic and the resulting AB104 legislation, which eased graduation rates for students who were negatively affected by the Pandemic and the inherent difficulties of Distance Learning. For comparison, State graduation rates followed a similar pattern of increases and decreases over the same period (2023 CA Graduation rate: 86.4%)

Based on these metrics, Actions 3A and 3B were deemed to be partially effective. Due to the ending of AB104, CCI and graduation rates fell below the expected outcomes.

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

Priority 4a: Source data will be changed from CAASPP.org to CA School Dashboard to reflect “distance from standard” (DFS). ELA and Math scores are already reported on CA School Dashboard; according to EdSource, “Starting in 2025, performances by district, school and student groups will receive one of five dashboard colors, designating the lowest (red) to the highest performance (blue) — just as with math, English language arts and other achievement indicators.”

Priority 4c: Source for data for this metric will be changed from CDE/Dataquest to CA School Dashboard to promote better transparency for our educational partners. KHSD will use CA School Dashboard’s reporting of “UC/CSU readiness” in place of CDE’s “a-g” rates.

Priority 4d: Wording for this priority will be revised to reflect a concentrated focus on student progress toward completing CTE pathway and UC/CSU requirements.

Priorities 7a, 7b, and 7c: These 3 priorities will be moved to Goal 1. Additionally, the source for “access to a broad course of studies” for all 3 of these priorities will be changed to the CA School Dashboard to provide for more consistency. Previous LCAP cycles have utilized other sources, including Synergy and other local data sources.

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

Goal 4

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

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 <i>feel welcomed and connected to their student's school</i> , as measured by LCAP parent survey.	Baseline: Winter 2020 (Source: Family-School Relationships Survey) Status: Districtwide: 89%	Winter 2022* (Source: Family-School Relationships Survey 2021-2022) Status: Districtwide: 89% *2020-2021 survey questions were modified to address COVID-19 Pandemic issues)	Winter 2023 (Source: Family-School Relationships Survey 2022-2023) Status: Districtwide: 89%	Winter 2024 (Source: Family-School Relationships Survey 2023-2024) Status: Districtwide: 90%	Increase by 3% districtwide responses within a 3-year time span.
(Priority 3b) Increase by 1% the number of parents that feel that <i>the school actively seeks their input about decisions</i> , as measured by LCAP parent survey.	Baseline: Winter 2020 (Source: Family-School Relationships Survey) Status: Districtwide: 74%	Winter 2022* (Source: Family-School Relationships Survey 2021-2022) Status: Districtwide: 75% *2020-2021 survey questions were modified to address COVID-19 Pandemic issues)	Winter 2023 (Source: Family-School Relationships Survey 2022-2023) Status: Districtwide: 75%	Winter 2024 (Source: Family-School Relationships Survey 2023-2024) Status: Districtwide: 77%	Increase by 3% districtwide responses within a 3-year time span.
(Priority 3c) Increase by 1% the number of parents that feel that <i>the school actively seeks their input about decisions</i> , for parents or guardians of SWD	Baseline: Winter 2020 (Source: Family-School Relationships Survey) Status: SWD: 84%	Winter 2022* (Source: Family-School Relationships Survey 2021-2022) Status: SWD: 87% *2020-2021 survey questions were modified to address COVID-19 Pandemic issues)	Winter 2023 (Source: Family-School Relationships Survey 2022-2023) Status: SWD: 84%	Winter 2024 (Source: Family-School Relationships Survey 2023-2024) Status: SWD: 85%	Increase by 3% districtwide responses within a 3-year time span.

students as measured by LCAP parent survey.																																																					
(Priority 5a) Increase attendance rate by 1% for All, EL, SED, and SWD and 2% for FY and Homeless.	Baseline: 2020-2021 (Source: KCSOS, KiDS) Status: <table><tr><td>All</td><td>94.2%</td></tr><tr><td>EI</td><td>91.3%</td></tr><tr><td>FY</td><td>84.6%</td></tr><tr><td>Homeless</td><td>76.0%</td></tr><tr><td>SED</td><td>93.1%</td></tr><tr><td>SWD</td><td>90.9%</td></tr></table>	All	94.2%	EI	91.3%	FY	84.6%	Homeless	76.0%	SED	93.1%	SWD	90.9%	2021-2022 (Source: KCSOS, KiDS) Status: <table><tr><td>All</td><td>91.9%</td></tr><tr><td>EI</td><td>91.4%</td></tr><tr><td>FY</td><td>87.6%</td></tr><tr><td>Homeless</td><td>82.2%</td></tr><tr><td>SED</td><td>90.9%</td></tr><tr><td>SWD</td><td>89.2%</td></tr></table>	All	91.9%	EI	91.4%	FY	87.6%	Homeless	82.2%	SED	90.9%	SWD	89.2%	2022-2023 (Source: KCSOS, KiDS) Status: <table><tr><td>All</td><td>92.8%</td></tr><tr><td>EI</td><td>91.4%</td></tr><tr><td>FY</td><td>88.5%</td></tr><tr><td>Homeless</td><td>83.8%</td></tr><tr><td>SED</td><td>92.2%</td></tr><tr><td>SWD</td><td>90.3%</td></tr></table>	All	92.8%	EI	91.4%	FY	88.5%	Homeless	83.8%	SED	92.2%	SWD	90.3%	2023-2024 (Source: KCSOS, KiDS) Status: <table><tr><td>All</td><td>93.6%</td></tr><tr><td>EI</td><td>92.0%</td></tr><tr><td>FY</td><td>89.2%</td></tr><tr><td>Homeless</td><td>82.5%</td></tr><tr><td>SED</td><td>93.1%</td></tr><tr><td>SWD</td><td>90.8%</td></tr></table>	All	93.6%	EI	92.0%	FY	89.2%	Homeless	82.5%	SED	93.1%	SWD	90.8%	Increase by 3% for All, EL, SED, and SWD and 6% for FY and Homeless within a 3-year time span.
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(Priority 5b) Decrease chronic absenteeism rate by 1.0% districtwide and 2% for EL, African American, and SWD and 3% FY and Homeless students from the previous year's rate.	Baseline: 2019-2020 (Source: Synergy) Status: <table><tr><td>Districtwide</td><td>13.6%</td></tr><tr><td>FY</td><td>28.6%</td></tr><tr><td>EL</td><td>16.7%</td></tr><tr><td>African American</td><td>19.7%</td></tr><tr><td>SWD</td><td>22.0%</td></tr><tr><td>Homeless</td><td>47.3%</td></tr></table> PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.	Districtwide	13.6%	FY	28.6%	EL	16.7%	African American	19.7%	SWD	22.0%	Homeless	47.3%	2020-2021 (Source: CDE DataQuest) Status: <table><tr><td>Districtwide</td><td>15.8%</td></tr><tr><td>FY</td><td>44.5%</td></tr><tr><td>EL</td><td>21.8%</td></tr><tr><td>African American</td><td>25.8%</td></tr><tr><td>SWD</td><td>23.6%</td></tr><tr><td>Homeless</td><td>55.4%</td></tr></table>	Districtwide	15.8%	FY	44.5%	EL	21.8%	African American	25.8%	SWD	23.6%	Homeless	55.4%	2021-2022 (Source: CDE DataQuest) Status: <table><tr><td>Districtwide</td><td>32.3%</td></tr><tr><td>FY</td><td>54.6%</td></tr><tr><td>EL</td><td>36.2%</td></tr><tr><td>African American</td><td>43.1%</td></tr><tr><td>SWD</td><td>42.9%</td></tr><tr><td>Homeless</td><td>66.2%</td></tr></table>	Districtwide	32.3%	FY	54.6%	EL	36.2%	African American	43.1%	SWD	42.9%	Homeless	66.2%	2022-2023 (Source: CDE DataQuest) Status: <table><tr><td>Districtwide</td><td>22.4%</td></tr><tr><td>FY</td><td>41.8%</td></tr><tr><td>EL</td><td>27.0%</td></tr><tr><td>African American</td><td>30.8%</td></tr><tr><td>SWD</td><td>32.1%</td></tr><tr><td>Homeless</td><td>55.1%</td></tr></table>	Districtwide	22.4%	FY	41.8%	EL	27.0%	African American	30.8%	SWD	32.1%	Homeless	55.1%	Decrease chronic absenteeism rate by 3% districtwide and 6% for EL, African American, and SWD and 9% for FY and Homeless students within a 3-year time span.
Districtwide	13.6%																																																				
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Homeless	55.1%																																																				
(Priority 5c) Middle School Dropout Rate	N/A	N/A	N/A	N/A	N/A																																																
(Priority 5d) Decrease dropout rate (by cohort) by 1% districtwide and	Baseline: 2019-2020 (Source: CDE, DataQuest) Status:	2020-2021 (Source: CDE, DataQuest) Status:	2021-2022 (Source: CDE, DataQuest) Status:	2022-2023 (Source: CDE, DataQuest) Status:	Decrease dropout rate by 3% districtwide and by 6% for African																																																

2% for African American, American Indian or Alaska Native and 3% for African American male SWD, EL, FY, SWD, and Homeless students from the previous year's rate.	Districtwide	11.7%	Districtwide	14.1%	Districtwide	10.8%	Districtwide	7.3%	American, American Indian or Alaska Native and by 9% for African American male SWD, EL, FY, SWD, and Homeless students within a 3-year time span.
	FY	34.9%	FY	37.0%	FY	33.1%	FY	18.1%	
	EL	29.6%	EL	28.1%	EL	20.5%	EL	13.5%	
	African American	19.1%	African American	21.3%	African American	15.8%	African American	10.3%	
	African American male	34.8%	African American male	46.5%	African American male	30.8%	African American male	12.3%	
	American Indian or Alaska Native	25.9%	American Indian or Alaska Native	23.2%	American Indian or Alaska Native	21.7%	American Indian or Alaska Native	17.4%	
	Homeless	37.9%	Homeless	44.1%	Homeless	29.5%	Homeless	19.4%	
	SWD	30.4%	SWD	34.4%	SWD	24.7%	SWD	11.3%	
(Priority 6a) Decrease suspension rate by 1% districtwide, Hispanic, SED, SWD, and EL and by 2% for African American, African American male SWD, FY, and Homeless.	Baseline: 2019-2020 (Source: CDE, DataQuest)		2020-2021 (Source: CDE, DataQuest)		2021-2022 (Source: CDE, DataQuest)		2022-2023 (Source: CDE, DataQuest)		Decrease suspension rate by 3% districtwide, Hispanic, SED, SWD, and EL and by 6% for African American, African American male SWD, FY, and Homeless within a 3year time span.
	Status:		Status:		Status:		Status:		
	Districtwide	8.1%	Districtwide	0.4%	Districtwide	8.1%	Districtwide	8.9%	
	African American	17.6%	African American	1.3%	African American	20.1%	African American	20.4%	
	African American male SWD	26.7%	African American male SWD	2.3%	African American male SWD	28.1%	African American male SWD	29.1%	
	EL	10.8%	EL	0.6%	EL	10.4%	EL	11.7%	
	FY	24.4%	FY	1.1%	FY	27.3%	FY	29.1%	
	Hispanic	7.7%	Hispanic	0.3%	Hispanic	7.5%	Hispanic	8.5%	
	SED	9.1%	SED	0.5%	SED	9.4%	SED	10.1%	
	SWD	14.1%	SWD	0.9%	SWD	13.3%	SWD	14.1%	
(Priority 6b) Decrease expulsion rate districtwide and for all significant student groups from previous year's rate with focus on African American Male SWD.	Baseline: 2019-2020 (Source: CDE, DataQuest)		2020-2021 (Source: CDE, DataQuest)		2021-2022 (Source: CDE, DataQuest)		2022-2023 (Source: CDE, DataQuest)		Decrease expulsion rate annually districtwide and for all significant student groups, with focus on African American male SWD.
	Status:		Status:		Status:		Status:		
	Districtwide	0.0%	Districtwide	0.0%	Districtwide	0.1%	Districtwide	0.1%	
	African American	0.1%	African American	0.0%	African American	0.3%	African American	0.3%	
	Filipino	0.2%	Filipino	0.0%	Filipino	0.0%	Filipino	0.2%	
	Two or More Races	0.2%	Two or More Races	0.0%	Two or More Races	0.0%	Two or More Races	0.0%	
	African American male SWD	0.3%			African American male SWD	0.6%	African American male SWD	0.3%	

		African American male SWD	0.0%			
(Priority 6c) Increase by 2% students' responses: <i>"I am happy to be at this school."</i>	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 69%	2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 77%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 75%	2023-2024 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 75%	Increase by 6% districtwide responses within a 3-year time span.	
(Priority 6c) Increase by 2% students' responses: <i>"I know teachers at my school treat me fairly."</i>	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 65%	2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 73%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 73%	2023-2024 (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>"Students on my campus care for me."</i>	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 73%	2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 68%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 69%	2023-2024 (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: <i>"I feel as though activities I participate in at school make the school or community a better place."</i>	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 67%	2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 70%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 69%	2023-2024 (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>"I know where to go for help with my problems at this school."</i>	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 75%	2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 80%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 81%	2023-2024 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 81%	Increase by 6% districtwide responses within a 3-year time span.	

(Priority 6c) Decrease by 2% for all students’ responses: “I felt unsafe at school within the last 60 days.”	Baseline: 2020-2021 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 15%	2021-2022* *(2020-2021 survey questions were modified to address the COVID-19 Pandemic issues) Status: Districtwide: 14%	2022-2023 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 15%	2023-2024 (Source: KHSD Annual Student Climate Survey) Status: Districtwide: 15%	Decrease by 6% districtwide responses within a 3-year time span.																																
(Priority 8) Increase course completion rate with a “C” or better by 1% districtwide and SED and by 2% for FY and EL students compared to previous year’s completion rates.	Baseline: Semester 1 2020-2021 (Source: Synergy) Status: <table><tr><td>All</td><td>80.8%</td></tr><tr><td>FY</td><td>64.1%</td></tr><tr><td>EL</td><td>67.8%</td></tr><tr><td>SED</td><td>78.2%</td></tr></table>	All	80.8%	FY	64.1%	EL	67.8%	SED	78.2%	Semester 1 2021-2022 (Source: Synergy) Status: <table><tr><td>All</td><td>75.4%</td></tr><tr><td>FY</td><td>55.8%</td></tr><tr><td>EL</td><td>62.5%</td></tr><tr><td>SED</td><td>71.9%</td></tr></table>	All	75.4%	FY	55.8%	EL	62.5%	SED	71.9%	Semester 1 2022-2023 (Source: Synergy) Status: <table><tr><td>All</td><td>78.9%</td></tr><tr><td>FY</td><td>64.1%</td></tr><tr><td>EL</td><td>65.6%</td></tr><tr><td>SED</td><td>76.0%</td></tr></table>	All	78.9%	FY	64.1%	EL	65.6%	SED	76.0%	Semester 1 2023-2024 (Source: Synergy) Status: <table><tr><td>All</td><td>79.0%</td></tr><tr><td>FY</td><td>60.0%</td></tr><tr><td>EL</td><td>65.0%</td></tr><tr><td>SED</td><td>76.5%</td></tr></table>	All	79.0%	FY	60.0%	EL	65.0%	SED	76.5%	Increase by 3% districtwide and SED and by 6% for FY and EL within a 3-year time span.
All	80.8%																																				
FY	64.1%																																				
EL	67.8%																																				
SED	78.2%																																				
All	75.4%																																				
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EL	65.0%																																				
SED	76.5%																																				

Goal 4 Analysis

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

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

Goal 4 outlined 8 actions and services that focus on ensuring that students learn in positive, welcoming, safe, and supportive environments, and that parents, students, and community voices will be valued in enhancing student success. All 8 actions and services were fully implemented as planned. There were no significant challenges in the implementation of these actions.

Actions 4A, 4B, 4C, 4D, and 4G: Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)

These actions were earmarked for the implementation of PBIS-MTSS processes that are adopted district wide. These actions focused on serving EL (4,137), FY (345), Homeless (477), SED (32,505) and SWD (5,190) students, which comprise 76.6% of KHSD student population. Actions 4A, 4B, 4C and 4D provided the framework of the MTSS process by providing school sites with personnel and resources to implement and maintain MTSS practices districtwide. An emphasis was placed on high LCFF schools (Arvin, Bakersfield, Central Valley, Del Oro, East, Foothill, Golden Valley, Highland, Independence, Kern Valley, Mira Monte, North, Nueva Ridgeview, Shafter, South, Tierra Del Sol, Vista, Vista West, and West school sites). There were no substantive differences noted in the planned actions and actual implementation of these actions. Educational partners did note that some of the positions were not immediately filled because of the availability of qualified candidates or timelines of facility availability on school sites.

Personnel

- 1.5 FTE District PBIS Administrators (Action 4A)
- 6.625 FTE Truancy Clerks (Action 4A)
- 5 Clerical Staff (Action 4A)
- 16 Nurses (Action 4A)
- 7 District TOSAs for SEL (Action 4B)
 - 115 OCI sections, 19 comprehensive school sites (5 sections per site) and 5 continuation sites (4 sections per site). (Action 4B)
- 10 SACs (Action 4B)
- 29.375 FTE for Community Specialists (Action 4B)
 - 16 intervention counselors (Arvin, Bakersfield, Del Oro, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West) (Action 4B)
 - 1 clerical staff (Action 4B)
 - 19 clericals for SAC sites (Action 4B)
- 3 district coordinators (Action 4C)
- 1 district lead interventionist (Action 4C)
- 28 interventionists for school sites (Action 4C)
- 21 districtwide SASs (Action 4C)
- 1 clerical (Action 4C)

1 district social worker (Action 4D)
30 school site social workers (Action 4D)
1 clerical staff (Action 4D)
Education Option Administrator (Action 4G)
3 interventionists (Action 4G)
Clerical Staff (0.1 FTE) (Action 4G)

Resources

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

Actions 4E and 4H: (Educational Partner Engagement)

Actions 4E: (Parent and Student Outreach) and 4H: (Educational Partners) were targeted to boost educational partner engagement. KHSD operated 19 Parent and Family Centers and retained 19 Parent Center community specialists, 2 district Student Outreach liaisons and 2 Parent Outreach liaisons. Over the course of the 2023-24 school year, KHSD has provided various public venues for educational partners to convene and provide input. Educational partner engagement was held virtually and in-person. There are no substantive differences noted in the planned actions and actual implementation of these actions. Challenges in implementing these actions included low educational partner participation in LCAP forums. Actions 4E and 4H were implemented as planned and were therefore successful.

Action 4E: (Parent and Student Outreach)

Since the inception of the KHSD Parent and Family Centers, parent participation and services have been made available at all 24 school sites. Parent Centers made 27,934 individual parent contacts and provided a variety of services from August of 2023 through June of 2024.

Action 4H: (Educational Partners)

KHSD meets regularly with various educational partners including holding regular meetings with advisory councils, parent advisory groups, community public forums, public comment sessions, and members of the Special Education community. Additionally, KHSD provides annual surveys, such as the California Healthy Kids Survey, KHSD Student School Climate Survey, Family-School Relationships Survey, and KHSD Staff Survey to collect valuable input from students, parents, and staff. Challenges included increasing parent involvement in these varied meetings, but KHSD did see improved parent responses to annual surveys year over year.

Action 4F: (Student Engagement)

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

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

Budgeted expenditures for Goal 4 of the 2023-2024 LCAP totaled \$48,860,974. Actual expenditures were approximately \$45,211,595. Goal 4 is expected to carry a surplus of \$3,649,379. Goal 4 is expected to carry a surplus of \$3,649,379.

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

Certificated and classified salaries were underestimated (\$49,701) due to the projected salary increase.

Action 4B: (MTSS Tier 1)

Certificated salaries and benefits were overestimated (\$1,756,650) due to the projected average cost per section.

Action 4C: (MTSS Tier 2)

Classified salaries and benefits were underestimated (\$13,796) due to the projected salary increase and staff vacancies.

Action 4D: (MTSS Tier 3)

Certificated and classified salaries and benefits were overestimated (\$412,485) due to the projected salary increase.

Action 4E: (Parent and Student Outreach)

Certificated and classified salaries and benefits and other outreach were overestimated (\$353,397) due to the projected salary increase.

Action 4F: (Mentoring)

Not all allocations for mentoring programs were spent, so this funding (\$352,999) will be carried over to next year.

Action 4G: (Education Option Administrator and Outreach)

Classified salaries and benefits were overestimated (\$394,705) due to unfilled positions.

Action 4H: (Educational Partners)

Certificated salaries and benefits, school climate survey focus groups, and translation services for parent meetings were overestimated (\$442,640).

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

Carry-over funding for the 2023-2024 Goal 4 will be re-allocated. An explanation of these re-allocations will be addressed in changes made to planned action, metrics, desired outcomes or actions for the coming year that resulted from reflections on prior practice.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

One measurement of progress effectiveness in achieving the desired outcomes for actions in Goal 4 is assessment of the 11 state priorities outlined in Goal 4. The metrics in each goal are designed to see results within a three-year period and provide educational partners and KHSD with a year-to-year snapshot of progress. An on-going three-year cycle (2021-2022, 2022-23, and 2023-2024) review was completed by educational partners, who noted that 7 out of the 11 state priorities utilized 2019-2020 data as the baseline due to the unavailability of current data because of the COVID-19 Pandemic. The effectiveness of some actions in Goal 4 was compromised due to unavailability of data. Educational partners provided recommendations of effectiveness of these actions by focusing on the last two years of data collection. The three-year data results for Priorities 3a, 3b, 3c, 5a, 5b, 5d, 6a, 6b, and 6c were used to measure success for these actions.

Action 4A, 4B, 4C, 4D and 4G: (Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS))

The intent of Actions 4A, 4B, 4C, 4D, and 4G was to provide a wide variety of tiered supports for KHSD students to help them address behaviors, build campus culture, and maximize learning environments on every campus. The effectiveness of these actions can be measured by outcomes of priorities 5a, 5b, 5d, 6a, and 6b three-year cycle data results and local data. Additionally, in assessing effectiveness of these actions, KHSD considered the impact of the COVID-19 Pandemic and the lingering effects that are still resonating throughout the district. Therefore, although KHSD didn't meet the baseline for several priorities, the district did successfully increase attendance, decrease chronic absenteeism, decrease dropout rates, and maintain expulsion rates over time annually, so the actions were deemed to be effective.

Actions 4E and 4H (Parent Outreach)

Actions 4E and 4H were focused on improving parent outreach within our district and at school sites. The effectiveness of these actions can be measured by outcomes of priorities 3a, 3b and 3c three-year cycle data results and local data. These priorities centered around parent responses to the Family-School Relationships Survey, conducted annually. Although positive gains were made on all three priorities, only one was successful in achieving the percentage of gain specified in the priority. A bright point was that the number of parent responses increased year over year, so a larger percentage of our district families are participating in the process. Although KHSD failed to meet the desired outcome for these priorities, all three priorities showed annual improvement. Additionally, Parent Outreach can be seen as successful based on the increased number of KHSD parents who responded to the Family-School Relationships Surveys, conducted annually. Therefore, these actions were deemed to be effective.

Action 4F: (Mentoring)

Action 4F's intent was to improve student culture on KHSD campuses. The effectiveness of this action can be measured by outcomes of priority 6c (6 survey questions), three-year cycle data results, and local data. Generally speaking, students are happy to be at school, feel that adults and teachers treat them fairly, feel like activities at school make the school a better place, and they know where to go if they need help with their problems. Student Survey data indicated that feelings of safety remained static over the 3-year period, but they also appear to feel as though other students don't care about them. We can assume that these student responses were heavily influenced by lingering trauma caused by the COVID-19 Pandemic, which is still influencing student wellness. Because KHSD did not meet the baseline for these priorities, Action 4F was deemed to be partially effective. KHSD will reassess the priorities assigned to this action to determine next steps. KHSD will also continue to support students by providing a variety of mentoring opportunities and other supports.

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

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

Funding will be allocated for PBIS-MTSS and mental health awareness (\$15,000 per comprehensive, \$5,000 per continuation).

Action 4B: (MTSS Tier 1)

Additional sections for OCl and SAC (1 per site)

Funding for academic teams (\$12,000 per comprehensive site)

Action 4D: (MTSS Tier 3)

KHSD will provide funding for PD to educate staff regarding human trafficking.

Action 4H (Educational Partners)

The current Administrator of *Equity & Inclusion* position will be reclassified as Supervising Administrator for *Student, Family, and Community Engagement*.

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kern High School District	Cheyenne Bell Director of Student, Family, and Community Engagement	Cheyenne_bell@kernhigh.org 661-827-3328

Plan Summary 2024-2025

General Information

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

Serving 42,449 students (5.5% African American, 0.5% American Indian or Alaska Native, 2.7% Asian, 1.2% Filipino, 70.7% Hispanic, 0.3% Pacific Islander, 17.1% White, 0.9% two or more races) and encompassing approximately 3,500 square miles, the Kern High School District (KHSD) remains the largest 9-12 high school district in the State of California. It is comprised of 19 comprehensive high schools, 5 alternative education schools, 3 Special Education Career Centers (Journey, Ruggenberg, and Schuetz), 2 Special Education Programs (Constellation and ABLE), 2 Career and Technical Education (CTE) sites, a blended learning program (Kern Learn), the Bakersfield Adult School (BAS), and 1 charter school (Kern Workforce 2000 Academy). The Bakersfield Adult School serves 5,500 students annually; over 20,000 students participate in the district’s CTE programs; and approximately 574 students are served in the district’s charter school (Kern Workforce 2000 Academy). While neither the adult school nor the charter school are represented in this Local Control Accountability Plan (LCAP), both show the district’s steadfast commitment to serving all its students and fully supporting its community.

Counting each student once, even if the student meets more than one of these criteria, forms the “unduplicated count.” The KHSD unduplicated count is 78.6%. Following are KHSD percentages of “high need” student groups, as designated by the state:

- o English Learner (EL) 9.7%
- o Long Term English Learner (LTEL) 7.3%
- o Foster Youth (FY) 0.8%
- o Socioeconomically Disadvantaged (SED) 76.6%

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

- o Homeless 1.1%
- o Students with Disabilities (SWD) 12.2%

- o African American 5.5%
- o Hispanic 70.7%

15 of 19 sites, Arvin (AHS): 96.1%, Bakersfield (BHS): 85.0%, Del Oro (DOHS): 84.3%, East (EBHS): 92.5%, Foothill (FoHS): 92.1%, Golden Valley (GVHS): 92.6%, Highland (HHS): 82.4%, Independence (IHS): 74.3%, Kern Valley (KVHS): 78.1%, Mira Monte (MMHS): 95.0%, North (NoHS): 88.2%, Ridgeview (RHS): 77.3%, Shafter (ShHS): 88.0%, South (SoHS): 97.0%, and West (WHS): 92.7%, are comprised of, at minimum, greater than 55% unduplicated students. 5 of the 5 alternative education sites (Central Valley: 96.8%, Nueva: 97.2%, Tierra Del Sol: 94.6%, Vista: 96.2%, and Vista West: 84.8%) have a student population of, at minimum, 84.8% unduplicated students.

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

Showing its commitment to achieving optimal learning environments for all students, the district continues to dedicate substantial funding to Class Size Reduction (CSR). In the 2023-2024 school year, 1,081 teaching sections were allocated specifically to CSR, 124 sections to intervention, 115 sections to On-Campus Intervention (OCI), 67 sections for Student Advocacy Centers (SACs), and 75 sections to Literacy Intervention. In addition, the district values an ethnically diverse and experience-rich teaching staff that reflects the demographic composition of its student body. KHSD searches for teachers in various areas of the United States to meet the hiring demands and increase the diversity of the teaching staff. In partnership with California State University, Bakersfield (CSUB), KHSD is in its seventh year of implementation of the Kern High Teacher Residency program (KHTR) to attract more teachers of color so that students have sufficient role models and aspire to enter the teaching profession themselves (EdSource, 2018). KHSD hired 314 teachers (177 new hires and 137 rehires) for the 2023-2024 school year. Of these new hires, 25 (14.1%) were completers of the KHTR program and were mostly of Hispanic backgrounds. As a result of program alignment with district goals and expectations, the newly hired residents were fully prepared to teach in KHSD. KHSD also offers an education pathway supporting the local credentialing program at the Regional Occupation Center (ROC).

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

Finally, the district’s parents and guardians are invaluable partners, essential to the health and success of the students and their schools. Accordingly, the district continues to provide funding for the 19 Parent and Family Centers as well as for parent-support programs that reinforce communication,

enrichment, and outreach efforts. These programs help parents and guardians to become strong education advocates and remain well informed about all educational opportunities for their students.

Additionally, KHSD’s 5 continuation schools Central Valley (CVHS), Nueva (NuHS), Tierra Del Sol (TDS), Vista (VHS), and Vista West (VWHS) are receiving Equity Multiplier (EM) funding for allocation to school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.

2022-2023 Nonstability Rates

- o CVHS - 69%
- o NuHS - 54.6%
- o TDS - 46.1%
- o VHS - 53.7%
- o VWHS 36%
- o KHSD - 11.7%

Reflections: Annual Performance

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

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

Successes:

(California (CA) School Dashboard)

Every student group improved performance on the 2023 CAASPP in ELA and Math:

English Language Arts: Distance from Standard (DFS)		
Student Group	2022-23	Change
All Students	-9.2	+14.7
African American	-68.1	+12.0
EL	-101.4	+16.2
FY	-145.2	+25.4
Hispanic	-18.0	+12.8
Homeless	-83.9	+42.6
SED	-25.5	+17.1
SWD	-127.2	+15.9

Math: Distance from Standard (DFS)		
Student Group	2022-23	Change
All Students	-115.3	+11.4
African American	-172.0	+8.6
EL	-189.6	+12.8
FY	-230.4	+15.4
Hispanic	-127.0	+11.9
Homeless	-186.6	+38.1
SED	-134.0	+14.0
SWD	-204.5	+13.8

EL Progress Indicator (ELPI): (CA School Dashboard 2023)

- o All: 31.0%
- o EL: 8.6%
- o FY: 6.8%
- o SED: 26.0%
- o EL Progress: 40% Making Progress; Maintained -0.8%

EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- o Progressed at least one ELPI Level: 40.1%
- o Maintained ELPI Level: 37.8%
- o Maintained lower ELPI Level: 0%
- o Decreased at least one ELPI level: 22.1%.

Suspension Rates: (CDE Dataquest)

Suspension rates increased only slightly for every student group, returning to pre-Pandemic levels:

Suspension Rates 2023 (Source: CDE Dataquest)		Change
All	8.2%	+0.8%
African American	19.1%	+0.3%
African American Male SWD	29.1%	+0.1%
EL	11.7%	+1.0%
FY	29.1%	+1.8%
Hispanic	8.5%	+1.0%
SED	10.1%	+0.7%
SWD	14.1%	+0.8%

Semester 1 Grades (Synergy)

Failing grades for Semester 1 consistently decreased over the past 3 years:

Failing Grades Semester 1			
Student Group	2021-2022	2022-2023	2023-2024
All	13.0%	10.8%	10.7%
SED	15.2%	12.4%	12.2%
EL	21.4%	18.9%	19.4%
FY	28.8%	21.3%	22.8%

Challenges:

(California (CA) School Dashboard 2023)

KHSD Student groups in the lowest performance level on one or more indicator on the CA School Dashboard:

Indicator	Suspension		Graduation	CCI
Actions	4B, 4C, 4D, 5D		1A, 1B, 1C, 1D,1E,1F,1G,1I, 2B, 2C, 2D, 2E, 5A, 5B,5C	1A, 1B, 3A, 5A
Student Groups	EL	SED	SWD	SWD
	FY	SWD	FY	Homeless
	Homeless	AA	Homeless	
	Pacific Islander	American Indian		

Schools with the lowest performance level as indicated on the CA School Dashboard:

Indicator	ELA	Math	ELPI	Suspension	Graduation	CCI
Actions	1A, 1B, 1D, 2B, 2C,2D,5B	1A, 1C, 2C, 2D, 2E, 5C	2A, 2B, 2C, 2D	4B, 4C, 4D, 5D	1A, 1B, 1C, 1D,1E,1F,1G,1I, 2B, 2C, 2D, 2E, 5A, 5B,5C	1A, 1B, 3A, 3B, 5A
Schools	MMHS	FoHS	AHS	BHS	BHS	TDS
	VHS	KVHS	FrHS	EBHS	CVHS	VHS
	VWHS	MMHS	GVHS	FoHS	MMHS	VWHS
		VHS	MMHS	MMHS	TDS	
		VWHS	RHS	NoHS	VHS	
		WHS		TDS	VWHS	

Student groups within a school with the lowest performance level on one or more indicator from the CA School Dashboard:

Group	ELA	Math	ELPI	Suspension		Graduation	CCI
Actions	1D, 2B, 2C, 2D, 5B	1A, 2C, 2D, 2E, 5C	2A, 2B, 2C, 2D	1A,1B, 3A, 3B, 5A		1A, 1B, 1C, 1D, 1E, 1F, 1G, 1I, 2B, 2C, 2D, 2E, 5A, 5B, 5C	1A, 1B, 3A, 3B,5A
All Students	N/A	FoHS KVHS MMHS VHS WHS	AHS FrHS CVHS MMHS RHS	BHS EBHS FoHS	MMHS NoHS TDS	CVHS MMHS TDS VHS VWHS	VHS
EL	AHS IHS MMHS RHS	FoHS IHS MMHS WHS	GVHS	BHS EBHS FoHS FrHS	HHS MMHS NoHS TDS	AHS BHS HHS	BHS EBHS FoHS HHS NoHS
SED	MMHS VHS VWHS	FoHS IHS MMHS VHS VWHS WHS	N/A	BHS EBHS FoHS MMHS	NoHS TDS WHS	AHS BHS CVHS IHS MMHS TDS VHS VWHS	TDS VHS
SWD	CHS MMHS RHS StHS	CHS IHS MMHS RHS StHS WHS	N/A	AHS BHS EBHS FoHS	HHS KVHS NoHS RHS TDS	AHS BHS EBHS GVHS MMHS RHS WHS	BHS EBHS GVHS LHS NoHS RHS SoHS WHS
FY	N/A	N/A	N/A	IHS NoHS WHS		N/A	N/A
HOMELESS	N/A	N/A	N/A	BHS EBHS NoHS		AHS BHS	BHS GVHS
HISPANIC	VHS	FoHS IHS MMHS WHS	N/A	FoHS KVHS MMHS	NoHS TDS	AHS BHS TDS VHS VWHS	VHS
AA	WHS	IHS RHS WHS	N/A	BHS EBHS FoHS IHS	NoHS TDS WHS	N/A	N/A

Two or More Races	N/A	N/A	N/A	BHS FrHS NoHS	BHS	N/A
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College/Career Indicators (CCI): Student Groups (2023 CA School Dashboard)

The percent of All students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared decreased:

- o Prepared: 38.7%
- o Approaching Prepared: 20.5%
- o Not Prepared: 40.8%

CCI by Student Group Percentage Prepared 2023 (Source: CA School Dashboard)	
All	38.7%
African American	26.6%
EL	14.4%
FY	11.7%
Hispanic	36.2%
SED	33.7%
SWD	9.2%

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

The percentage of students who met UC/CSU requirements decreased slightly:

Met UC/CSU Requirements 2023 (Source: DataQuest)	
All	71.1%
African American	72.7%
Hispanic	68.3%
EL	45.6%
FY	40.0%
Homeless	51.5%
SWD	31.0%
SED	66.9%

Graduation Rates: (CA School Dashboard 2023) Graduation rates decreased due to end of AB104 accommodations:

All Continuation Sites Graduation Rate 2023	
56.4%	

(KHSD “ALL” Grad Rates vs. State “ALL” Grad Rate %)	
KHSD	State
85.8%	86.4%

Student Groups Grad Rates vs. KHSD “ALL” Grad Rate	
Student Group	Grad Rate %
Filipino	94.5%
Asian	92.7%
Pacific Islander	90.9%
White	86.4%
All	85.8%
Hispanic	85.7%
Two or More Races	85.3%
SED	84.3%
African American	80.8%
EL	76.1%
American Indian	73.5%
SWD	66.2%
FY	65.4%
Homeless	65.4%

Reflections: Technical Assistance

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

In 2022, KHSD was identified for 6 different student groups: AA, American Indian (AIAN), EL, FY, Homeless, and SWD for CAASPP and suspensions. In 2023, KHSD has reduced this number to only 3 student groups: FY, Homeless, and SWD were identified for graduation rates and suspension rates, and Homeless and SWD for CCI.

KHSD focused on strengths and weaknesses, areas of success and improvement, with KCSOS, and used the California Collaborative for Educational Excellence (CCEE) levers tool as a team to identify district wide systems and processes that needed improvement, including department fidelity, resource management, and access to general education curriculum and instruction for all students. The district used CA Dashboard data to analyze areas of concentration and to focus efforts on improving these problem areas. KHSD then developed an Equity Action Plan to ensure that the district was equitable in the implementation of systems at every school site consistently.

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

Support for Identified Schools

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

KHSD administrators representing Alternative Education, Innovative Programs, Instruction, and LCAP, together with educational partners work with schools identified for CSI. Sites examine state and local data to conduct a needs assessment, complete a root cause analysis, identify resource inequities, and create CSI plans. In recent years, KHSD Alternative Education sites have utilized strategies learned in the Continuous Improvement

Process to assist CSI sites, which include leadership coaching with school sites and Fidelity Integrity Assessment for school sites implementing PBIS-MTSS.

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

Monitoring and Evaluating Effectiveness

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

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

KHSD assesses existing partnerships to determine potential services for expansion and receives guidance from KCSOS regarding evidence-based practices, in particular their expertise in the Continuous Improvement Process. KHSD also continues to create new partnerships to provide evidence-based services as outlined by the CDE. As with existing partnerships, KHSD follows the same protocols in reviewing these new partnerships by site administrators, district administrators, the KHSD superintendency, and are approval by the KHSD Board. As in past, educational partners will continue to be included throughout this process.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Advisory Council	The LCAP Advisory Council , comprised of Teachers, Administrators, Other School Personnel, 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 LCAP Advisory Council meets once a month from September through May each year. District directors present program updates and address questions at each meeting. Progress toward the previous year's LCAP actions and goals and the upcoming LCAP are also presented to the council, and the council is given opportunities to offer input to consider possible changes to future LCAPs.
LCAP Community Public Forums/Comment Sessions	LCAP Community Public Forums are presented both onsite at high-LCFF school sites and virtually on Zoom between October and June. Each Public Forum presentation includes an overview of the current year's LCAP Goals and Actions and allows the public opportunities to offer suggestions for possible changes to future LCAPs. During the 2023-24 school year, 7 in-person and 4 virtual Public Forums were offered. LCAP Public Comment Sessions are opportunities for the public to offer comments or suggestions for possible changes to future LCAPs. KHSD offers multiple Comment Sessions (both in-person and virtually) in May of each year. Additionally, draft versions of the LCAP are posted publicly on May 15th of each year on the KHSD website www.kernhigh.org.
KHSD Parent Advisory Groups	The African American Parent Advisory (AAPAC) consists of parents, guardians, and/or caregivers of students within the Kern High School who identify as African American. Each district site selects one representative to participate on this council, and meetings are held monthly at the district office. Updates on the LCAP are presented to the AAPAC on a regular basis, and opportunities for suggestions and comments are collected throughout the school year. The District English Language Advisory Council (DELAC) & District Parent Advisory Council (DPAC) advise the district board (in person, in writing / reports, and through a district administrator) on services and programs for students identified as English Learners. DELAC/DPAC meets once a month during the school year (October to May). The KHSD meets with DELAC/DPAC starting in February through May to present a mid-cycle update on the current LCAP, to preview changes to the upcoming LCAP, and then to provide opportunities for public input in creating the new LCAP. DELAC and DPAC are presented with copies of the draft LCAP for review prior to public posting and are given the opportunity to write questions to the superintendent. KHSD superintendent then provides written responses to these questions for review. The Special Education Department Community Advisory Committee (CAC) serves as a forum for parents/guardians, students, teachers, and community members to advise the district regarding Special Education programs and services. The CAC functions as a liaison between the district's Special Education Division and parents/guardians, students, and community members, and is open to parents/guardians of students with and without disabilities, educators, agency representatives, and the public. The CAC meets monthly during the school year, and KHSD typically presents the finished LCAP at the May meeting to collect additional feedback from KHSD's Special Education Local Plan (SELPA) administration regarding specific support for students with disabilities.

KHSD Board Meetings	<i>KHSD Board Meetings</i> are conducted at least once a month between August and June each year. The LCAP is presented to the Board at the regular June meeting. The LCAP mid-cycle update is presented at the regularly scheduled Board meeting on February 5, 2024.
Student Advisory Groups	Given the general tenets for youth development, KHSD continually seeks to include student voices into the pages of the LCAP Educational Partners Engagement, as listed below: <i>The LCAP Student Advisory Council</i> is a district-wide group that gives voice to students' interests and needs. Each of the 19 comprehensive sites, plus the 5 continuation sites, may enlist up to 4 representatives on the council. The Student Advisory Council meets 4 times per school year. Students are chosen to represent a cross-section of the student body, including FY, EL, SED, and students with exceptional needs. KHSD recognizes that its students have the intrinsic desire for the following: a sense of influence, a sense of competency, a sense of belonging, and a sense of usefulness. KHSD Equity Communities of Practice (ECSOP) is a district-wide student group broken down by school site. For the 2023-2024 school year, ECSOP consisted of student teams from 12 of 19 comprehensive campuses. The purpose of ECSOP is to provide opportunities for student-led discussion and analysis of issues that deeply concerned the students, rather than topics that were adult-driven. The ECSOP meetings included an initial training, so students understood the goal and process, then multiple coaching sessions from November through March. The ECSOP culminated in each school site team presenting their community of practice to the entire group and other KHSD administrators. Ideas from the ECSOP were considered when developing the LCAP. KHSD Equity & Inclusion Student Advisory Council is an advisory council composed of 3 students from each comprehensive site and 3 students representing all 5 continuation sites. The council meets once a month to discuss topics regarding ways to provide equity for all KHSD students. Ideas collected at each advisory meeting were used to influence key additions to programs supported by the LCAP. Student Board Member (SBM) Advisory Council is an advisory council from which one student is selected to serve on the Board. While the student member does not vote on items, they do share their voice and those of their peers prior to votes. Other student groups who are consulted include: ○ <i>Young Women Empowered for Leadership</i> (YWEL) meets biweekly/monthly ○ <i>Black Excellence in Scholarship and Teaching</i> (Project BEST) meets biweekly/monthly ○ <i>Providing Opportunity for Development, Empowerment and Resilience</i> (PODER) meets 2 times per month with quarterly forums ○ <i>Latinos In Stride to Obtain Success</i> (LISTOS) meets biweekly/monthly ○ <i>Gay Straight Alliance / Sexuality and Gender Acceptance</i> (GSA/SAGA) meets biweekly/monthly ○ <i>Dolores Huerta Youth Foundation</i> (DHYF) meets with district administration periodically

	KHSD gets student voice from these meetings and focuses attention on student needs which the district can then fund in the LCAP. Numerous previous LCAP actions have come directly from student-led initiatives.
General Public	KHSD makes a concentrated effort to interact with various educational partners, local businesses, and the general public throughout the LCAP process. Some of the ways these groups are invited to provide input include: - o District and school websites - o LCAP Infographics - o Public Forums - o Public Comment Sessions - o School Site Councils - o School events
Equity Multiplier Sites	Educational partners at each of the sites (CVHS, NuHS, TDS, VHS, and VWHS) receiving Equity Multiplier (EM) funds were consulted prior to the creation of EM goals and actions. Educational partners included students, certificated, and classified staff, parents, site and district administrators, and community members. These educational partners developed plans for implementation of EM funding based on specific student and school site needs.
KHSD Certificated and Classified Employee Groups	KHSD administration meets with KHSD Certificated (Teacher) and Classified Employee Groups, including Bargaining Units on a continuous basis in order to facilitate transparency and equity throughout the district.
Surveys	KHSD administers a variety of surveys to collect data from educational partners. This data is used to guide decision-making processes regarding LCAP and other programs both districtwide and sitewide. - o Certificated and Classified Staff Survey - o Family-School Relationships Survey - o Student Climate Survey - o California Healthy Kids Survey

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

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

- o Addition of funds to support PLC Leadership (Action 1F)
- o Repurpose AVID Teacher On Special Assignment (TOSA) to Social Studies TOSA (Action 1G)
- o Addition of Co-teaching TOSA (Action 1G)

- o Change of focus from “KHIP” to “New Teacher Support” to better address needs of interns (Action 1H)
- o Addition of KHTR TOSA (Action 1I)
- o Additional BIAs (Action 2A)
- o Increase college field trips (Actions 2B and 4A)
- o Extended library and computer lab hours (Action 2B)
- o Creation of calming/wellness room spaces (Action 4A)
- o Additional sections for OCI and SAC and academic teams (Action 4B)
- o Expansion of mental health supports (Action 4C)
- o Creation of new community building and experiential programs (Action 4E)
- o Funding of English as a Second Language (ESL) for adults (Action 4E)
- o Creation of Parent leadership programs (Action 4E)
- o School culture building (Action 4F)
- o Expansion of funding for student mentoring program (Action 4F)
- o Consultation with Educational Partners at sites receiving Equity Multiplier funding, Central Valley Continuation High School, Nueva Continuation High School, Tierra Del Sol Continuation High School, Vista Continuation High School, and Vista West Continuation High School, identified additional support needed for students to decrease suspension rates and increase stability and graduation rates. Additional funding for Equity Multiplier school sites “with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.” (Actions 5A-5D)

Other recommendations that have not been incorporated into the LCAP include:

- o Addition of green spaces to campuses
- o Addition of shade and weatherproof structures
- o Addition of more filtered water fountains
- o More bus routes to address bus overcrowding
- o Staggered lunch periods
- o More lunch locations such as additional Quick Cafés
- o Cleaner/updated bathrooms
- o Increase security staff

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

- Priority 1a:** Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.
- Priority 1b:** Every student in the school district has sufficient access to the standards-aligned instructional materials.
- Priority 2a:** The implementation of state board adopted academic content and performance standards for all students.
- Priority 2b:** How the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.
- Priority 8:** Student outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable.
- Local Priority 1:** KHSD students will be taught by a highly qualified, well-trained, diverse teaching staff, who provide rigorous and engaging instruction that connects students for success at the next level of learning.

An explanation of why the LEA has developed this goal.

- Goal 1 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA), and educational partners’ consultation and recommendations. The actions in Goal 1 will provide the educational partners with clear alignment of the measurable outcomes (1a, 1b, 2a, 2b, 8, and Local Priority 1).
- Goal 1 focuses on the district’s intentions to:
- o Recruit, hire, develop, and retain a highly qualified, diverse, and effective staff
 - o Commit to continuously develop and support a districtwide Professional Learning Community (PLC) culture that promotes collegiality, collaboration, and focuses on student learning
 - o Promote a culture of high morale among employees

- o Provide districtwide and school-based staff development opportunities, aligned with district priorities and goals, to enhance employee performance and best practices
- o Increase staffing as resources become available

Goal 1 was developed to address student need in the following areas:

English Learner Progress (California School Dashboard 2023)

- o 40.0% making progress towards English language proficiency (Maintained -0.8%)

English Language Arts (California School Dashboard 2023)

- o All: 9.2 points below standard (increased 14.7 points)
- o FY: 145.2 points below standard (increased 25.4 points)
- o Homeless: 83.9 points below standard (increased 42.6 points)
- o EL: 101.4 points below standard (increased 16.2 points)
- o SWD: 127.2 points below standard (increased 15.9 points)
- o SED: 25.5 points below standard (increased 17.1 points)

Mathematics (California School Dashboard 2023)

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

Data Indicators

- o Teachers, Instructional Materials, and Facilities
- o Implementation of Academic Standards
- o Access to Broad Course of Studies
- o California Department of Education (CDE) DataQuest

- o KHSD Management Systems: Synergy and PeopleSoft
- o KHSD school sites' Master Schedules
- o KHSD Staff Survey 2023-2024
- o Family-School Relationships Survey 2023-2024
- o KCSOS Kern Integrated Data Management System (KiDS)
- o California Longitudinal Pupil Achievement Data System (CALPADS)
- o California State Assignment Accountability System (CALSAAS)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome 2024-25	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Increase the percentage of teachers who are appropriately credentialed by 6% from baseline over a 3-year timespan. (Priority 1a)	Baseline: 2023 (Source: CA School Dashboard) Status: 82.9%	2024	2025	2026 Status: 88.9%	
1.2	Maintain 100% access to appropriate instructional materials for all students over a 3-year timespan. (Priority 1b)	Baseline: 2023 (Source: CA School Dashboard) Status: 100%	2024	2025	2026 Status: 100%	
2.1	Maintain implementation of content and literacy standards (4.0 or above, full	Baseline: 2024 (Source: CA School Dashboard)	2025	2026	2027 Status: 4.0 (Full Implementation)	

	implementation) at all sites, as measured by the State Board of Education Adopted Reflection Tool over a 3-year timespan. (Priority 2a)	Status: 4.0 (Full Implementation)				
2.2	Maintain 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 over a 3-year timespan. (Priority 2b)	Baseline: 2024 (Source: CA School Dashboard) Status: 4.0 (Full Implementation)	2025	2026	2027 Status: 4.0 (Full Implementation)	
7.1	All <i>students</i> will have access to a broad course of studies per school sites' master schedules. (Priority 7a)	Baseline: 2024 (Source: CA School Dashboard) Status: 100% of students have access to a broad course of studies.	2025	2026	2027 Status: 100% of students have access to a broad course of studies.	

7.2	All <i>unduplicated students</i> will have access to a broad course of studies per school sites' master schedules. (Priority 7b)	Baseline: 2024 (Source: CA School Dashboard) Status: 100% of students identified as unduplicated have access to a broad course of studies.	2025	2026	2027 Status: 100% of students identified as unduplicated have access to a broad course of studies.																																					
7.3	All <i>students with exceptional needs</i> will have access to a broad course of studies per students' IEP and 504 plans. (Priority 7c)	Baseline: 2024 (Source: CA School Dashboard) Status: 100% of students identified with exceptional needs have access to a broad course of studies.	2025	2026	2027 Status: 100% of students identified with exceptional needs have access to a broad course of studies.																																					
8.01	Increase by 3% from each cohort's 8 th grade baseline the percentage of students who "met or exceeded" standard based on appropriate growth from 8 th grade through 11 th grade as measured on the CAASPP ELA assessment over a 3-year timespan. (Priority 8)	Baseline: 2023 (Source: KCSOS KiDS) Status: <table border="1"><thead><tr><th colspan="3">CAASPP ELA 2023</th></tr><tr><th>Cohort</th><th>7th Grade*</th><th>11th Grade</th></tr></thead><tbody><tr><td>All</td><td>47.3%</td><td>49.9%</td></tr><tr><td>FY</td><td>23.9%</td><td>35.0%</td></tr><tr><td>EL</td><td>1.6%</td><td>4.9%</td></tr><tr><td>SED</td><td>42.0%</td><td>44.9%</td></tr></tbody></table> *This cohort did not take the CAASPP in 8 th grade due to the COVID-19 Pandemic, so 7 th grade scores were used instead.	CAASPP ELA 2023			Cohort	7 th Grade*	11 th Grade	All	47.3%	49.9%	FY	23.9%	35.0%	EL	1.6%	4.9%	SED	42.0%	44.9%	2024	2025	2026 Status: <table border="1"><thead><tr><th colspan="3">CAASPP ELA 2026</th></tr><tr><th>Cohort</th><th>8th Grade*</th><th>11th Grade</th></tr></thead><tbody><tr><td>All</td><td>39.07%</td><td>42.07%</td></tr><tr><td>FY</td><td>7.41%</td><td>10.41%</td></tr><tr><td>EL</td><td>0.89%</td><td>3.89%</td></tr><tr><td>SED</td><td>23.99%</td><td>26.99%</td></tr></tbody></table>	CAASPP ELA 2026			Cohort	8 th Grade*	11 th Grade	All	39.07%	42.07%	FY	7.41%	10.41%	EL	0.89%	3.89%	SED	23.99%	26.99%	
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8.02	Increase by 3% from each cohort's 8 th grade baseline the	Baseline: 2023 (Source: KCSOS KiDS)	2024	2025	2026																																					

	percentage of students who “met or exceeded” standard based on appropriate growth from 8 th grade through 11 th grade as measured on the CAASPP Math assessment over a 3-year timespan. (Priority 8)	Status: <table><tr><th colspan="3">CAASPP Math 2023</th></tr><tr><th>Cohort</th><th>7th Grade*</th><th>11th Grade</th></tr><tr><td>All</td><td>28.4%</td><td>16.8%</td></tr><tr><td>FY</td><td>9.4%</td><td>5.1%</td></tr><tr><td>EL</td><td>0.3%</td><td>0.7%</td></tr><tr><td>SED</td><td>22.4%</td><td>12.3%</td></tr></table> *This cohort did not take the CAASPP in 8th grade due to the COVID-19 Pandemic, so 7th grade scores were used instead.	CAASPP Math 2023			Cohort	7 th Grade*	11 th Grade	All	28.4%	16.8%	FY	9.4%	5.1%	EL	0.3%	0.7%	SED	22.4%	12.3%			Status: <table><tr><th colspan="3">CAASPP Math 2026</th></tr><tr><th>Cohort</th><th>8th Grade*</th><th>11th Grade</th></tr><tr><td>All</td><td>18.35%</td><td>21.35%</td></tr><tr><td>FY</td><td>11.11%</td><td>14.11%</td></tr><tr><td>EL</td><td>0.40%</td><td>3.40%</td></tr><tr><td>SED</td><td>11.84%</td><td>14.84%</td></tr></table>	CAASPP Math 2026			Cohort	8 th Grade*	11 th Grade	All	18.35%	21.35%	FY	11.11%	14.11%	EL	0.40%	3.40%	SED	11.84%	14.84%	
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1.12	Increase the number of teachers employed who reflect the demographic student groups of the district at an increase of 2% for Hispanic and 1% for African American per year over a 3-year timespan. (Local Priority 1a)	Baseline: 2023-2024 (Source: Synergy and PeopleSoft) Status: African American: 2.9% Hispanic: 26.8%	2024-2025	2025-2026	2026-2027 Status: African American: 5.9% Hispanic: 32.8%																																					

Goal 1 Analysis for 2024-2025

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

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

N/A

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

N/A

2024-25 KHSD LCAP

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

N/A

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

N/A

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

Goal 1 Actions

Action #	Title	Description	Total Funds	Contributing
1A	Broad Course of Study	According to the California Department of Education, “for students in grades 7 through 12, a Broad Course of Studies includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.” All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. Standards aligned instruction requires collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual students together with the persistent belief that all students can achieve academic excellence and be successful in life. To provide students with access to a broad course of study, KHSD will continue to provide sections funded by LCFF for EL, FY, and SED students. A total of 1,080 sections will be allocated for the 2023-2024 school year. Local Control	\$32,312,500	Y

Funding Formula (LCFF) sections allocated for the core classes delineated on the chart below:

KHSD School Sites LCFF Section Allocations 2024-2025			
Arvin*	83	Kern Valley*	13
Bakersfield*	84	Liberty	42
Centennial	39	Mira Monte*	65
Del Oro*	43	North*	62
East*	72	Ridgeview*	68
Foothill*	61	Shafter*	48
Frontier	30	South*	67
Golden Valley*	70	Stockdale	41
Highland*	70	West*	63
Independence*	59	Total	1080

*Denotes school site with greater than 55% Unduplicated count

1B

Broad Course of Study- Science

Student enrollment in science courses has steadily increased over the last 3 years, with 30,411 students currently enrolled in 2023-2024. These increases are most seen in Biology (10,412 students), Earth & Space Sciences (6,383 students), Physical Sciences (5,715 students), and Physics (1,352 students). In order to help KHSD students to be more successful in their advanced science courses, more KHSD school sites are offering Introduction to Physical Science (IPS) to their 9th grade students. Being a lab-based science course, IPS better prepares students for future lab-based courses such as Biology, Chemistry, and Physics. Additionally, providing access to a variety of science courses increases engagement in classes and better allows teachers to facilitate lab experiments, which results in higher student passing rates than previous years.

According to data from KiDS, 75.2% of students earned passing grades (A's, B's, or C's) for Semester 1 of 2023 in Earth Science, Physical Science, and

\$1,622,500

Y

Physics classes. 73.0% of students earned passing grades in Life Science/Biology courses during the same period.

To accommodate the increasing numbers of students in Science courses, and to promote student learning, KHSD will continue to allocate 59 science sections for comprehensive school sites.

KHSD School Sites Science Section Allocations 2024-2025			
Arvin	4	Kern Valley	1
Bakersfield	4	Liberty	4
Centennial	3	Mira Monte	3
Del Oro	3	North	3
East	3	Ridgeview	4
Foothill	3	Shafter	2
Frontier	3	South	3
Golden Valley	3	Stockdale	3
Highland	4	West	3
Independence	3	Total 59	

1C

Broad Course of Study-Continuation Sites

KHSD's 5 continuation sites serve 3% of the total district's LCFF population with an average LCFF percentage for all continuation sites of 93.3%. To improve student access at continuation schools to a broad course of study, KHSD will allocate 11 teaching sections and 20 administrative sections above the allocated district sections for all five Continuation sites to provide:

- Maximized instructional time
- Increased student engagement
- Expanded course access

As reported by CA School Dashboard, the combined average graduation rate for all continuation schools for the 2022-2023 school year decreased by 4.5% since 2021-2022. Of 614 Seniors enrolled in a continuation school cohort during the 2022-2023 school year, 397 (64.7%) earned their High School diploma.

\$961,658

Y

		<table><tr><th colspan="4">Continuation Site Graduation Rates (All Sites Combined)</th></tr><tr><th>School Year</th><th>Cohort</th><th>HS Diploma Graduates</th><th>Graduation Rate</th></tr><tr><td>2020-2021</td><td>693</td><td>309</td><td>44.6%</td></tr><tr><td>2021-2022</td><td>467</td><td>323</td><td>69.2%</td></tr><tr><td>2022-2023</td><td>614</td><td>397</td><td>64.7%</td></tr></table> KHSD will also utilize the administrative sections to fund a full-time Dean of Students of Behavior and Support for Tierra Del Sol (6), Vista (6), Vista West (6), Central Valley (1) and Nueva (1) to support the academic and behavior intervention efforts of the continuation sites to deliver improved and increased services to their students, such as: ○ Improved school climate ○ Reduction in suspensions ○ Increased attendance	Continuation Site Graduation Rates (All Sites Combined)				School Year	Cohort	HS Diploma Graduates	Graduation Rate	2020-2021	693	309	44.6%	2021-2022	467	323	69.2%	2022-2023	614	397	64.7%		
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1D	Literacy	KHSD will continue to focus on literacy by maintaining current staffing formula (75 sections) for Access, the literacy course, which provides necessary support and intervention for students reading between the 4th and 6th IRL according to STAR Renaissance assessment. The average IRL for students enrolled in Access sections (2,496 students) for fall 2022 was 4.65. For fall 2023, the average IRL for students enrolled in Pre-Access or Access courses (1,386 students) was 4.33. 87.8% (1,217) of these students were identified as unduplicated. To improve literacy outcomes for students KHSD will take the following actions: ○ Continue to work with literacy consultant to facilitate KHSD and school site Literacy Councils ○ 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. <table><tr><th colspan="4">KHSD School Site Literacy Section Allocations 2024-2025</th></tr><tr><td>Arvin</td><td>6</td><td>Kern Valley</td><td>1</td></tr><tr><td>Bakersfield</td><td>6</td><td>Liberty</td><td>3</td></tr></table>	KHSD School Site Literacy Section Allocations 2024-2025				Arvin	6	Kern Valley	1	Bakersfield	6	Liberty	3	\$2,176,000	Y								
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Highland	5	West	5																																	
Independence	4	Total 75																																		
1E	Ethnic Studies	According the CDE website, “California is committed to providing excellent educational opportunities to all students. Research shows that culturally meaningful and relevant curriculum can have a positive impact on students. Students that become more engaged in school through courses like ethnic studies are more likely to graduate and feel more personally empowered.” KHSD has a diverse student population (5.5% African American, 0.5% American Indian or Alaska Native, 2.7% Asian, 1.2% Filipino, 70.7% Hispanic or Latino, 0.3% Pacific Islander, 17.1% White, 0.9% two or more races, and 1.1% not reported) of which 78.6% are designated as unduplicated students. KHSD will be implementing ethnic studies courses, mandated by the California Assembly Bill AB101, beginning with pilot courses in fall of 2024 at all 19 comprehensive school sites.	\$1,611,413	Y																																
1F	Professional Development	“Teaching and learning are affected by many factors that are both intrinsic and external to the classroom. A vision of effective teaching equitably distributed in service of California's diverse student populations must therefore emphasize relationships (among multiple aspects of teaching and learning.” California Standards for the Teaching Profession, 2009). Effective Professional Development (PD) enables educators to develop the knowledge and skills they need to address students’ learning challenges. For the 2023-2024 school year KHSD Teachers on Special Assignment (TOSAs) offered 549 workshops to meet the needs of KHSD teachers. 22% (122) of these workshops were directly funded by LCAP. KHSD will continue to provide ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and	\$3,537,549	Y																																

		student growth. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data. Focus Areas: Literacy, Inclusive Practices, High-leverage Instructional Practices, PLC Process, and Equitable Practices KHSD will provide PD for certificated staff, focusing on the California Standards for the Teaching Profession and the following seven interrelated domains for teaching practices: ○ 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 For 2024-2025, KHSD will provide: ○ PD for classified staff who are assigned to the classrooms ○ PD for non-core/non-arts teachers, classified staff who are assigned to classrooms or front office, inclusive practices, and interpretation for bilingual staff ○ Resources and supplies to facilitate Instructional Coaching ○ Additional funds to support PLC leadership		
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1G	Teachers on Special Assignment (TOSAs)	KHSD's TOSAs provide targeted PD learning, support site or district planning, and collaborate directly with individuals and teams of teachers, utilizing the California Standards for the Teaching Profession as their framework. KHSD currently employs 2,002 teachers throughout the district and strives to support teachers in their own learning through PD and other opportunities. Of the 919 KHSD teachers who responded to an annual survey in 2024, 616 (67%) stated that PD opportunities were relevant to the content that they teach. This is an increase of 3% from the winter 2023 survey. TOSA's assignments will include the following: ○ 2 English ○ 2 Math ○ 1 Science ○ 2 Social Studies ○ 2 English Language Development ○ 1 Co-Teaching	\$1,655,517	Y
1H	New Teacher Support	According to a 2024 <i>EdSource</i> article, "Beginning teachers are most susceptible to leaving the profession. With upwards of 10,000 teacher vacancies and a decline in teacher credentials with California, it is urgent for the state to identify ways to mitigate attrition. Recent research suggests three effective strategies for supporting new teachers that should be incorporated into all teacher pre and support programs": ○ Provide dedicated and well-matched coaches ○ Pay attention to curriculum and technology ○ Connect teacher learning KHSD is dedicated to supporting its new teachers. The <i>New Teacher Support /Kern High Induction program</i> (KHIP) provides mentoring and support to new teachers who have either intern status or to those who have a preliminary credential and are working on the two-year process to obtain a Clear California Teaching Credential. This mentor-based program supports the district's new teachers, guiding them throughout the year as they complete their credentialing requirements. Through close work between mentor and candidate, and through high quality professional development, KHSD alleviates many of the roadblocks that new teachers face, resulting in higher	\$1,547,339	Y

		levels of teacher retention and enhanced instructional support that supports KHSD students. <i>New Teacher Support also provides mentoring support to new teachers sponsored on a university intern credential. Additionally, New Teacher Support provides mentoring support to CTE credential candidates. Both the intern teachers and the CTE credential candidates receive mentoring support from the KHSD New Teacher Support program.</i> A substantial amount of funding provides stipends and release time for mentors to support their candidates. Mentors enjoy confidential, professional relationships with their candidates and assist each candidate through at least one hour of direct support per week. Mentors express the ability, willingness, and flexibility to meet each candidate's individual needs. Mentors are provided support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks. Mentors are trained in the following: ○ Effective coaching and mentoring practices ○ Goal setting ○ The use of appropriate mentoring instruments ○ Best practices in adult learning ○ Program processes designed to support candidate growth and effectiveness		
11	Teacher Recruitment	“Research shows that all students benefit from having a more diverse teacher workforce, and specifically students of color who deserve to see teachers who look like them,” said Tony Thurmond (California State Superintendent of Public Instruction). KHSD continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned, and effective teaching staff, demographically reflective of the diverse student body of KHSD. ○ Target recruitment in areas of the US that offer candidates of ethnically diverse backgrounds ○ Increase recruitment in California ○ Provide hours for the Recruitment Administrator to coordinate recruitment efforts ○ Work to develop teacher preparation pathways within the KHSD	\$575,193	Y

- Maintain the Kern High Teacher Residency (KHTR) Program, a partnership teacher-credentialing program with California State University, Bakersfield
- Hire a KHTR TOSA

Teacher Ethnicity Comparison 2023-2024			
	White/Caucasian	Hispanic/Latinx	Black/African American
State*	61.2%	21.1%	3.9%
County*	64.1%	24.5%	2.7%
KHSD**	53.4%	26.8%	2.9%

* Ed-Data (2018-2019) ** Self-reported by KHSD Employees 2023-2024

For the 2023-2024 school year, KHSD hired 177 new teachers. Of these new hires, 25 (14.1%) were completers of the KHTR program.

2022-2023 KHTR Residents Hired for 2023-2024	
School Site	Residents Hired
Arvin	1
Bakersfield	3
Del Oro	2
Frontier	2
Golden Valley	3
Highland	1
Independence	1
North	1
Ridgeview	3
Shafter	2
South	2
Stockdale	1
West	3
Total Residents Hired	25

As of spring 2024, 22 residents are participating in KHTR program. 11 (50%) of the residents are Hispanic/Latinx (of any race), 5 (22.7%) are White, 3 (13.6%) are Asian, and 2 (9.1%) are Multiple races. The residents are currently being mentored at the following school sites:

KHSD School Sites with KHTR Residents 2023-2024		
School Site	Number	LCFF %
Arvin	2	96.1%
Bakersfield	1	85.0%

		<table><tr><td>Centennial</td><td>1</td><td>43.9%</td></tr><tr><td>Del Oro</td><td>4</td><td>84.3%</td></tr><tr><td>East</td><td>1</td><td>92.5%</td></tr><tr><td>Foothill</td><td>1</td><td>92.1%</td></tr><tr><td>Frontier</td><td>2</td><td>32.2%</td></tr><tr><td>Golden Valley</td><td>4</td><td>92.6%</td></tr><tr><td>Highland</td><td>1</td><td>82.4%</td></tr><tr><td>Mira Monte</td><td>1</td><td>95.0%</td></tr><tr><td>Ridgeview</td><td>1</td><td>77.3%</td></tr><tr><td>Stockdale</td><td>1</td><td>43.7%</td></tr><tr><td>West</td><td>2</td><td>92.7%</td></tr><tr><td>Total</td><td>22</td><td></td></tr></table> An increase in site participation increases the overall understanding and purpose of the residency program – i.e., to increase teacher diversity for the district and develop/train the best teachers for KHSD students.	Centennial	1	43.9%	Del Oro	4	84.3%	East	1	92.5%	Foothill	1	92.1%	Frontier	2	32.2%	Golden Valley	4	92.6%	Highland	1	82.4%	Mira Monte	1	95.0%	Ridgeview	1	77.3%	Stockdale	1	43.7%	West	2	92.7%	Total	22			
Centennial	1	43.9%																																						
Del Oro	4	84.3%																																						
East	1	92.5%																																						
Foothill	1	92.1%																																						
Frontier	2	32.2%																																						
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Mira Monte	1	95.0%																																						
Ridgeview	1	77.3%																																						
Stockdale	1	43.7%																																						
West	2	92.7%																																						
Total	22																																							
1J	Appropriate Instructional Materials	The School Accountability Report Card (SARC) verifies that all students at KHSD have access to their own textbook(s) and instructional materials. The SARC provides the following information relevant to Basic State Priority 1: Pupils have access to standards-aligned instructional materials.	\$0	N																																				

Goal 2

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

State Priorities addressed by this goal.

- Priority 1c:** School facilities are maintained in good repair.
- Priority 4e:** The percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.
- Priority 4f:** The English learner reclassification rate.

Priority 4h: The percentage of students who demonstrate college preparedness.

Priority 5e: High school graduation rates.

Local Priority 2a: KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources.

Local Priority 2b: KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career).

An explanation of why the LEA has developed this goal.

Goal 2 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and educational partners' consultation and recommendations. The actions in Goal 2 will provide the educational partners with clear alignment of the measurable outcomes (1c, 4e, 4f, 4h, 5e, Local Priority 2a, and 2b)

- o Ensure a safe and supportive school environment
- o Expand a quality guidance system to engage students in their learning
- o Upgrade quality facilities and technology systems to industry standards
- o Ensure campuses remain at optimal levels of utilization, operation, and appearance
- o Improve student literacy skills
- o Improve the graduation rate
- o Focus on curriculum and programs to better prepare and connect students for work, career training, and/or college
- o Improve student academic performance in all subject areas

Goal 2 aligns with the following most recent data from the California School Dashboard 2023 and input from educational partners:

English Learner Data:

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

Local Indicator Basics (California School Dashboard 2023, most recent data available)

Implementation of Local Standards

- o KHSD management systems: Synergy and PeopleSoft
- o KHSD school sites' master schedule (certificated and classified staff)
- o California Assessment of Student Performance and Progress (CAASPP)

- o KCSOS Kern KiDS
- o California State Assignment Accountability System (CalSAAS)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Maintain 100% rating of “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) for all school sites. (Priority 1c)	Baseline: 2023-2024 (Source: School Site School Accountability Report Card) Status: 24 of 24 school sites maintained a “good” or “exemplary” facilities rating on FIT.	2024-2025	2025-2026	2026-2027 Status: 24 of 24 school sites maintained a “good” or “exemplary” facilities rating on FIT.	
4.51	Increase the percentage of EL who are progressing towards English Language proficiency by 5% from baseline over a 3-year timespan. (Priority 4e)	Baseline 2023 (Source: California School Dashboard) Status: 40.0%	2024	2025	2026 Status: 55.0%	
4.52	Decrease the number of LTELs by 2% over a 3-year timespan. (Priority 4e)	Baseline 2022-2023 (Source: CDE, DataQuest) Status: 13.4% (LTEL 6+ years)	2023-2024	2024-2025	2025-2026 Status: 7.4%	

4.6	Increase the reclassification rate of EL students by 9% from baseline over a 3-year timespan. (Priority 4f)	Baseline 2022-2023 (Source: Synergy) Status: Reclassification Rate: 18.9%	2023-2024	2024-2025	2025-2026 Status: 27.9%																																					
4.8	The percentage of pupils who score “Standard Met or Exceeded” on the CAASPP ELA assessment will increase from baseline by 3% for All, 4.5% for Hispanic and SED, 6% for African American, FY, and Homeless, and 9% for EL and SWD over a 3-year timespan. (Priority 4h)	Baseline 2022-2023 (Source: KCSOS KiDS) Status: <table><tr><th colspan="2">CAASPP ELA (Standard Met or Exceeded)</th></tr><tr><td>All</td><td>51.0%</td></tr><tr><td>African American</td><td>37.2%</td></tr><tr><td>Hispanic</td><td>47.7%</td></tr><tr><td>EL</td><td>7.5%</td></tr><tr><td>FY</td><td>29.4%</td></tr><tr><td>Homeless</td><td>32.1%</td></tr><tr><td>SED</td><td>45.7%</td></tr><tr><td>SWD</td><td>11.6%</td></tr></table>	CAASPP ELA (Standard Met or Exceeded)		All	51.0%	African American	37.2%	Hispanic	47.7%	EL	7.5%	FY	29.4%	Homeless	32.1%	SED	45.7%	SWD	11.6%	2023-2024	2024-2025	2025-2026 Status: <table><tr><th colspan="2">CAASPP ELA (Standard Met or Exceeded)</th></tr><tr><td>All</td><td>54.0%</td></tr><tr><td>African American</td><td>42.2%</td></tr><tr><td>Hispanic</td><td>52.2%</td></tr><tr><td>EL</td><td>16.5%</td></tr><tr><td>FY</td><td>35.4%</td></tr><tr><td>Homeless</td><td>38.1%</td></tr><tr><td>SED</td><td>50.2%</td></tr><tr><td>SWD</td><td>20.6%</td></tr></table>	CAASPP ELA (Standard Met or Exceeded)		All	54.0%	African American	42.2%	Hispanic	52.2%	EL	16.5%	FY	35.4%	Homeless	38.1%	SED	50.2%	SWD	20.6%	
CAASPP ELA (Standard Met or Exceeded)																																										
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SWD	20.6%																																									

5.51	Increase graduation rate from baseline by 3% for All students, Hispanic, and SED, and 2% for African American, American Indian or Alaska Native, EL, and FY, and 3% Homeless and SWD over a 3-year timespan. (Priority 5e)	Baseline: 2023 (Source: California School Dashboard) Status: <table><tr><th colspan="2">Graduation Rate</th></tr><tr><td>All</td><td>85.8%</td></tr><tr><td>African American</td><td>80.8%</td></tr><tr><td>American Indian or Alaska Native</td><td>73.5%</td></tr><tr><td>Hispanic</td><td>85.7%</td></tr><tr><td>EL</td><td>76.1%</td></tr><tr><td>FY</td><td>65.4%</td></tr><tr><td>Homeless</td><td>65.4%</td></tr><tr><td>SED</td><td>84.3%</td></tr><tr><td>SWD</td><td>66.2%</td></tr></table>	Graduation Rate		All	85.8%	African American	80.8%	American Indian or Alaska Native	73.5%	Hispanic	85.7%	EL	76.1%	FY	65.4%	Homeless	65.4%	SED	84.3%	SWD	66.2%	2024	2025	2026	
Graduation Rate																										
All	85.8%																									
African American	80.8%																									
American Indian or Alaska Native	73.5%																									
Hispanic	85.7%																									
EL	76.1%																									
FY	65.4%																									
Homeless	65.4%																									
SED	84.3%																									
SWD	66.2%																									
2.11	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). (Local Priority 2b)	Baseline: 2023-2024 (Source: KHSD management system, Synergy) Status: 71.1%	2024-2025	2025-2026	2026-2027																					
2.21	Decrease the failure rate of EL by 2% over a 3-year period for ELD and core classes by providing Instructional Assistants (IAs) in ELD courses and	Baseline: 2023-2024 S1 (Source: Synergy) Status: 20.2%	2024-2025 S1	2025-2026 S1	2026-2027 S1																					

	Bilingual Instructional Assistants (BIA) in core classes to provide language support that will ensure students can successfully access the core curriculum. (Local Priority 2b)					
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Goal 2 Analysis for 2024-2025

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

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

N/A

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

N/A

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

N/A

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

N/A

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

Goal 2 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 meeting the academic needs of EL students, including dually identified (identified as SWD and EL), newcomers (EL students less than a year in the country), and Long-Term English Learners (LTELs). <table><tr><th colspan="2">English Learner Reclassification Rates*</th></tr><tr><th>Year</th><th>KHSD</th></tr><tr><td>2020-2021</td><td>13.2%</td></tr><tr><td>2021-2022</td><td>21.4%</td></tr><tr><td>2022-2023</td><td>18.9%</td></tr><tr><td>2023-2024</td><td>Data Unavailable</td></tr></table> *Reclassification Accountability Rate is using new calculation (July 1 - June 30). Accountability rate for previous years will not align to old calculations. Historically, EL students that reclassify “perform much better than current EL students, and they sometimes perform better than students who do not speak a foreign language at home.” (Public Policy Institute of California, May 2018) KHSD reclassified students are no exception. According to the CAASPP website, in 2022-2023, 55.4% of KHSD reclassified students met or exceeded standards for ELA. This compares to 51.0% for All students and 7.5% for EL students. It is imperative that KHSD maintain services that will enhance academic achievement for EL students to reclassify by providing the following: ○ KHSD will retain 57 FTE for BIAs and 3.75 FTE for Instructional Assistants (IA)s at comprehensive and continuation sites to provide primary language support to EL students, serving ELD 1 and ELD 2 students first ○ KHSD will retain site EL Coordinators (21 sections) to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation	English Learner Reclassification Rates*		Year	KHSD	2020-2021	13.2%	2021-2022	21.4%	2022-2023	18.9%	2023-2024	Data Unavailable	\$8,103,680	Y
English Learner Reclassification Rates*																
Year	KHSD															
2020-2021	13.2%															
2021-2022	21.4%															
2022-2023	18.9%															
2023-2024	Data Unavailable															

		○ KHSD will retain 21 FTE for Bilingual Technicians (BT)s. A district BT (2 FTE) may also assist in completing state and local reports and monitoring progress data ○ KHSD will retain District Supervising Administrator (1 FTE) to oversee the implementation of the English Learner program ○ KHSD will retain 1 Clerical Staff ○ KHSD will retain 1 district ELD Counselor on Special Assignment (COSA) KHSD provides a structured English immersion program, adopted by the State of California, to educate students who are not yet proficient in the English language and in order to ensure the following ELD goals are met to “close the achievement gap” between EL students and native English speakers: (1) “Ensure that EL students acquire full proficiency in English as rapidly and effectively as possible and attain parity with native English speakers” (CDE website); (2) “Ensure that EL students, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.”																											
2B	Literacy Intervention	Due to a multifaceted approach aimed at improving student achievement and reading levels, English Language Arts/Literacy CAASPP rates increased from 47.1% in 2021-2022 to 51.0%% in 2022-2023 that “Met” or “Exceeded” Standards”. Every student group showed improvement, either meeting or exceeding pre-Pandemic levels. LTEL students had no reported data in 2018-19 or 2021-22 (CAASPP website). According to the CA School Dashboard in 2023 KHSD received a status of “Low.” Of the 23 KHSD sites (18 comprehensive and 5 continuation) 3 school sites displayed a status of “High”, 6 sites were listed as “Medium”, 7 sites as “Low”, 7 sites as “Very Low”, and 1 site had “No Performance Level.” KHSD will continue to support this action as specified in the 2023-24 LCAP. <table><tr><th colspan="5">English Language Arts: (Standard Met or Exceeded)</th></tr><tr><th>Student Group</th><th>2018-19</th><th>2021-22</th><th>2022-23</th><th>Change</th></tr><tr><td>All Students</td><td>51.1%</td><td>47.1%</td><td>51.0%</td><td>+3.9%</td></tr><tr><td>African American</td><td>37.6%</td><td>33.8%</td><td>37.2%</td><td>+3.4%</td></tr><tr><td>EL</td><td>2.7%</td><td>3.9%</td><td>7.5%</td><td>+3.6%</td></tr></table>	English Language Arts: (Standard Met or Exceeded)					Student Group	2018-19	2021-22	2022-23	Change	All Students	51.1%	47.1%	51.0%	+3.9%	African American	37.6%	33.8%	37.2%	+3.4%	EL	2.7%	3.9%	7.5%	+3.6%	\$4,724,281	Y
English Language Arts: (Standard Met or Exceeded)																													
Student Group	2018-19	2021-22	2022-23	Change																									
All Students	51.1%	47.1%	51.0%	+3.9%																									
African American	37.6%	33.8%	37.2%	+3.4%																									
EL	2.7%	3.9%	7.5%	+3.6%																									

FY	***	23.7%	29.4%	+5.7%
Hispanic	47.4%	43.8%	47.7%	+3.9%
Homeless	30.0%	28.6%	32.1%	+3.5%
SED	45.2%	41.8%	45.7%	+3.9%
SWD	7.6%	10%	11.6%	+1.6%
LTEL	***	***	7.1%	+7.1%

KHSD will provide the following:

- Teacher-Librarians (19) at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services
- KHSD will retain Clerical Staff (0.33 FTE)
- Expanded learning opportunities by providing funding to keep each site's library open after hours to support academic progress and literacy for all students
- Beanstack program will be available districtwide to promote independent reading
- Library resources for continuation sites (5)

Funding allocation for extended library hours will be based on the number of unduplicated students at the school sites:

- Arvin, Del Oro, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West (\$28,000 per site)
- Bakersfield, Highland, Independence, Kern Valley, North, and Ridgeview (\$20,000 per site)
- Centennial, Frontier, Liberty, and Stockdale (\$14,000 per site)

KHSD will also provide funding for EL Saturday academies, labs, and college trips.

2C	Learning Intervention	Learning intervention includes 124 sections; 82 intervention sections for students who need additional support in English and math – e.g., Foundations (math), literacy courses, and Academic Performance courses that support “at risk” grade 9-12 students and 42 sections will be devoted to 9th grade math support courses allocated by school sites LCFF percentage.	\$4,110,000	Y
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California School Dashboard in 2023 reported that districtwide KHSD students performed 9.2 points below standard in ELA compared to statewide performance of 13.6 points below standard.

KHSD SED students performed 25.5 points below standard in ELA, EL students 101.4 points below standard and FY 145.2 points below standard.

California School Dashboard in 2023 also reported that districtwide KHSD students performed 115.3 points below standard in math compared to statewide performance of 49.1 points below standard. KHSD SED students performed 134 points below standard in math, EL students 189.6 points below standard and FY 230.4 points below standard.

The need to continue offering intervention sections has been impacted by learning loss experienced due to the COVID-19 Pandemic, and data indicates that intervention strategies are having a positive effect on student learning.

Failing Grades Semester 1			
Student Group	2021-2022	2022-2023	2023-2024
All	13.0%	10.8%	10.7%
SED	15.2%	12.4%	12.2%
EL	21.4%	18.9%	19.4%
FY	28.8%	21.3%	22.8%

Districtwide there was 2.2% decrease of students receiving a failing grade from fall 2021 to fall 2022. In the following year (fall 2023), the number of students receiving a failing grade dropped another 0.1%, which brought the number of failing KHSD students to almost pre-Pandemic levels (10.7% in fall of 2023 compared with 9.2% in fall of 2019).

Intervention Sections 2024-2025			
School Site	Intervention Sections	School Site	Intervention Sections
AHS	5	KVHS	1
BHS	4	LHS	6
CHS	6	MMHS	4
DOHS	2	NoHS	4
EBHS	4	RHS	4
FoHS	4	ShHS	5
FrHS	6	SoHS	5
GVHS	4	StHS	6
HHS	4	WHS	4
IHS	4	Total	82

2D

Summer Intervention

Through analysis of semester 1 grades for 2023, it was noted that unduplicated students received a failing grade at higher rates than the All student group. Summer school intervention sections were created for the unduplicated students based on need. In 2023, summer school sections served 16,135 students, and 87% of these enrolled students were identified as unduplicated. Summer school sections are distributed proportionately per the sites' unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.

- KHSD will continue to offer summer school intervention sections and designated EL intervention sessions
- EL intervention to maximize reclassification rate for LTELs
- Credit recovery
- Literacy, math, and Science, Technology, Engineering, and Math (STEM) intervention and support
- Academic “bridge” courses that acclimate and orient incoming, “at-risk” 9th graders
- A-g completion and promotion (supporting “C” and “at risk” students through intervention for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps
- Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete AP and DE courses

\$1,272,566

Y

		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 Arvin, Del Oro, East, Foothill, North, Mira Monte, South, and West ○ \$4,500 each Bakersfield, Golden Valley, Ridgeview, and Shafter ○ \$2,500 each Centennial, Frontier, Highland, Independence, Kern Valley, Liberty, and Stockdale ○ \$15,000 for Alternative Education (Central Valley, Nueva, Tierra Del Sol, Vista, and Vista West) ○ \$10,000 for summer Migrant Program Outreach ○ \$40,000 for EL summer outreach due to learning loss experienced in the 2020-21 school year The district will continue to provide the following allocations for counseling during the summer session: ○ Comprehensive sites: 224 hours per site ○ Continuation sites: 224 hours (one allocation for the 5 continuation sites) ○ Education Options: 224 hours (one allocation for Kern Learn and Discovery) ○ KHSD will retain Clerical Staff (0.1 FTE) ○ KHSD will continue to fund Universal Design for Learning (UDL) learning environments and co-teaching		
2E	Intervention Resources	An analysis of semester 1 grades for KHSD students indicates that over the past 3 years, (2021-2022, 2022-2023, and 2023-2024), the number of KHSD students who received a failing grade for fall semester 2023-2024 has steadily decreased. Based on this data, we can assume that literacy and math interventions have been successful in reducing student learning loss. Therefore, KHSD will continue to provide the following interventions: ○ STAR Renaissance licensing 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 ○ Apex licensing ○ Consultants providing KHSD with aid in seeking intervention resources) ○ Exploring Learning Gizmos help students develop a deep understanding of challenging concepts through inquiry and exploration.	\$5,468,753	Y

		Students use Gizmos to interact with and explore hundreds of math and science topics ranging from heredity to trigonometry KHSD will also add funding to provide 3rd party intervention programs to be determined by site based on specific site needs.		
2F	Technology Resources	Low-income students and students of color are less likely to own computers and have reliable internet access as compared to their peers. Technology can produce significant gains in student achievement (Stanford Center for Opportunity in Education, 2014). KHSD will continue to strengthen the technology infrastructure and provide student devices to support and enhance learning in the classroom through high-speed internet connections, devices, and programs that promote student engagement. This action may include the following sub actions: ○ Replacing server equipment, switches, and other hardware ○ Increasing computer access ○ Supporting Science, Technology, Engineering, and Math STEM) classes with additional technology and resources ○ Increasing the use of portable devices in the classroom (Chromebooks) ○ Supporting the use of instructional technologies ○ Expanding bandwidth to support a robust network ○ Maintaining additional Information Systems Technology (IST) technicians for LCFF school sites that have 80% or greater LCFF count (Arvin, Bakersfield, East, Foothill, Golden Valley, Mira Monte, North, South, Shafter, and West)	\$8,893,212	Y
2G	School Facilities	KHSD facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public-School Construction (OPSC).	\$0	N
2H	Additional Custodial Support to Minimize the Spread of Illnesses	Many factors can predict whether a student is likely to be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project). According to Hedy Chang, the founder and executive director of Attendance Works, “these high levels of chronic absence, [are] a reflection that the positive conditions of learning that are essential for motivating kids to show up to school have been eroded,” Additionally, “It’s a sign that kids aren’t feeling physically and emotionally healthy and safe. Belonging, connection, and support — in addition to the academic challenge and engagement and investments in	\$1,698,581	Y

student and adult well-being — are all so crucial to positive conditions for learning.”

Attendance data from the 2021-2022 and 2022-2023 school years shows that Chronic Absenteeism for unduplicated students drastically decreased as a result of KHSD’s work over the past few years.

Chronic Absenteeism Rates		
Student Group	2021-2022	2022-2023
ALL	32.2%	22.4%
EL	36.1%	27.0%
AA	43.0%	30.8%
SWD	42.9%	32.1%
FY	54.4%	41.8%
MV	66.1%	55.1%

In order to fulfill the goals of Priority 5b, which aims to decrease the chronic absenteeism rate by 3% district wide and 6% for EL, African American, and SWD and 9% for FY and Homeless students within a 3-year time span, and to complement Action 4G, which retained staff to collaborate with school sites to combat the issue of chronic absenteeism and low attendance rates resulting from student illness, KHSD will continue to fund 20 FTE custodial positions at comprehensive and continuation sites with high concentrations of unduplicated students to prevent further spread of illness in the school setting. Typically, custodial staff on sites during the day is often not as large as in the evenings, so these new custodians will augment the existing custodial staff on these sites, who are occupied with fulfilling the increased demands from COVID which necessitates additional staffing. The additional FTE at each school site for cleaning will allow the schools to focus on disinfecting high touch areas, including bathrooms, throughout the school day to ensure that students have safe access to all necessary facilities without interruption, and to minimize virus spread to increase attendance and decrease chronic absenteeism due to illnesses. Adding FTE custodial positions at the high LCFF sites will help mitigate the spread of many viruses that would prevent students from attending school due to illness and will help to improve the overall health and wellness of all students and staff.

- o Retain 20 8-hour custodians (15 for comprehensive sites and 5 for continuation sites)

Goal 3

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

State Priorities addressed by this goal.

- Priority 4a:** Student performance on statewide standardized assessments (Note: this includes assessments such as the California Assessment of Student Performance and Progress assessments, the California Alternate Assessment, etc.).
- Priority 4b:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.
- Priority 4c:** The percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks.
- Priority 4d:** The percentage of students who have successfully completed both types of courses described above in (B) and (C).
- Priority 4g:** The percentage of students who have passed an advanced placement examination with a score of 3 or higher.
- Priority 7a:** A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable.
- Priority 7b:** Programs and services developed and provided to low income, English learner and foster youth students.
- Priority 7c:** Programs and services developed and provided to students with disabilities.
- Local Priority 3a:** KHSD students will graduate, ready and prepared for their individual, post-secondary experience (College or Career).

An explanation of why the LEA has developed this goal.

- Goal 3 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and educational partners’ consultation and recommendations. The actions in Goal 3 will provide the educational partners with clear alignment of the measurable outcomes (4a, 4b, 4c, 4d, 4g, 7a, 7b, 7c, and Local Priority 3a).
- o Improve student literacy skills
 - o Improve the graduation rate
 - o Focus on curriculum and programs to better prepare and connect students for work, career training, and college
 - o Improve student academic performance in all subject areas
 - o Increase percentage of students fulfilling college admission requirements
 - o Expand elective offerings, ensuring a complete and comprehensive course schedule for all students

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

California (CA) School Dashboard

College/Career Indicator: (Prepared)

- o All: 38.7%
- o EL: 14.4%
- o SED: 33.7%
- o FY: 11.7%
- o SWD: 9.2%
- o Homeless: 9.6%

Local Indicators

- o Access to a Broad Course of Studies
- o California Department of Education DataQuest
- o Other Indicators
- o KHSD management systems: Synergy and PeopleSoft
- o KHSD school sites’ Master Schedules (certificated and classified staff)
- o California Assessment of Student Performance and Progress (CAASPP)
- o KCSOS Kern KiDS
- o Family-School Relationships Survey

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Increase performance by 10 points from baseline over 3	Baseline: 2023 (Source: CA School Dashboard) Status:	2024	2025	2026 Status: ELA	

	years for All students and by 20 points for EL, SWD, FY and SED achieving grade-level standards using Distance From Standard (DFS) on the English Language Arts (ELA) assessments. (Priority 4a)	<table><tr><th colspan="2">ELA (DFS)</th></tr><tr><td>All</td><td>-9.2</td></tr><tr><td>EL</td><td>-101.4</td></tr><tr><td>SED</td><td>-25.5</td></tr><tr><td>FY</td><td>-145.2</td></tr><tr><td>SWD</td><td>-127.2</td></tr></table>	ELA (DFS)		All	-9.2	EL	-101.4	SED	-25.5	FY	-145.2	SWD	-127.2			<table><tr><th colspan="2">(DFS)</th></tr><tr><td>All</td><td>+0.8</td></tr><tr><td>EL</td><td>-81.4</td></tr><tr><td>SED</td><td>-5.5</td></tr><tr><td>FY</td><td>-125.2</td></tr><tr><td>SWD</td><td>-107.2</td></tr></table>	(DFS)		All	+0.8	EL	-81.4	SED	-5.5	FY	-125.2	SWD	-107.2	
ELA (DFS)																														
All	-9.2																													
EL	-101.4																													
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EL	-81.4																													
SED	-5.5																													
FY	-125.2																													
SWD	-107.2																													
4.12	Increase performance by 10 points from baseline over 3 years by 10 points for All students and by 20 points for EL, SWD, FY and SED achieving grade-level standards using Distance From Standard (DFS) on the CAASPP mathematics assessment as measured by previous year's score rate. (Priority 4a)	Baseline: 2023 (Source: CA School Dashboard) Status: <table><tr><th colspan="2">Mathematics (DFS)</th></tr><tr><td>All</td><td>-115.3</td></tr><tr><td>EL</td><td>-189.6</td></tr><tr><td>SED</td><td>-134.0</td></tr><tr><td>FY</td><td>-230.4</td></tr><tr><td>SWD</td><td>-204.5</td></tr></table>	Mathematics (DFS)		All	-115.3	EL	-189.6	SED	-134.0	FY	-230.4	SWD	-204.5	2024	2025	2026 Status: <table><tr><th colspan="2">Mathematics (DFS)</th></tr><tr><td>All</td><td>-105.3</td></tr><tr><td>EL</td><td>-169.6</td></tr><tr><td>SED</td><td>-114.0</td></tr><tr><td>FY</td><td>-210.4</td></tr><tr><td>SWD</td><td>-184.5</td></tr></table>	Mathematics (DFS)		All	-105.3	EL	-169.6	SED	-114.0	FY	-210.4	SWD	-184.5	
Mathematics (DFS)																														
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EL	-169.6																													
SED	-114.0																													
FY	-210.4																													
SWD	-184.5																													
4.13	Increase performance by 3% from baseline over 3 years for All students and by 6% for EL, SWD, FY	Baseline: 2023 (Source: CAASPP) Status: <table><tr><th colspan="2">CAST (Met or Exceeded Standard)</th></tr><tr><td>All</td><td>21.9%</td></tr></table>	CAST (Met or Exceeded Standard)		All	21.9%	2024	2025	2026 Status: <table><tr><th colspan="2">CAST (Met or Exceeded Standard)</th></tr><tr><td>All</td><td>24.9%</td></tr></table>	CAST (Met or Exceeded Standard)		All	24.9%																	
CAST (Met or Exceeded Standard)																														
All	21.9%																													
CAST (Met or Exceeded Standard)																														
All	24.9%																													

	and SED meeting or exceeding standard on the California Science Test (CAST) assessment. (Priority 4a)	<table><tr><td>EL</td><td>1.7%</td></tr><tr><td>FY</td><td>7.9%</td></tr><tr><td>SED</td><td>17.2%</td></tr><tr><td>SWD</td><td>4.2%</td></tr></table>	EL	1.7%	FY	7.9%	SED	17.2%	SWD	4.2%			<table><tr><td>EL</td><td>7.7%</td></tr><tr><td>FY</td><td>13.9%</td></tr><tr><td>SED</td><td>23.2%</td></tr><tr><td>SWD</td><td>10.2%</td></tr></table>	EL	7.7%	FY	13.9%	SED	23.2%	SWD	10.2%																					
EL	1.7%																																									
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EL	7.7%																																									
FY	13.9%																																									
SED	23.2%																																									
SWD	10.2%																																									
4.2	Increase “Met UC/CSU (a-g) Requirements” from baseline over 3 years by 4% for All Students, 8% for SED and Hispanic, and 3% for African American, EL, FY, Homeless, and SWD. (Priority 4b)	Baseline: 2023 (Source: CA School Dashboard) Status: <table><tr><th colspan="2">Met UC/CSU (a-g)</th></tr><tr><td>All</td><td>37.0%</td></tr><tr><td>EL</td><td>11.8%</td></tr><tr><td>FY</td><td>11.0%</td></tr><tr><td>SED</td><td>31.8%</td></tr><tr><td>SWD</td><td>7.5%</td></tr><tr><td>Homeless</td><td>10.2%</td></tr><tr><td>African American</td><td>30.6%</td></tr><tr><td>Hispanic</td><td>34.0%</td></tr></table>	Met UC/CSU (a-g)		All	37.0%	EL	11.8%	FY	11.0%	SED	31.8%	SWD	7.5%	Homeless	10.2%	African American	30.6%	Hispanic	34.0%	2024	2025	2026 Status: <table><tr><th colspan="2">Met UC/CSU (a-g)</th></tr><tr><td>All</td><td>41.0%</td></tr><tr><td>EL</td><td>14.8%</td></tr><tr><td>FY</td><td>14.0%</td></tr><tr><td>SED</td><td>39.8%</td></tr><tr><td>SWD</td><td>10.5%</td></tr><tr><td>Homeless</td><td>13.2%</td></tr><tr><td>African American</td><td>33.6%</td></tr><tr><td>Hispanic</td><td>42%</td></tr></table>	Met UC/CSU (a-g)		All	41.0%	EL	14.8%	FY	14.0%	SED	39.8%	SWD	10.5%	Homeless	13.2%	African American	33.6%	Hispanic	42%	
Met UC/CSU (a-g)																																										
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African American	33.6%																																									
Hispanic	42%																																									
4.3	Increase from baseline over 3 years by 1% EL, FY and SWD and 2% for Homeless, SED, Hispanic, African American, and All students* that are prepared or approaching prepared for the College/Career Indicator (CCI) by CTE pathway indicator. *Graduating seniors only. (Priority 4c)	Baseline: 2023 (Source: CA School Dashboard) Status: <table><tr><th colspan="2">CCI</th></tr><tr><td>All</td><td>38.7%</td></tr><tr><td>EL</td><td>14.4%</td></tr><tr><td>FY</td><td>11.7%</td></tr><tr><td>SED</td><td>33.7%</td></tr><tr><td>SWD</td><td>9.2%</td></tr><tr><td>Homeless</td><td>9.6%</td></tr><tr><td>African American</td><td>26.6%</td></tr><tr><td>Hispanic</td><td>36.2%</td></tr></table>	CCI		All	38.7%	EL	14.4%	FY	11.7%	SED	33.7%	SWD	9.2%	Homeless	9.6%	African American	26.6%	Hispanic	36.2%	2024	2025	2026 Status: <table><tr><th colspan="2">CCI</th></tr><tr><td>All</td><td>40.7%</td></tr><tr><td>EL</td><td>15.4%</td></tr><tr><td>FY</td><td>12.7%</td></tr><tr><td>SED</td><td>35.7%</td></tr><tr><td>SWD</td><td>10.2%</td></tr><tr><td>Homeless</td><td>11.6%</td></tr><tr><td>African American</td><td>28.6%</td></tr><tr><td>Hispanic</td><td>38.2%</td></tr></table>	CCI		All	40.7%	EL	15.4%	FY	12.7%	SED	35.7%	SWD	10.2%	Homeless	11.6%	African American	28.6%	Hispanic	38.2%	
CCI																																										
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4.4	Increase from baseline over 3 years by 3% the percentage of students completing a CTE Pathway. (Priority 4d)	Baseline: 2023 (Source: CA School Dashboard) Status: <table><tr><th colspan="2">CTE</th></tr><tr><td>All</td><td>26.1%</td></tr><tr><td>EL</td><td>17%</td></tr><tr><td>FY</td><td>14.3%</td></tr><tr><td>SED</td><td>25.1%</td></tr></table>	CTE		All	26.1%	EL	17%	FY	14.3%	SED	25.1%	2024	2025	2026	
CTE																
All	26.1%															
EL	17%															
FY	14.3%															
SED	25.1%															
					Status: <table><tr><th colspan="2">CTE</th></tr><tr><td>All</td><td>29.1%</td></tr><tr><td>EL</td><td>20%</td></tr><tr><td>FY</td><td>17.3%</td></tr><tr><td>SED</td><td>28.1%</td></tr></table>	CTE		All	29.1%	EL	20%	FY	17.3%	SED	28.1%	
CTE																
All	29.1%															
EL	20%															
FY	17.3%															
SED	28.1%															
4.7	AP score of 3 or better will increase by 3% from baseline over 3 years. (Priority 4g)	Baseline: 2022-2023 (Source: CA School Dashboard) Status: 15.0%	2023-2024	2024-2025	2025-2026											
					Status: 18.0%											
3.11	Increase CTE parent survey responses of agree or strongly agree by 1% from baseline over a 3-year period: “My student’s school is preparing my student for a career path.” (Local Priority 3a)	Baseline: Winter 2024 (Source: Family-School Relationships Survey) Status: All Responses: 86% Unduplicated Responses: 87%	Winter 2025	Winter 2026	Winter 2027											
					Status: All Responses: 89% Unduplicated Responses: 90%											

Goal 3 Analysis for 2024-2025

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

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

N/A

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

N/A

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

N/A

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

N/A

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

Goal 3 Actions

Action #	Title	Description	Total Funds	Contributing
3A	Career Technical Education	According to several studies, “students in Career and Technical Education: 11.9% Pathways, especially low-income students, are more likely to graduate from high school and enroll in postsecondary education” (Dougherty, 2016).” Another source reported that “CTE reduces dropout and increases on-time graduation” (American Education Research Journal, 2017). CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer DE college credit to students.	\$20,848,858	Y

		○ KHSD CTE course offerings for 2022-2023: (2,144 courses districtwide and 190 @ CTEC & ROC) ○ Districtwide student enrollment for 2022-2023: (20,197 students) ○ Total enrollment in Pathway courses for 2022-2023: (19,785 students) ○ Number of students completing a career pathway in 2022-2023: (1,919 students) ○ 86% of parents surveyed in winter 2024 stated that, “My student’s school is preparing my students for a career path” To continue this positive trend for students enrolled in CTE courses, for the 2024-2025 school year, KHSD will: ○ Maintain \$12,000 funding for Kern Valley Agriculture program to provide student access to CTE course pathways ○ Maintain the operation of ROC and CTEC offering 38 career programs. ○ Continue to allocate funds to provide 4 BIAs (2-ROC / 2-CTEC) to support ELs ○ Continue to fund 79 CTE Pathway sections to comprehensive school sites Maintain postsecondary partners and local industry partnerships at all 19 comprehensive school sites, 5 alternative education school sites, and ROC/CTEC.																						
3B	College and Career Readiness	KHSD students will graduate, ready and prepared for their individual, postsecondary experience (college or career). KHSD students are well prepared to accomplish their goal of post-secondary education. <table><tr><th colspan="2">Graduation Rate 2023 (Source: CA School Dashboard)</th></tr><tr><td>All</td><td>85.8%</td></tr><tr><td>EL</td><td>76.1%</td></tr><tr><td>FY</td><td>65.4%</td></tr><tr><td>SED</td><td>84.3%</td></tr><tr><td>SWD</td><td>66.2%</td></tr><tr><td>Homeless</td><td>65.4%</td></tr><tr><td>African American</td><td>80.8%</td></tr><tr><td>Hispanic</td><td>85.7%</td></tr><tr><td>American Indian</td><td>73.5%</td></tr></table>	Graduation Rate 2023 (Source: CA School Dashboard)		All	85.8%	EL	76.1%	FY	65.4%	SED	84.3%	SWD	66.2%	Homeless	65.4%	African American	80.8%	Hispanic	85.7%	American Indian	73.5%	\$3,283,184	Y
Graduation Rate 2023 (Source: CA School Dashboard)																								
All	85.8%																							
EL	76.1%																							
FY	65.4%																							
SED	84.3%																							
SWD	66.2%																							
Homeless	65.4%																							
African American	80.8%																							
Hispanic	85.7%																							
American Indian	73.5%																							

California School Dashboard reported that for the 2023 school year, the following student groups obtained below districtwide graduation rates: African American 80.8%, American Indian or Alaska Native 73.5%, EL 76.1%, FY 65.4%, Homeless 65.4%, SED 84.3%, and SWD 66.2%.

CCI (Prepared) 2023 (Source: CA School Dashboard)	
All	38.7%
African American	26.6%
American Indian	23.9%
Hispanic	36.2%
EL	14.4%
FY	11.7%
Homeless	9.6%
SED	33.7%
SWD	9.2%

To mitigate these achievement gaps, KHSD will continue to provide the following resources for their students and staff:

- Career Choices program provides career exploration, long-term educational and career planning, and DE opportunities
- Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum
- AP test fee reimbursement for unduplicated students
- AVID and college tutors
- Resource counselor to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students as well as avenues and resources for “seamless transitioning” into college or career
- Counseling hours outside of regular day at both comprehensive and continuation sites
- Counseling summer team
- Clerical staff (0.1 FTE)
- Early Academic Outreach Program (EAOP) at SoHS

		○ Biliteracy Seal testing and qualification ○ College/university/trade school visits		
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Goal 4

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

State Priorities addressed by this goal.

<u>Priority 3a:</u> The efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site <u>Priority 3b:</u> How the LEA will promote parental participation in programs for low income, English learner and foster youth students <u>Priority 3c:</u> How the LEA will promote parental participation in programs for students with disabilities <u>Priority 5a:</u> School attendance rates <u>Priority 5b:</u> Chronic absenteeism rates <u>Priority 5c:</u> Middle school dropout rates <u>Priority 5d:</u> High school dropout rates <u>Priority 5e:</u> High school graduation rates <u>Priority 6a:</u> Student suspension rates <u>Priority 6b:</u> Student expulsion rates <u>Priority 6c:</u> Other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness <u>Priority 8:</u> Student outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. <u>Local Priority 2a:</u> KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources.

An explanation of why the LEA has developed this goal.

Goal 4 is aligned with the KHSD Strategic Priorities, School Plan for Student Achievement (SPSA) and educational partners' consultation and recommendations. The actions in Goal 4 will provide the educational partners with clear alignment of the measurable outcomes (3a, 3b, 3c, 5a, 5b, 5d, 5e, 6a, 6b, 6c, and Local Priority 2a).
--

- o Improve student attendance rates while helping students progress to graduation
- o Expand a quality guidance system to engage students in their learning
- o Implement academic and behavioral interventions to eliminate barriers for student success
- o Encourage parent participation in student achievement
- o Expand effective communication with parents, agencies, and local businesses
- o Promote, foster, and develop community connections through strong and effective communication and partnerships providing opportunities for shared input
- o Increase articulation and coordination efforts with feeder districts and schools and with post-secondary institutions including DE opportunities

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

- o Suspension rates

Local Indicators:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase by 1% from baseline over a 3-year timespan the number of parents that responded favorably that <i>“the school is welcoming to parents”</i> , as measured by Family-School	Baseline: Winter 2024 (Source: Family-School Relationships Survey) Status: Districtwide: 90%	Winter 2025	Winter 2026	Winter 2027 Status: Districtwide: 91%	

	Relationships Survey. (Priority 3a)																			
3.2	Increase by 1% from baseline over a 3-year timespan the number of parents that feel that <i>the school actively seeks their input about decisions</i> , as measured by Family-School Relationships Survey. (Priority 3b)	Baseline: Winter 2024 (Source: Family-School Relationships Survey) Status: <table><tr><td>All</td><td>77%</td></tr><tr><td>EL</td><td>90%</td></tr><tr><td>SED</td><td>83%</td></tr></table> *FY not aggregated	All	77%	EL	90%	SED	83%	Winter 2025	Winter 2026	Winter 2027 Status: <table><tr><td>All</td><td>78%</td></tr><tr><td>EL</td><td>91%</td></tr><tr><td>SED</td><td>84%</td></tr></table> *FY not aggregated	All	78%	EL	91%	SED	84%			
All	77%																			
EL	90%																			
SED	83%																			
All	78%																			
EL	91%																			
SED	84%																			
3.3	Increase by 1% from baseline over a 3-year timespan the number of parents that feel that <i>the school actively seeks their input about decisions</i> , for parents or guardians of SWD students as measured by Family-School Relationships Survey. (Priority 3c)	Baseline: Winter 2024 (Source: Family-School Relationships Survey) Status: SWD: 85%	Winter 2025	Winter 2026	Winter 2027 Status: SWD: 86%															
5.1	Increase attendance rate by 1% from baseline for All, EL, SED, and SWD and 2% for FY and Homeless over a 3-year timespan.	Baseline: 2023-2024 (Source: KCSOS, KiDS) Status: <table><tr><th colspan="2">Attendance</th></tr><tr><td>All</td><td>93.6%</td></tr><tr><td>EL</td><td>92.0%</td></tr></table>	Attendance		All	93.6%	EL	92.0%	2024-2025	2025-2026	2026-2027 Status: <table><tr><th colspan="2">Attendance</th></tr><tr><td>All</td><td>94.6%</td></tr><tr><td>EL</td><td>93.0%</td></tr><tr><td>FY</td><td>91.2%</td></tr></table>	Attendance		All	94.6%	EL	93.0%	FY	91.2%	
Attendance																				
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EL	93.0%																			
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	(Priority 5a)	<table><tr><td>FY</td><td>89.2%</td></tr><tr><td>Homeless</td><td>82.5%</td></tr><tr><td>SED</td><td>93.1%</td></tr><tr><td>SWD</td><td>90.8%</td></tr></table>	FY	89.2%	Homeless	82.5%	SED	93.1%	SWD	90.8%			<table><tr><td>Homeless</td><td>84.5%</td></tr><tr><td>SED</td><td>94.1%</td></tr><tr><td>SWD</td><td>91.8%</td></tr></table>	Homeless	84.5%	SED	94.1%	SWD	91.8%																							
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5.2	Decrease chronic absenteeism rate from baseline by 1.0% for All and 2% for EL, African American, and SWD and 3% FY and Homeless students over a 3-year timespan. (Priority 5b)	Baseline: 2022-2023 (Source: DataQuest) Status: <table><tr><th colspan="2">Chronic Absenteeism</th></tr><tr><td>All</td><td>22.4%</td></tr><tr><td>FY</td><td>41.8%</td></tr><tr><td>EL</td><td>27.0%</td></tr><tr><td>African American</td><td>30.8%</td></tr><tr><td>SWD</td><td>32.1%</td></tr><tr><td>Homeless</td><td>55.1%</td></tr></table>	Chronic Absenteeism		All	22.4%	FY	41.8%	EL	27.0%	African American	30.8%	SWD	32.1%	Homeless	55.1%	2023-2024	2024-2025	2025-2026 Status: <table><tr><th colspan="2">Chronic Absenteeism</th></tr><tr><td>All</td><td>21.4%</td></tr><tr><td>FY</td><td>38.8%</td></tr><tr><td>EL</td><td>25.0%</td></tr><tr><td>African American</td><td>28.8%</td></tr><tr><td>SWD</td><td>30.1%</td></tr><tr><td>Homeless</td><td>52.1%</td></tr></table>	Chronic Absenteeism		All	21.4%	FY	38.8%	EL	25.0%	African American	28.8%	SWD	30.1%	Homeless	52.1%									
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5.3	Middle School Dropout Rate (Priority 5c)	N/A	N/A	N/A	N/A																																					
5.4	Decrease dropout rate (by cohort) by 1% for All and 2% for African American, American Indian or Alaska Native and 3% for African American male SWD, EL, FY, SWD, and Homeless students over a 3-year timespan. (Priority 5d)	Baseline: 2022-2023 (Source: CDE, DataQuest) Status: <table><tr><th colspan="2">Dropout Rate</th></tr><tr><td>All</td><td>7.3%</td></tr><tr><td>FY</td><td>18.1%</td></tr><tr><td>EL</td><td>13.5%</td></tr><tr><td>African American</td><td>10.3%</td></tr><tr><td>African American male</td><td>12.3%</td></tr><tr><td>American Indian or Alaska Native</td><td>17.4%</td></tr><tr><td>Homeless</td><td>19.4%</td></tr><tr><td>SWD</td><td>11.3%</td></tr></table>	Dropout Rate		All	7.3%	FY	18.1%	EL	13.5%	African American	10.3%	African American male	12.3%	American Indian or Alaska Native	17.4%	Homeless	19.4%	SWD	11.3%	2023-2024	2024-2025	2025-2026 Status: <table><tr><th colspan="2">Dropout Rate</th></tr><tr><td>All</td><td>6.3%</td></tr><tr><td>FY</td><td>12.1%</td></tr><tr><td>EL</td><td>7.5%</td></tr><tr><td>African American</td><td>8.3%</td></tr><tr><td>African American male</td><td>9.3%</td></tr><tr><td>American Indian or Alaska Native</td><td>15.4%</td></tr><tr><td>Homeless</td><td>16.4%</td></tr><tr><td>SWD</td><td>8.3%</td></tr></table>	Dropout Rate		All	6.3%	FY	12.1%	EL	7.5%	African American	8.3%	African American male	9.3%	American Indian or Alaska Native	15.4%	Homeless	16.4%	SWD	8.3%	
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Homeless	16.4%																																									
SWD	8.3%																																									
6.1	Decrease suspension rate by	Baseline: 2022-2023 (Source: CDE, DataQuest)	2023-2024	2024-2025	2025-2026																																					

	1% for All, Hispanic, SED, SWD, and EL and by 2% for African American, African American male SWD, FY, and Homeless over a 3-year timespan. (Priority 6a)	Status: <table><tr><th colspan="2">Suspension Rate</th></tr><tr><td>All</td><td>8.9%</td></tr><tr><td>African American</td><td>20.4%</td></tr><tr><td>African American male SWD</td><td>29.1%</td></tr><tr><td>EL</td><td>11.7%</td></tr><tr><td>FY</td><td>29.1%</td></tr><tr><td>Hispanic</td><td>8.5%</td></tr><tr><td>SED</td><td>10.1%</td></tr><tr><td>SWD</td><td>14.1%</td></tr></table>	Suspension Rate		All	8.9%	African American	20.4%	African American male SWD	29.1%	EL	11.7%	FY	29.1%	Hispanic	8.5%	SED	10.1%	SWD	14.1%			Status: <table><tr><th colspan="2">Suspension Rate</th></tr><tr><td>All</td><td>7.9%</td></tr><tr><td>African American</td><td>18.4%</td></tr><tr><td>African American male SWD</td><td>27.1%</td></tr><tr><td>EL</td><td>10.7%</td></tr><tr><td>FY</td><td>27.1%</td></tr><tr><td>Hispanic</td><td>7.5%</td></tr><tr><td>SED</td><td>9.1%</td></tr><tr><td>SWD</td><td>13.1%</td></tr></table>	Suspension Rate		All	7.9%	African American	18.4%	African American male SWD	27.1%	EL	10.7%	FY	27.1%	Hispanic	7.5%	SED	9.1%	SWD	13.1%	
Suspension Rate																																										
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SWD	13.1%																																									
6.2	Maintain expulsion rate districtwide and for all significant student groups from previous year's rate with focus on African American Male SWD over a 3-year timespan. (Priority 6b)	Baseline: 2022-2023 (Source: CDE, DataQuest) Status: <table><tr><th colspan="2">Expulsion Rate</th></tr><tr><td>All</td><td>0.1%</td></tr><tr><td>African American</td><td>0.3%</td></tr><tr><td>Filipino</td><td>0.2%</td></tr><tr><td>Two or More Races</td><td>0.0%</td></tr><tr><td>African American male SWD</td><td>0.3%</td></tr></table>	Expulsion Rate		All	0.1%	African American	0.3%	Filipino	0.2%	Two or More Races	0.0%	African American male SWD	0.3%	2023-2024	2024-2025	2025-2026 Status: <table><tr><th colspan="2">Expulsion Rate</th></tr><tr><td>All</td><td>0.1%</td></tr><tr><td>African American</td><td>0.3%</td></tr><tr><td>Filipino</td><td>0.2%</td></tr><tr><td>Two or More Races</td><td>0.0%</td></tr><tr><td>African American male SWD</td><td>0.3%</td></tr></table>	Expulsion Rate		All	0.1%	African American	0.3%	Filipino	0.2%	Two or More Races	0.0%	African American male SWD	0.3%													
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6.31	Increase students' responses by 2% over a 3-year timespan: "I am happy to be at this school." (Priority 6c)	Baseline: 2023-2024 (Source: KHSD Annual Student Climate Survey) Status: <table><tr><td>All</td><td>75%</td></tr></table>	All	75%	2024-2025	2025-2026	2026-2027 Status: <table><tr><td>All</td><td>77%</td></tr></table>	All	77%																																	
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6.33	Increase students' responses by 2% over a 3-year timespan: "Students on my campus care for me." (Priority 6c)	Baseline: 2023-2024 (Source: KHSD Annual Student Climate Survey) Status: <table><tr><td>All</td><td>65%</td></tr></table>	All	65%	2024-2025	2025-2026	2026-2027 Status: <table><tr><td>All</td><td>67%</td></tr></table>	All	67%	
All	65%									
All	67%									
6.34	Increase students' responses by 2% over a 3-year period: "I feel as though activities I participate in at school make the school or community a better place." (Priority 6c)	Baseline: 2023-2024 (Source: KHSD Annual Student Climate Survey) Status: <table><tr><td>All</td><td>69%</td></tr></table>	All	69%	2024-2025	2025-2026	2026-2027 Status: <table><tr><td>All</td><td>71%</td></tr></table>	All	71%	
All	69%									
All	71%									
6.35	Increase students' responses by 2% over a 3-year period: "I know where to go for help with my problems at this school." (Priority 6c)	Baseline: 2023-2024 (Source: KHSD Annual Student Climate Survey) Status: <table><tr><td>All</td><td>81%</td></tr></table>	All	81%	2024-2025	2025-2026	2026-2027 Status: <table><tr><td>All</td><td>83%</td></tr></table>	All	83%	
All	81%									
All	83%									
6.36	Decrease by 2% over a 3-year period for all students' responses: "I have felt unsafe at school within the last 60 days." (Priority 6c)	Baseline: 2023-2024 (Source: KHSD Annual Student Climate Survey) Status: <table><tr><td>All</td><td>15%</td></tr></table>	All	15%	2024-2025	2025-2026	2026-2027 Status: <table><tr><td>All</td><td>13%</td></tr></table>	All	13%	
All	15%									
All	13%									

8.03	Increase course completion rate with a “C” or better by 1% from baseline for All and SED and by 2% for FY and EL students over a 3-year period. (Priority 8)	Baseline: Semester 1 2023-2024 (Source: Synergy) Status: <table><tr><th colspan="2">Course Completion</th></tr><tr><td>All</td><td>79.0%</td></tr><tr><td>FY</td><td>60.0%</td></tr><tr><td>EL</td><td>65.0%</td></tr><tr><td>SED</td><td>76.5%</td></tr></table>	Course Completion		All	79.0%	FY	60.0%	EL	65.0%	SED	76.5%	2024-2025	2025-2026	2026-2027 Status: <table><tr><th colspan="2">Course Completion</th></tr><tr><td>All</td><td>80.0%</td></tr><tr><td>FY</td><td>62.0%</td></tr><tr><td>EL</td><td>67.0%</td></tr><tr><td>SED</td><td>77.5%</td></tr></table>	Course Completion		All	80.0%	FY	62.0%	EL	67.0%	SED	77.5%	
Course Completion																										
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SED	77.5%																									

Goal 4 Analysis for 2024-2025

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

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

N/A

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

N/A

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

N/A

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

N/A

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

Goal 4 Actions

Action #	Title	Description	Total Funds	Contributing
4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Multi-Tiered System of Supports (MTSS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day, including Positive Behavioral Interventions and Supports (PBIS), data-based decision-making, and progress monitoring. KHSD is committed to addressing student behavior through systems change. Within an MTSS, administrators, interventionists, counselors, nurses, school social workers, and school psychologists are “able to unify our academic and behavior intervention programs, collaborate on intervention plans in one place, and work directly with SEL data to support our children and teachers” to create the kinds of schools where all students are successful (Panorama Education). According to Data Quest, from 2021-2022 through 2022-2023, expulsions for most student groups have remained static at 0.1%: All: (38 students), EL: (3 students), SWD: (7 students), SED (35 students). Expulsion rates for FY students decreased from 0.4% (2 students) to 0.0% (no students), and Homeless increased from 0.5% (3 students) to 0.7% (4 students). All of these students were identified as unduplicated. Results from the winter 2024 Staff Survey showed a 3% decrease in favorable responses from the previous year (winter 2024, 68% favorable compared to winter 2023, 71% favorable). This decrease falls just below the results of pre-Pandemic survey (2020, 69%) and farther below the high response percentage of 75% in winter 2019. This question was not asked of staff for the winter 2021 survey, due to staff and students being on distance learning during the COVID-19 Pandemic. To help facilitate PBIS-MTSS, KHSD will maintain the following: ○ 1.5 FTE District PBIS Administrators ○ 6.625 FTE Truancy Clerks ○ Site allocations for PBIS activities, such as PD and supplies, based on site percentage of unduplicated students. ○ 5 Clerical Staff	\$8,928,407	Y

		○ 16 Nurses ○ Supplies for Nurses ○ PBIS-MTSS and mental health awareness (\$15,000 per comprehensive, \$5,000 per continuation) ○ Supplies for Student Behavior & Supports ○ PD (de-escalation strategies) for campus supervisors																												
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 2021-2022 to fall 2022-2023 districtwide from 26 students to 12 students. Some student groups also have seen a decline of involuntary transfer to continuation: African American from 2 students to 1 student, and Hispanic from 21 students to 9 students. To help facilitate MTSS Tier 1, KHSD will maintain the following: ○ 6 district TOSAs for SEL ○ 24 OCI sections, 19 comprehensive school sites (5 sections per site) and 5 continuation sites (4 sections per site). ○ 72 SAC sections, 15 comprehensive school sites <table><tr><th colspan="2">Student Advocacy Centers 2024-2025</th></tr><tr><th>Site</th><th>Number of Sections</th></tr><tr><td>Arvin</td><td>5</td></tr><tr><td>Bakersfield</td><td>5</td></tr><tr><td>Del Oro</td><td>5</td></tr><tr><td>East</td><td>5</td></tr><tr><td>Foothill</td><td>5</td></tr><tr><td>Golden Valley</td><td>5</td></tr><tr><td>Highland</td><td>5</td></tr><tr><td>Independence</td><td>5</td></tr><tr><td>Kern Valley</td><td>2</td></tr><tr><td>Mira Monte</td><td>5</td></tr><tr><td>North</td><td>5</td></tr></table>	Student Advocacy Centers 2024-2025		Site	Number of Sections	Arvin	5	Bakersfield	5	Del Oro	5	East	5	Foothill	5	Golden Valley	5	Highland	5	Independence	5	Kern Valley	2	Mira Monte	5	North	5	\$16,304,013	Y
Student Advocacy Centers 2024-2025																														
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Mira Monte	5																													
North	5																													

		<table><tr><td>Ridgeview</td><td>5</td></tr><tr><td>Shafter</td><td>5</td></tr><tr><td>South</td><td>5</td></tr><tr><td>West</td><td>5</td></tr><tr><td>Total Sections</td><td>72</td></tr></table> ○ 29.375 FTE for Community Specialists ○ 16 intervention counselors (Arvin, Bakersfield, Del Oro, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West) ○ 19 clerical staff ○ SAC refresh and supplies ○ 6 counseling sections for each of the following sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, Mira Monte, North, Ridgeview, Shafter, and West ○ 3 counseling sections each for Centennial, Kern Valley, Liberty, and Stockdale ○ 2 counseling sections for Frontier ○ PBIS-MTSS clerical support for Centennial, Frontier, Highland, Independence, Kern Valley, Liberty, Ridgeview, Shafter, and Stockdale ○ Student engagement programs ○ Fine Arts Projects ○ Mariachi / Folklórico programs KHSD will also add the following: ○ Additional sections for OCI and SAC (1 per site) ○ Funding for academic teams (\$12,000 per comprehensive site)	Ridgeview	5	Shafter	5	South	5	West	5	Total Sections	72		
Ridgeview	5													
Shafter	5													
South	5													
West	5													
Total Sections	72													
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, <u>Check-In/Check-Out</u> (CICO) interventions are often part of Tier 2, as well. According to the Annual School Climate Survey (2023-2024) 79% of the students stated that, “I have someone on campus who cares about my personal life as well as my academics,” compared to 78% the previous year. This targeted support allows students to work toward catching up with their peers. To help facilitate MTSS Tier 2, KHSD will maintain the following: ○ 2 district coordinators	\$7,091,917	Y										

		○ 1 district lead interventionist ○ 26 interventionists for school sites ○ 1 district lead substance abuse specialist (SAS) ○ 21 districtwide SASs ○ 1 clerical																		
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 support and can include assistance from outside agencies such as behavioral counselors or family therapists. Suspension trends (rates) are as follows for the 23 School Sites (Comprehensive and Continuation Sites). <table border="1"><thead><tr><th colspan="4">Suspension Rates 2019-2023* (CA School Dashboard)</th></tr><tr><th></th><th>2019</th><th>2022</th><th>2023</th></tr></thead><tbody><tr><td>KHSD</td><td>8.5%</td><td>7.4%</td><td>8.2%</td></tr><tr><td>State</td><td>3.4%</td><td>3.1%</td><td>3.5%</td></tr></tbody></table> *Suspension data for 2020 and 2021 not available due to the COVID-19 Pandemic ○ Districtwide cumulative 5-year suspension rate decreased 0.3%, whereas state suspension rate increased by 0.1% over the same time period ○ From 2022 to 2023, KHSD suspension rate increased 0.8% while the state suspension rate increased by 0.4% ○ 16 of 24 schools (64.0%) demonstrated a cumulative 3-year reduction in suspension since 2019 ○ 8 schools (33.3%) demonstrated consecutive reductions for 3 years in a row ○ 9 schools (38.0%) demonstrated cumulative reductions in the percentage of students with multiple suspensions since 2019 To help facilitate MTSS Tier 3, KHSD will maintain the following: ○ 1 district social worker ○ 30 school site social workers ○ 1 clerical staff KHSD will provide funding to address human trafficking.	Suspension Rates 2019-2023* (CA School Dashboard)					2019	2022	2023	KHSD	8.5%	7.4%	8.2%	State	3.4%	3.1%	3.5%	\$5,490,827	Y
Suspension Rates 2019-2023* (CA School Dashboard)																				
	2019	2022	2023																	
KHSD	8.5%	7.4%	8.2%																	
State	3.4%	3.1%	3.5%																	
4E	Parent and Student Outreach	Schools and families play essential roles in promoting a child’s positive development and academic performance. When educators and parents work together as partners, they create important opportunities for children to develop	\$9,991,505	Y																

social, emotional, and academic competencies (Colorado Department of Education).

Since the inception of the KHSD Parent and Family Centers, parent participation and services have been made available at all 24 school sites. Parent centers made 27,934 individual parent contacts and provided a variety of services from August of 2023 through June of 2024, as seen in the table below:

KHSD Parent and Family Center Participation 2023-2024	
Services Provided	Participants
Attendance	6,871
Community Referrals	1,577
Technology	8,103
English As a Second Language	725
College/University FAFSA Application	4,004
Health / Nutrition	1,460
Immigration Information	149
School Forms / Information	12,621
Translation	6,032
Home Visits/Transportation	1,115
Job Search / Resumes	222
Budgeting/Finance	1,027
Other Services	9,753
Total Participation:	27,934

To facilitate KHSD parent involvement KHSD will maintain:

- Operation and resources for 19 Parent and Family Centers
- 19 Parent Center community specialists
- 2 district Student Outreach liaisons
- Foster Youth liaison (0.33 FTE)
- 2 Parent educational liaisons
- Clerical staff (0.33 FTE)
- Parent Leadership Programs
- Additional funding for Parent & Family Center technology
- Community school infrastructure and planning

		KHSD will also allocate additional funding to pilot Parent Teacher Home Visits (PTHV)		
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, increased chances at professional success and much more. (realitycharger.org) KHSD will continue to provide the following mentoring programs targeting unduplicated students and other underperforming student groups, including: ○ <i>AmeriCorps</i> ○ <i>Aspire</i> ○ <i>Budding Leaders and Blooming Leaders</i> in partnership with California State University, Bakersfield - Student Climate and Leadership ○ <i>Cal-Soap College Tutors</i> ○ <i>Garden Pathways, Sons, Brothers and Sisterhood Rising</i> ○ <i>Gay Straight Alliance/ Sexuality and Gender Acceptance (GSA/SAGA)</i> ○ <i>Latinos In Stride to Obtain Success (LISTOS)</i> ○ <i>Project BEST / BSU</i> ○ <i>Providing Opportunity for Development, Empowerment and Resilience (PODER)</i> ○ <i>Young Women Empowered for Leadership (YWEL)</i> ○ <i>Youth to Leaders</i> KHSD will add funding for the following: ○ AmeriCorps mentor (1) ○ School culture building	\$3,729,047	Y
4G	Education Options and Outreach	Many factors can help predict whether a student is likely to be chronically absent, including eligibility for free or reduced-price lunches and illness (Kearney 2016, Hamilton Project). According to CDE Data Quest 2022-2023 reports, approximately 10,095 KHSD students (22.4%) are chronically absent, which is a decrease of almost 10% over the past two years (from 32.3% in the 2021-2022 school year to 22.4% in the 2022-2023 school year). Additionally, other student subgroups saw similarly positive trends: EL absenteeism rates decreased by 9.2% between 2021-22 (36.2%) and 2022-23 (27.0%). Homeless absenteeism rates decreased 11.1% (from 66.2% in 2021-	\$1,223,875	

		22 to 55.1% in 2022-23). SWD absenteeism rates decreased 10.8% (from 42.9% in 2021-22 to 32.1% in 2022-23). SED absenteeism rates decreased 17.2%, from 36.0% in 2021-22 to 24.9% in 2022-23), and FY absenteeism rates dropped 9.6% (from 54.6% in 2021-22 to 41.8% in 2022-23). Manwaring, a senior education policy advisor for Children Now, a statewide child advocacy organization, “It may take a few years for the numbers to improve” (EdSource, January 2019). Evidently, this thought was correct, as evidenced. To help reduce chronic absenteeism, KHSD employs the use of a variety of tools, including referral of chronically absent students to the School Attendance Review Board (SARB). The SARB is composed of community members and school staff who meet regularly to diagnose and resolve persistent student attendance or behavior problems. Under the guidance of the Education Option Administrator, KHSD interventionists referred 6,827 chronically absent KHSD students to SART or SSTs in 2022-2023 and referred 1,014 chronically absent students to the SARB during the 2022-2023 school year. Of these students, 89.5% (908 students) improved attendance after their SARB meetings. KHSD will retain the following positions to collaborate with school sites to combat the issue of chronic absenteeism. ○ Provide additional funds for attendance outreach ○ Education Options Administrator ○ 3 interventionists ○ Clerical Staff (0.1 FTE) ○ Resource materials and supplies		
4H	Educational Partners	KHSD’s on-going engagement of educational partners plays an intricate role in the progress and implementation of the LCAP in developing the goals, actions, expenditures, and metrics. KHSD Supervising Administrators and Program Administrator have engaged educational partners in LCAP Advisory Council, LCAP public forums, and on-going interaction with KHSD Employee Groups (Classified and Certificated), Principal's Advisory Council, Assistant Principals, Counselors, EL Coordinators, LCAP Project Managers and KCSOS, in order to obtain Educational Partners’ feedback and create action plans as part of the continuous improvement process. To obtain feedback and action plan as part of the continuous improvement process, KHSD also meets regularly with various educational partners including holding regular meetings with advisory councils, parent advisory groups,	\$1,914,890	Y

		community public forums, public comment sessions, and members of the Special Education community. Additionally, KHSD provides annual surveys, such as the <i>California Healthy Kids Survey</i>, <i>KHSD Student School Climate Survey</i>, <i>Family-School Relationships Survey</i>, and <i>KHSD Staff Survey</i> to collect valuable input from students, parents, and staff. To facilitate the day-to-day LCAP process for 2024-2025, KHSD will retain the <i>Supervising Administrator of Student, Family & Community Engagement</i> and the <i>Program Administrator for Grant Writing & Technical Reports/LCAP</i> and will add a new position of <i>Supervising Administrator of Student, Family & Community Engagement</i>. One Supervising Administrator will focus on Student supports, and the other will focus on parent supports. KHSD also provides funding for translation services. KHSD will also retain 3 interpreters/translators and a senior accountant as part of an ongoing action. KHSD will allocate funding for data-driven action plan implementation.		
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Goal 5

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

State Priorities addressed by this goal.

Priority 4a: Student performance on statewide standardized assessments (Note: this includes assessments such as the California Assessment of Student Performance and Progress assessments, the California Alternate Assessment, etc.). Priority 5a: School attendance rates Priority 5e: High school graduation rates Priority 6a: Student suspension rates

An explanation of why the LEA has developed this goal.

Goal 5 is aligned with the KHSD Strategic Priorities, School Plans for Student Achievement (SPSA) and educational partners’ consultation and recommendations. In consultation with our EM school site (CVHS, NuHS, TDS, VHS, and VWHS) educational partners, it was determined after a review of CA School Dashboard and local data that an improvement in literacy and math would lead to improved graduation rates and increased CCI indicators. These sites will also focus on keeping students in school by decreasing suspension rates. Site administrators, faculty, students, and parents from VWHS responded to surveys, submitted feedback. Through this work KHSD will work to increase the number of appropriately credentialed teachers at these sites.
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The actions in Goal 5 will provide the educational partners with clear alignment of the measurable outcomes (4a, 5a, 5e, 6a, and 6c).

Goal 5 has been developed to address the following needs for students:

- o **Improve student attendance and graduation rates for students at Central Valley (CVHS), Tierra Del Sol (TDS), Vista High School (VHS), and Vista West High School (VWHS)**

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

CVHS:

All: 55.0%

Hispanic: 55.3%

SED: 55.0%

TDS:

All: (63.3%)

Hispanic (63.1%)

SED: (62.2%)

VHS:

All: (67.9%)

SED: (67.3%)

VWHS:

All: (61.8%)

SED: (62.3%)

Hispanic (61.7%)

White: (58.3%)

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

CVHS:

All: 103 points below standard

EL: 138.2 points below standard

Hispanic: 106.1 points below standard

SED: 103 points below standard

NuHS:

All: 85.6 points below standard

Hispanic: 86.6 points below standard

EL: 89.7 points below standard

SED: 85.6 points below standard

TDS:

All: 130.1 points below standard

Hispanic: 127.6 points below standard

SED: 131.9 points below standard

VHS:

All: 167.5 points below standard

Hispanic: 156.3 points below standard

SED: 166.1 points below standard

VWHS:

All: 143.1 points below standard

SED: 139.8 points below standard

Hispanic: 147 points below standard

White: 142.7 points below standard

SWD: 185.5 points below standard

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

CVHS:

All: 206 points below standard

EL: 213.8 points below standard

Hispanic: 204.9 points below standard

SED: 206 points below standard

NuHS:

All: 175.5 points below standard

Hispanic: 177.6 points below standard

EL: 196.1 points below standard

SED: 175.5 points below standard

TDS:

All: 221.6 points below standard

Hispanic: 219.5 points below standard

SED: 221.8 points below standard

VHS:

All: 244.3 points below standard

Hispanic: 234 points below standard

SED: 243.5 points below standard

VWHS:

All: 212.2 points below standard

SED: 211.2 points below standard

Hispanic: 212.6 points below standard

White: 221.3 points below standard

SWD: 266.7 points below standard

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

CVHS:

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

TDS:

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

VHS:

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

VWHS:

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

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

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

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

- o Graduation rates
- o Suspension rates
- o ELA
- o Math

Local Indicators:

- o Achieve 3000 assessments

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline																								
5.52	Increase graduation rate by 3% from baseline over a 3-year timespan for All, Hispanic, SED, and White student groups. (Priority 5e)	Baseline: 2023 (Source: CA School Dashboard) Status: <table><tr><th colspan="2">Graduation Rates*</th></tr><tr><th colspan="2">*(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>68.3%</td></tr><tr><td>Hispanic</td><td>68.4%</td></tr><tr><td>SED</td><td>68.0%</td></tr><tr><td>White</td><td>56.4%</td></tr></table>	Graduation Rates*		*(All Continuation Sites Combined)		All	68.3%	Hispanic	68.4%	SED	68.0%	White	56.4%	2024	2025	2026 Status: <table><tr><th colspan="2">Graduation Rates*</th></tr><tr><th colspan="2">*(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>71.3%</td></tr><tr><td>Hispanic</td><td>71.4%</td></tr><tr><td>SED</td><td>71.0%</td></tr><tr><td>White</td><td>59.4%</td></tr></table>	Graduation Rates*		*(All Continuation Sites Combined)		All	71.3%	Hispanic	71.4%	SED	71.0%	White	59.4%	
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Hispanic	71.4%																													
SED	71.0%																													
White	59.4%																													
5.13	Increase College/Career Indicator (CCI) by 3% from baseline over a 3-year timespan for All, Hispanic, and SED student groups. (Priority 5a)	Baseline: 2023 (Source: CA School Dashboard) Status: <table><tr><th colspan="2">CCI*</th></tr><tr><th colspan="2">*(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>10.3%</td></tr><tr><td>Hispanic</td><td>10.5%</td></tr><tr><td>SED</td><td>10.1%</td></tr></table>	CCI*		*(All Continuation Sites Combined)		All	10.3%	Hispanic	10.5%	SED	10.1%	2024	2025	2026 Status: <table><tr><th colspan="2">CCI*</th></tr><tr><th colspan="2">*(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>13.3%</td></tr><tr><td>Hispanic</td><td>13.5%</td></tr><tr><td>SED</td><td>13.1%</td></tr></table>	CCI*		*(All Continuation Sites Combined)		All	13.3%	Hispanic	13.5%	SED	13.1%					
CCI*																														
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All	10.3%																													
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CCI*																														
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All	13.3%																													
Hispanic	13.5%																													
SED	13.1%																													

8.05	Increase literacy skills for All, Hispanic, and SED student groups by 9.0 points over a 3-year timespan based on CAASPP ELA scores. (Priority 8)	Baseline: 2023 (Source: CA School Dashboard) Status: <table><tr><th colspan="2">CAASPP ELA*</th></tr><tr><th colspan="2">*(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>-125.7</td></tr><tr><td>Hispanic</td><td>-124.7</td></tr><tr><td>SED</td><td>-125.3</td></tr></table>	CAASPP ELA*		*(All Continuation Sites Combined)		All	-125.7	Hispanic	-124.7	SED	-125.3	2024	2025	2026 Status: <table><tr><th colspan="2">CAASPP ELA*</th></tr><tr><th colspan="2">*(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>-116.7</td></tr><tr><td>Hispanic</td><td>-115.7</td></tr><tr><td>SED</td><td>-116.3</td></tr></table>	CAASPP ELA*		*(All Continuation Sites Combined)		All	-116.7	Hispanic	-115.7	SED	-116.3					
CAASPP ELA*																														
*(All Continuation Sites Combined)																														
All	-125.7																													
Hispanic	-124.7																													
SED	-125.3																													
CAASPP ELA*																														
*(All Continuation Sites Combined)																														
All	-116.7																													
Hispanic	-115.7																													
SED	-116.3																													
8.04	Increase student math skills based on CAASPP Mathematics scores. Math dashboard performance for all students will increase from red to orange with an increase of 9.0 points over a 3-year timespan. (Priority 8)	Baseline: 2023 (Source: CA School Dashboard) Status: <table><tr><th colspan="2">CAASPP Math*</th></tr><tr><th colspan="2">*(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>-211.9</td></tr><tr><td>Hispanic</td><td>-209.7</td></tr><tr><td>SED</td><td>-211.6</td></tr><tr><td>White</td><td>-221.3</td></tr></table>	CAASPP Math*		*(All Continuation Sites Combined)		All	-211.9	Hispanic	-209.7	SED	-211.6	White	-221.3	2024	2025	2026 Status: <table><tr><th colspan="2">CAASPP Math*</th></tr><tr><th colspan="2">*(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>-202.9</td></tr><tr><td>Hispanic</td><td>-200.7</td></tr><tr><td>SED</td><td>-202.6</td></tr><tr><td>White</td><td>-212.3</td></tr></table>	CAASPP Math*		*(All Continuation Sites Combined)		All	-202.9	Hispanic	-200.7	SED	-202.6	White	-212.3	
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All	-202.9																													
Hispanic	-200.7																													
SED	-202.6																													
White	-212.3																													
6.12	Decrease suspension rate by 1% from baseline over a 3-year timespan for All.	Baseline: 2023 (Source: CA School Dashboard)	2024	2025	2026																									

	Hispanic, SED, and White student groups. (Priority 6a)	Status: <table><tr><th colspan="2">Suspension Rates* *(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>8.5%</td></tr><tr><td>Hispanic</td><td>8.2%</td></tr><tr><td>SED</td><td>8.7%</td></tr><tr><td>White</td><td>14.0%</td></tr></table>	Suspension Rates* *(All Continuation Sites Combined)		All	8.5%	Hispanic	8.2%	SED	8.7%	White	14.0%			Status: <table><tr><th colspan="2">Suspension Rates* *(All Continuation Sites Combined)</th></tr><tr><td>All</td><td>7.5%</td></tr><tr><td>Hispanic</td><td>7.2%</td></tr><tr><td>SED</td><td>7.7%</td></tr><tr><td>White</td><td>13.0%</td></tr></table>	Suspension Rates* *(All Continuation Sites Combined)		All	7.5%	Hispanic	7.2%	SED	7.7%	White	13.0%										
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All	7.5%																																		
Hispanic	7.2%																																		
SED	7.7%																																		
White	13.0%																																		
1.15	Increase percentage of appropriately credentialed teachers 3% over baseline at all Continuation Sites. (Priority 1a)	Baseline 2023 (Source Data Quest) Status: <table><tr><th colspan="2">Percentage of CLEAR Credentialed Teachers</th></tr><tr><td>KHSD (all)</td><td>81.3%</td></tr><tr><td>CVHS</td><td>70.4%</td></tr><tr><td>TDS</td><td>66.9%</td></tr><tr><td>VHS</td><td>72%</td></tr><tr><td>VWHS</td><td>78.8%</td></tr><tr><td>NuHS</td><td>48.2%</td></tr></table>	Percentage of CLEAR Credentialed Teachers		KHSD (all)	81.3%	CVHS	70.4%	TDS	66.9%	VHS	72%	VWHS	78.8%	NuHS	48.2%	2024	2025	2026	Status: <table><tr><th colspan="2">Percentage of CLEAR Credentialed Teachers</th></tr><tr><td>KHSD (all)</td><td>84.3%</td></tr><tr><td>CVHS</td><td>73.4%</td></tr><tr><td>TDS</td><td>69.9%</td></tr><tr><td>VHS</td><td>75%</td></tr><tr><td>VWHS</td><td>81.8%</td></tr><tr><td>NuHS</td><td>51.2%</td></tr></table>	Percentage of CLEAR Credentialed Teachers		KHSD (all)	84.3%	CVHS	73.4%	TDS	69.9%	VHS	75%	VWHS	81.8%	NuHS	51.2%	
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Goal 5 Analysis for 2024-2025

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

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

N/A

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

N/A

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

N/A

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

N/A

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

Goal 5 Actions

Action #	Title	Description	Total Funds	Contributing
5A	Student Engagement	To improve student engagement for students at CVHS, TDS, VHS, and VWHS, KHSD will utilize MTSS and increase CCI rates. Focused supports will: Increase participation in CTE programs, ROC, Quest 4 Success, Articulated classes, and Dual Enrollment Classes by: ○ Supporting a college readiness and career readiness educational environment ○ Arranging field trips to local community colleges, career technical schools and universities ○ Inviting students to visit ROP and the Bakersfield Adult School ○ Presenting information to students regarding college, military, technical training, and other post-secondary options ○ Assisting students in college application processes & financial aid procedures ○ Hosting an annual Health/ Career Job Fair ○ Participating in the Career/ College Expo ○ Continuing to bolster technology in classrooms (digital subscriptions to support instruction, Chromebooks) ○ Increasing intervention and support mechanisms to further promote academic achievement and reduce or eliminate the need for remediation at the college entrance level ○ Increasing afterschool tutoring opportunities ○ Increasing the utilization of APEX courses to help meet the graduation requirements and College/ Career Readiness	\$393,940	N

		- Offering Summer School classes for remedial credits Support a college readiness and career readiness educational environment by: - Increasing the number of students fulfilling college admission requirements - Presenting information to students regarding college, military, technical training, and other post-secondary options and assisting them in college application processes & financial aid procedures - Providing Workshops for Financial Aid, Cash For College - Providing Placement Exams for Bakersfield Community College Reduce truancy by: - Creating a Community Specialist position to monitor chronically truant students more effectively - Tracking their attendance weekly - Conducting home visits - Creating self-monitoring tools for students - Developing robust check in check out system - Tier II teams will develop a comprehensive reward system for students making improvements To further enhance student success at school sites: - Staff, student, parent/guardian, and community member surveys will continue to be administered to identify staff needs, concerns, and ways to offer opportunities for growth - Staff will collaborate to discuss survey results and campus trends and will provide suggested outcomes. - Each campus staff will discuss the suggested outcomes collectively to generate shared responsibility and growth toward continuous campus improvement - Parent/Guardian Appreciation days will be scheduled to acknowledge parents and to strengthen school to family relationships. - Counselors will hold quarterly meetings with senior students (and include parents/guardians) to review, monitor, and update their progress toward graduation		
5B	Literacy Skills	To improve literacy skills for students at NuHS, TDS, VHS, and VWHS, KHSD will provide interventions and supports including: - Scaffolded reading selections for struggling readers - Use of Achieve 3000 reading comprehension assessments - PD that focuses on teaching literacy skills	\$393,940	N

		○ Increased expectations for student reading levels using Achieve 3000 and STAR Renaissance measurement tools ○ Additional support through classes such as Access, academic achievement, and career choices to foster student growth in literacy		
5C	Math Skills	To improve Math skills for students at NuHS, TDS, VHS, and VWHS, KHSD will focus on increasing access to math content and provide supports for student learning, including: ○ Use of STAR Renaissance testing to assess, monitor, and place all students in appropriate Math classes such as Foundations 1 or Foundations 2, Math 9-12, and Algebra to help increase success in Math ○ PD that focuses on teaching math skills. ○ Increased afterschool tutoring opportunities ○ Availability of technology to students ○ Personalized and differentiated instructional strategies that to improve math skills ○ PLT hours to allow teachers to realign curriculum, pacing guides, and formal and summative assessments to Common Core State Standards (CCSS) and/or Next Generation Science Standards (NGSS)	\$393,940	N
5D	Suspension Rates	To reduce suspension rates for students at TDS, KHSD will employ MTSS campus wide build a more positive campus culture to support students in their learning. KHSD will decrease student suspensions by focusing on creating an intervention rich culture that offers tiered PBIS/MTSS supports and services to equip students with the tools needed to prevent suspensions from occurring, including: ○ Restorative conferences to encourage conflict resolution skills while also improving relationships on campus ○ Implementation of Behavioral Flow Charts ○ SEL lessons embedded into Week of Welcome and teacher lessons to help students understand the importance of self-care, self-awareness, and effective coping mechanisms ○ Implementation of School-Wide Incentive Programs for students earning credits and on track to graduate ○ Increased Student Achievement Awards and Incentives, such as “Gator of the Month” luncheons for students nominated by teachers for outstanding classroom performance ○ Perfect Attendance luncheons and assemblies	\$393,939	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$137,527,749	\$14,826,845

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.27%	4.43%	\$121,549,516	32.702%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1A Broad Course of Study	Unique identified need: Data analysis of CCI rates as shown on the CA School Dashboard indicated the need for increased access to a broad course of studies for unduplicated students in KHSD, including: <u>ELA: Distance from Standard (DFS)</u> - All: -9.2 - EL: -101.4 - FY: -145.2 - SED: -25.5 <u>Mathematics Distance from Standard (DFS)</u> - All: -115.3 - EL: -189.6	The intent of Actions 1A (Broad Course of Studies) is to increase learning opportunities for our unduplicated students. KHSD will provide more opportunities for success and to improve the learning environment for our unduplicated students by reducing failing semester grades, decreasing suspension rates, and improving learning environments.	Metrics 4.11, 4.12, 4.2, 4.3, and 7.1

	○ FY: -230.4 ○ SED: -134.0 <u>CTE Rates (Prepared)</u> ○ All: 37.7% ○ EL: 14.4% ○ FY: 11.7% ○ SED: 33.7% <u>College Rates (UC/CSU Requirements)</u> ○ All: 31.0% ○ EL: 8.6% ○ FY: 6.8% ○ SED: 26.0% Educational partners have requested more opportunities for success and for KHSD to improve the learning environment for our unduplicated students by providing more academic support, decreasing suspension rates, and improving learning environments.	This action is designed to provide high LCFF school sites with additional class courses. The courses will be aligned with California standards state content standards and curriculum frameworks. Specific focus will be in providing any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. LCFF funding is used to provide all students (but principally directed to the unduplicated students) access to the core curriculum and to advanced course work, remove barriers in the education process. KHSD understands that access to a broad course of study increases student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level; therefore, this action will be provided LEA wide.	
Goal 1 Action 1B Broad Course of Study- Science	Unique identified need: <u>Science (CAASPP Results)</u> Met or Exceed Standards ○ All: 22% ○ EL: 2% ○ FY: 8% ○ SED: 1%	The intent of Action 1B is to increase learning opportunities for our unduplicated students in science. This action is designed to provide high LCFF school sites with additional class courses. The courses will be aligned with California standards state	Metrics 4.13, 7.1, 7.2, and 7.3

	Educational partners have requested more opportunities for success in STEM and specifically, science classrooms due to the increased employment opportunities in the science related fields.	content standards and curriculum frameworks. KHSD understands that access to a broad course of study increases student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level; therefore, this action will be provided LEA wide.																																				
Goal 1 Action 1C Broad Course of Study-Continuation Sites	Unique identified need: To close outcome gaps for unduplicated students that attend KHSD alternative education sites (CVHS, NuHS, TDS, VHS, and VWHS). These 5 sites are also receiving Equity Multiplier funding. <table><tr><th colspan="3">Graduation Rates - Continuation</th></tr><tr><td rowspan="4">Central Valley</td><td>All</td><td>55%</td></tr><tr><td>EL</td><td>66.70%</td></tr><tr><td>FY</td><td>n/a</td></tr><tr><td>SED</td><td>55%</td></tr><tr><td rowspan="4">Nueva</td><td>All</td><td>93%</td></tr><tr><td>EL</td><td>94.40%</td></tr><tr><td>FY</td><td>n/a</td></tr><tr><td>SED</td><td>93.20%</td></tr><tr><td rowspan="4">TDS</td><td>All</td><td>63%</td></tr><tr><td>EL</td><td>57.90%</td></tr><tr><td>FY</td><td>n/a</td></tr><tr><td>SED</td><td>62.20%</td></tr><tr><td rowspan="2">Vista</td><td>All</td><td>67.90%</td></tr><tr><td>EL</td><td>66.70%</td></tr></table>	Graduation Rates - Continuation			Central Valley	All	55%	EL	66.70%	FY	n/a	SED	55%	Nueva	All	93%	EL	94.40%	FY	n/a	SED	93.20%	TDS	All	63%	EL	57.90%	FY	n/a	SED	62.20%	Vista	All	67.90%	EL	66.70%	The intent of Action 1C is to increase learning opportunities and social and emotional interventions for our unduplicated students. KHSD understands that access to a broad course of study increases student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level; therefore, this action will be provided LEA wide.	Metrics 2.2, 5.52, 7.1, 7.2, and 7.3
Graduation Rates - Continuation																																						
Central Valley	All	55%																																				
	EL	66.70%																																				
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	EL	78.60%																			
	FY	n/a																			
	SED	62.30%																			
Goal 1 Action 1D Literacy	Unique identified need: Data analysis of the need for literacy support for students in KHSD revealed a clear trend and need for unduplicated students. Educational partners have also expressed the need for additional literacy support for students. The average IRL for students enrolled in Access sections (1,386 students) for fall 2023 was 4.33. 87.8% (1,217) of these students were identified as unduplicated. ELA (Distance from standard): ○ EL: -101.4 ○ FY: -145.2 ○ SED: -25.2	Action 1D is intended to improve literacy and numeracy skills for our unduplicated students by providing support and resources focused on helping our struggling students. This action is designed to provide literacy sections to support 9th grade students who are not reading at grade level and require additional support to make gains in literacy. Literacy sections are allocated by school sites LCFF percentage. LCFF funding is used to provide all students LEA-wide access to literacy intervention but principally directed to the unduplicated students.	Metric 8.01																		
Goal 1 Action 1E Ethnic Studies	Unique identified need: KHSD has a diverse student population. According to conversations with Educational Partners, students are more interested in curriculum in which they feel included. KHSD will be implementing ethnic studies courses, mandated by the California Assembly Bill AB101, beginning with pilot courses in fall of 2024 at all 19 comprehensive school sites.	Research supports KHSD’s observations that, if unduplicated students have access to a diverse curriculum which more accurately reflects the ethnic makeup of	Metrics 1.11, 1.2, and 1.12, 5.51																		

	<u>Graduation rates (2022-2023)</u> • All: 85.8% • EL: 76.1% • FY: 65.4%1.11 • SED:84.3%	unduplicated students and all students, then student outcomes will improve. Action 1E's intent is to provide unduplicated students with curriculum that reflects a wide variety of ethnic diversity. Action 1E is principally directed to the unduplicated student but is provided to all students and upgrades the KHSD educational program, but this action will be provided LEA wide, as it supports California State Assembly Bill 101, which will become a graduation requirement for all students beginning with the class of 2030.	
Goal 1 Action 1F Professional Development	Unique identified need: Well prepared teachers and fully implemented content standards lead to improved student outcomes. Unduplicated students as well as all students benefit from well prepared teachers. KHSD is below the state average for appropriately assigned teachers and this action seeks to improve the percentage of appropriately assigned teachers. KHSD Appropriately Assigned Teachers Full-time Equivalent ○ 82.9% (Below State Average) Maintain implementation of content and literacy standards (Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.) ○ Full implementation (ELA, Math, CTE, Health, Physical Education, World Language, Visual and Performing Arts & ELD)	Action 1F is focused on improving student outcomes by improving teacher effectiveness through focused and consistent professional development. Action 1F is principally directed to unduplicated students but is provided to all students and upgrades the KHSD educational program by providing a well-prepared teaching force, uplifting all learners.	Metrics 1.11, 1.2, and 1.12, 5.51

	○ Initial implementation (History & Science) <u>Graduation rates (2022-2023)</u> • All: 85.8% • EL: 76.1% • FY: 65.4%1.11 • SED:84.3% Conversations with Educational Partners have identified the importance of well-prepared teachers and clearly developed standards in the classroom.		
Goal 1 Action 1G Teachers on Special Assignment (TOSAs)	Unique identified need: KHSD currently employs 2,002 teachers throughout the district and strives to support teachers in their own learning through PD and other opportunities. Of the 919 KHSD teachers who responded to an annual survey in 2024, 616 (67%) stated that PD opportunities were relevant to the content that they teach. This is an increase of 3% from the winter 2023 survey. Conversations with Educational Partners have identified the importance of well-prepared teachers and engaged teachers. Providing relevant and exciting training for teachers promotes effective teaching. <u>Graduation rates (2022-2023)</u> • All: 85.8% • EL: 76.1% • FY: 65.4%1.11 • SED:84.3%	Action 1G is designed to provide opportunities for students to access a diverse teaching staff that more accurately reflects the ethnic makeup of unduplicated students and all students, that it will lead to improving student outcomes. Action 1G is principally directed to the unduplicated student but is provided to all students and upgrades the KHSD educational program by providing well-prepared teachers that reflect the demographic background of all students.	Metrics 1.11, 1.2, and 1.12, 5.51
Goal 1 Action 1H New Teacher Support	Unique identified need: 2023-2024 KHSD Hispanic/Latinx student population is 70.7% compared to KHSD Staff Hispanic/Latinx which is 24.5%. KHSD African American student population is 5.5% compared to KHSD African American staff, which is 2.7%.	Action 1H is designed to provide access to a diverse teaching staff that more accurately reflects the ethnic makeup of unduplicated students and all students, that it will lead to improving student outcomes.	Metrics 1.11, 1.2, and 1.12, 5.51

	Representation is important for all people. Conversations with Educational Partners include the need for teachers that represent the student demographic to increase a sense of belonging, improved outcomes and higher graduation rates. <u>Graduation rates (2022-2023)</u> - All: 85.8% - EL: 76.1% - FY: 65.4%1.11 - SED:84.3%	Action 1H is principally directed to the unduplicated student but is provided to all students and upgrades the KHSD educational program by providing well-prepared teachers that reflect the demographic background of all students.																					
Goal 1 Action 1I Teacher Recruitment	Unique identified need: 2023-2024 KHSD Hispanic/Latinx student population is 70.7% compared to KHSD Staff Hispanic/Latinx which is 24.5%. KHSD African American student population is 5.5% compared to KHSD African American staff, which is 2.7%. <table border="1"> <thead> <tr> <th colspan="4">Teacher Ethnicity Comparison 2023-2024</th></tr> <tr> <th></th><th>White/Caucasian</th><th>Hispanic/Latinx</th><th>Black/African American</th></tr> </thead> <tbody> <tr> <td>State*</td><td>61.2%</td><td>21.1%</td><td>3.9%</td></tr> <tr> <td>County*</td><td>64.1%</td><td>24.5%</td><td>2.7%</td></tr> <tr> <td>KHSD**</td><td>53.4%</td><td>26.8%</td><td>2.9%</td></tr> </tbody> </table> * Ed-Data (2018-2019) ** Self-reported by KHSD Employees 2023-2024 <u>Graduation rates (2022-2023)</u> - All: 85.8% - EL: 76.1% - FY: 65.4%1.11 - SED:84.3% Representation is important for all people. Conversations with Educational Partners include the need for teachers that represent the student demographic to increase a sense of belonging and improved graduation rates.	Teacher Ethnicity Comparison 2023-2024					White/Caucasian	Hispanic/Latinx	Black/African American	State*	61.2%	21.1%	3.9%	County*	64.1%	24.5%	2.7%	KHSD**	53.4%	26.8%	2.9%	Action 1I is designed to provide access to a diverse teaching staff that more accurately reflects the ethnic makeup of unduplicated students and all students, that it will lead to improving student outcomes. Action 1I is principally directed to the unduplicated student but is provided to all students and upgrades the KHSD educational program by providing well-prepared teachers that reflect the demographic background of all students.	Metrics 1.11, 1.2, and 1.12, 5.51
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Goal 2 Action 2B Literacy Intervention	Unique identified need: To close outcome gaps for unduplicated students and to support increased outcomes for other student groups as data identifies need. <u>Failing grades (Fall 2023-2024)</u> ○ All: 10.7% ○ EL: 19.4% ○ FY: 22.8% ○ SED: 12.2% <u>Graduation rates (2022-2023)</u> ○ All: 85.8% ○ EL: 76.1% ○ FY: 65.4% ○ SED: 84.3% In conversations with Educational Partners, the need for additional literacy intervention has been requested as it leads to better outcomes for all students, and especially unduplicated students.	The intent of Actions 2B, 2C, 2D, and 2E is to improve student outcomes in ELA and Math by providing a wide variety of instructional interventions both during the regular school year and summer sessions. KHSD will continue to implement and improve intervention opportunities based on the need supported by data for the unduplicated students. These actions are designed to develop students' knowledge and skills will be even more crucial because of the effect of learning loss during and after the COVID-19 Pandemic. These actions are being implemented in a districtwide fashion and the expectation is that all students enrolled will benefit from the support while closing the identified achievement gap for the unduplicated students.	Metrics 4.8 and 5.51
Goal 2 Action 2C Learning Intervention	Unique identified need: To close outcome gaps for unduplicated students in and to support increased outcomes for other student groups as data identifies need. <u>ELA: Distance from Standard (DFS)</u> ○ All: -9.2 ○ EL: -101.4 ○ FY: -145.2 ○ SED: -25.5 <u>Mathematics Distance from Standard (DFS)</u> ○ All: -115.3	The intent of action 2C is to provide 124 sections; 82 intervention sections for unduplicated students who need additional support in English and math – e.g., Foundations (math), literacy courses, and Academic Performance courses that support “at risk” grade 9-12 students and 42 sections will be devoted to 9th grade math	Metrics 4.11, and 4.12

	○ EL: -189.6 ○ FY: -230.4 ○ SED: -134.0 ○ In conversations with Educational Partners, the need for additional academic intervention has been requested as it leads to better outcomes for all students, and especially unduplicated students.	support courses allocated by school sites LCFF percentage. These actions are being implemented in a districtwide fashion and the expectation is that all students enrolled will benefit from the support while closing the identified achievement gap for the unduplicated students.											
Goal 2 Action 2D Summer Intervention	Unique identified need: Through with educational partners analysis of semester 1 grades for 2023, it was noted that unduplicated students received a failing grade at higher rates than the All student group. <u>Semester 1 Fall 2023</u> All: 10.7% SED: 12.2% EL: 19.4% FY: 22.8% Failing grades are inversely correlated with graduation rates. Improved grades will lead to improved graduation rates for all students, especially unduplicated students. <table><tr><th colspan="2">Graduation Rates 2022-2023</th></tr><tr><td>All</td><td>85.8%</td></tr><tr><td>EL</td><td>76.1%</td></tr><tr><td>FY</td><td>65.4%</td></tr><tr><td>SED</td><td>84.3%</td></tr></table> In conversations with Educational Partners, the need for additional academic intervention, specifically summer school, has been requested as it leads to better outcomes for all students, and especially unduplicated students.	Graduation Rates 2022-2023		All	85.8%	EL	76.1%	FY	65.4%	SED	84.3%	The intent of action 2D is to provide summer school sections for the unduplicated students for credit recovery, EL Intervention sessions and intervention to maximize reclassification rates for LTELs. These sections are allocated by school sites LCFF percentage. These actions are being implemented in a districtwide fashion and the expectation is that all students enrolled will benefit from the support while closing the identified achievement gap for the unduplicated students.	Metrics 5.51, 5.52
Graduation Rates 2022-2023													
All	85.8%												
EL	76.1%												
FY	65.4%												
SED	84.3%												
Goal 2 Action 2E	Unique identified need: An analysis of semester 1 grades for KHSD students indicates that over the past 3 years, (2021-2022, 2022-2023, and 2023-2024), the number of KHSD students who	The intent of action 2E is to provide learning interventions for unduplicated students for	Metrics 5.51, 5.52										

Intervention Resources	received a failing grade for fall semester 2023-2024 has steadily decreased. Based on this data, we can assume that literacy and math interventions have been successful in reducing student learning loss.	credit recovery. These sections are allocated by school sites LCFF percentage.																																			
	<table border="1"><thead><tr><th colspan="4">Failing Grades Semester 1</th></tr><tr><th>Student Group</th><th>2021-2022</th><th>2022-2023</th><th>2023-2024</th></tr></thead><tbody><tr><td>All</td><td>13.0%</td><td>10.8%</td><td>10.7%</td></tr><tr><td>SED</td><td>15.2%</td><td>12.4%</td><td>12.2%</td></tr><tr><td>EL</td><td>21.4%</td><td>18.9%</td><td>19.4%</td></tr><tr><td>FY</td><td>28.8%</td><td>21.3%</td><td>22.8%</td></tr></tbody></table> Failing grades are inversely correlated with graduation rates. Improved grades will lead to improved graduation rates for all students, especially unduplicated students. <table border="1"><thead><tr><th colspan="2">Graduation Rates 2022-2023</th></tr></thead><tbody><tr><td>All</td><td>85.8%</td></tr><tr><td>EL</td><td>76.1%</td></tr><tr><td>FY</td><td>65.4%</td></tr><tr><td>SED</td><td>84.3%</td></tr></tbody></table> In conversations with Educational Partners, the need for additional academic intervention has been requested as it leads to better outcomes for all students, and especially unduplicated students.	Failing Grades Semester 1				Student Group	2021-2022	2022-2023	2023-2024	All	13.0%	10.8%	10.7%	SED	15.2%	12.4%	12.2%	EL	21.4%	18.9%	19.4%	FY	28.8%	21.3%	22.8%	Graduation Rates 2022-2023		All	85.8%	EL	76.1%	FY	65.4%	SED	84.3%	This action is being implemented in a districtwide fashion and the expectation is that all students enrolled will benefit from the support while closing the identified achievement gap for the unduplicated students. Action 2E is principally directed to unduplicated students but is provided to all students and upgrades the KHSD educational program providing additional resources for struggling students.	
	Failing Grades Semester 1																																				
	Student Group	2021-2022	2022-2023	2023-2024																																	
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SED	84.3%																																				
Goal 2	Unique identified need:	Action 2F is intended to maintain student access to high-quality technology at KHSD school sites.	Metrics 1.3, 5.2, and 5.51																																		
Action 2F	Unduplicated students are less likely to own computers and have reliable internet access as compared to their peers. Technology can produce significant gains in student achievement (Stanford Center for Opportunity in Education, 2014). Student access to technology allows for more access to information, higher completion rates of assignments and those lead to a higher rate of graduation for unduplicated students, who fall behind all students. Implementation of this action will benefit all students through LEA wide adoption.	Action 2F is principally directed to unduplicated students but is provided to all students and upgrades the KHSD																																			
Technology Resources	<table border="1"><thead><tr><th colspan="2">Graduation Rates 2022-2023</th></tr></thead></table>	Graduation Rates 2022-2023																																			
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All	85.8%												
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FY	65.4%												
SED	84.3%												
Goal 2 Action 2G School Facilities	Unique identified need: Educational Partners agree that Clean Schools are essential to providing a welcoming place to learn for all students. KHSD facilities were maintained in a manner that assures safety, cleanliness, and functionality. All 24 KHSD school sites received either an exemplary or good rating on the 2023-2024 Facility Inspection Tool (FIT) report. 4 sites earned exemplary, and 20 sites earned good ratings. This action was deemed to be effective. Since unduplicated students tend to have higher rates of chronic absenteeism and worse attendance than other students, often due to illness, based on chronic absenteeism rates over the past 3 years: <table><tr><th colspan="2">Chronic Absenteeism 2023</th></tr><tr><td>All</td><td>22.4%</td></tr><tr><td>FY</td><td>41.8%</td></tr><tr><td>EL</td><td>27.0%</td></tr><tr><td>SED</td><td>25.0%</td></tr></table>	Chronic Absenteeism 2023		All	22.4%	FY	41.8%	EL	27.0%	SED	25.0%	Action 2G is intended to maintain structural integrity at KHSD school sites. Action 2G is principally directed to increase attendance for unduplicated students but is provided to all students and upgrades the KHSD educational program and facilities.	Metric 5.2
Chronic Absenteeism 2023													
All	22.4%												
FY	41.8%												
EL	27.0%												
SED	25.0%												
Goal 2 Action 2H Additional Custodial Support to Minimize the Spread of Illnesses	Unique identified need: Unduplicated students tend to have higher rates of chronic absenteeism and worse attendance than other students, often due to illness, based on chronic absenteeism rates over the past 3 years: <table><tr><th colspan="2">Chronic Absenteeism 2023</th></tr><tr><td>All</td><td>22.4%</td></tr><tr><td>FY</td><td>41.8%</td></tr></table>	Chronic Absenteeism 2023		All	22.4%	FY	41.8%	Action 2H is intended to increase student success by decreasing chronic absenteeism and increasing attendance, by providing safe and clean learning environments. Action 2H is principally directed to increase attendance for	Metric 5.2				
Chronic Absenteeism 2023													
All	22.4%												
FY	41.8%												

EL	27.0%
SED	25.0%

In conversations with Educational Partners Chronic Absenteeism has been linked with poor overall performance, mental health issues and a higher probability of failing to graduate.

unduplicated students but is provided to all students and upgrades the KHSD educational program by providing clean learning spaces.

Goal 3 Action 3A Career Technical Education	Unique identified need: Unduplicated students in KHSD consistently score lower in career readiness. <u>CTE Rates (Prepared)</u> All: 38.7% EL: 14.4% FY: 11.7% SED: 33.7% Educational Partners recognize the benefit of Career and Technical training and would like to see more opportunities for all students and especially unduplicated students.	Actions 3A is focused on improving student outcomes in college and career readiness by providing access to CTE programs to all unduplicated students, regardless of home school site. Action 3A is principally directed to CTE opportunities for unduplicated students to provide more opportunities for career and college, but is provided to all students and upgrades the KHSD educational program and provides .	Metrics 3.11, 4.3, 4.4, and 5.51
Goal 3 Action 3B College and Career Readiness	Unduplicated students in KHSD consistently score lower in college going (UC/CSU) rates. <u>College Rates (UC/CSU Requirements)</u> All: 37.0% EL: 11.8% FY: 11.0% SED: 31.8% Educational Partners recognize the benefit of students being prepared for college and would like to see more opportunities for all students and especially unduplicated students.	Action 3B is focused on improving student outcomes in college and career readiness for all unduplicated students, regardless of home school site. Action 3B is principally directed to the unduplicated student who traditionally have a lower rate of A-G completion, limiting the options for college. It is provided to all students and upgrades the KHSD educational program for all students.	Metrics 4.2, 4.3

Goal 4 Action 4A Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Unique identified needs: This action is earmarked for the implementation of PBIS-MTSS process that is adopted district wide to decrease suspension rates. <u>Suspension Rates:</u> 62% of All students (6,348) were identified as unduplicated. All: 8.9% EL: 11.7% FY: 29.1% SED: 10.1 % Our Educational Partners agree that students removed from school for suspension miss valuable instructions time and as a result can perform at a lower level than students who received the instruction.	The intent of Actions 4A, 4B, 4C, 4D, and 4G is to provide a wide variety of tiered supports for KHSD students to help them address behaviors, build campus culture, and maximize learning environments on every campus. MTSS provides a method of early identification and intervention utilizing a three-tier system that can help struggling students to catch up with their peers and offers a framework for identifying students who are struggling and who need focused support to meet academic, behavioral, and social-emotional challenges. Due to the benefits for all students this action will be offered LEA wide.	Metrics 5.1, 5.2, 5.4, 6.1, and 6.2
Goal 4 Action 4B MTSS Tier 1	Unique identified need: This action is earmarked for the implementation of PBIS-MTSS process that is adopted district wide to decrease suspension rates. <u>Suspension Rates:</u> 62% of All students (6,348) were identified as unduplicated. All: 8.9% EL: 11.7% FY: 29.1% SED: 10.1 %	<u>Tier I Services:</u> Within an MTSS, administrators, interventionists, counselors, nurses, school social workers, and school psychologists are “able to unify our academic and behavior intervention programs, collaborate on intervention plans in one place, and work directly with SEL data to support our children and teachers” to create the kinds of schools where all students are successful. Due to the benefits	Metrics 6.1 and 6.2

	Our Educational Partners agree that students removed from school for suspension miss valuable instructions time and as a result can perform at a lower level that students who received the instruction.	for all students this action will be offered LEA wide.											
Goal 4 Action 4C MTSS Tier 2	Unique identified need: This action is earmarked for the implementation of PBIS-MTSS process that is adopted district wide to decrease expulsion rates. <u>Expulsion:</u> 100% of All students (38) were identified as unduplicated. Our Educational Partners agree that students removed from school for expulsion miss valuable instructions time, programs and services. As a result, these students can perform at a lower level that students who were not expelled.	<u>Tier 2 services:</u> MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. This helps reduce the chance that students will commit the serious incidents that lead to expulsion. Since all expelled students were identified as unduplicated this will impact them the most, but will also benefit students LEA wide.	Metrics 6.1 and 6.2										
Goal 4 Action 4D MTSS Tier 3	Unique identified need: This action is earmarked for the implementation of PBIS-MTSS process that is adopted district wide to reduce Chronic Absenteeism rates. Unduplicated students are chronically absent at higher rates than their peers: <table border="1"><thead><tr><th colspan="2">Chronic Absenteeism 2023</th></tr></thead><tbody><tr><td>All</td><td>22.4%</td></tr><tr><td>FY</td><td>41.8%</td></tr><tr><td>EL</td><td>27.0%</td></tr><tr><td>SED</td><td>25.0%</td></tr></tbody></table> In conversations with Educational Partners Chronic Absenteeism has been linked with poor overall performance, mental health issues and a higher probability of failing to graduate.	Chronic Absenteeism 2023		All	22.4%	FY	41.8%	EL	27.0%	SED	25.0%	<u>Tier 3 services:</u> Tier 3 gives these students individualized support and can include assistance from outside agencies. This benefits students with resources they may not have access to without the help of the LEA and will be offered LEA wide. .	Metrics 5.1 and 5.2
Chronic Absenteeism 2023													
All	22.4%												
FY	41.8%												
EL	27.0%												
SED	25.0%												

Goal 4	Unique identified need:	Action 4E is intended to increase student outcomes by fostering and strengthening the partnership between schools and parents/caregivers.	Metrics 3.1, 3.2, 3.3, and 5.2									
Action 4E	Action 4E (Educational Partners) are targeted to boost educational partner engagement. Based on research, a strong connection between school and community can benefit students by providing needed supports and opportunities for success that otherwise may not be offered to them if not offered through their school community.											
Parent and Student Outreach	This action is earmarked for the implementation of various outreach processes that are adopted district wide to increase attendance, graduation rates and positive interactions for students and parents. This action is focused on serving unduplicated students and their caregivers through extended hours and programs. These are being implemented district wide to benefit all students as well. <table><tr><th colspan="2">Chronic Absenteeism 2023</th></tr><tr><td>All</td><td>22.4%</td></tr><tr><td>FY</td><td>41.8%</td></tr><tr><td>EL</td><td>27.0%</td></tr><tr><td>SED</td><td>25.0%</td></tr></table>	Chronic Absenteeism 2023		All	22.4%	FY	41.8%	EL	27.0%	SED	25.0%	KHSD funded and operated 19 Parent and Family Centers and retained 19 Parent Center community specialists, 2 district Student Outreach liaisons and 2 Parent Outreach liaisons. Over the course of the 2023-2024 school year, KHSD has provided various public venues for educational partners to convene and provide input. Educational partner engagement was held virtually and in-person. Action 4E is principally directed to the unduplicated student but is provided to all students LEA wide as all students benefit from a strong school-family connection.
Chronic Absenteeism 2023												
All	22.4%											
FY	41.8%											
EL	27.0%											
SED	25.0%											

Goal 4 Action 4F Mentoring	Unique identified need: A high school mentoring program helps develop critical social skills, encourages academic achievement, and provides positive, life-enriching experiences for students. Educational Partners have identified students who participate in high school mentoring programs have lower dropout rates, higher graduation rates, more self-esteem, increased chances at professional success and much more. <table><tr><th colspan="2">KHSD Dropout Rates 2023</th></tr><tr><td>All</td><td>7.3%</td></tr><tr><td>FY</td><td>18.1%</td></tr><tr><td>EL</td><td>13.5%</td></tr><tr><td>African American</td><td>10.3%</td></tr><tr><td>African American male</td><td>12.3%</td></tr><tr><td>American Indian or Alaska Native</td><td>17.4%</td></tr><tr><td>Homeless</td><td>19.4%</td></tr></table>	KHSD Dropout Rates 2023		All	7.3%	FY	18.1%	EL	13.5%	African American	10.3%	African American male	12.3%	American Indian or Alaska Native	17.4%	Homeless	19.4%	Action 4F’s intent is to improve student culture on KHSD campuses. KHSD provides a variety of mentoring opportunities to guide students in their educational needs for success in high school as well as post-secondary pursuits such as college or career. This action is aimed at improving culture to help students feel a sense of belonging to reduce dropout rates among unduplicated students. Due to the nature of culture building, the application will be implemented LEA wide.	Metrics 5.4
KHSD Dropout Rates 2023																			
All	7.3%																		
FY	18.1%																		
EL	13.5%																		
African American	10.3%																		
African American male	12.3%																		
American Indian or Alaska Native	17.4%																		
Homeless	19.4%																		
Goal 4 Action 4G Education Options and Outreach	Unique identified need: Although chronic absenteeism rates have dropped since students returned from the COVID-19 Pandemic, unduplicated students are still chronically absent at much higher rates than their peers. <table><tr><th colspan="2">Chronic Absenteeism 2023</th></tr><tr><td>All</td><td>22.4%</td></tr><tr><td>FY</td><td>41.8%</td></tr><tr><td>EL</td><td>27.0%</td></tr><tr><td>SED</td><td>25.0%</td></tr></table> In conversations with Educational Partners Chronic Absenteeism has been linked with poor overall performance, mental health issues and a higher probability of failing to graduate.	Chronic Absenteeism 2023		All	22.4%	FY	41.8%	EL	27.0%	SED	25.0%	Action 4G is intended to reduce chronic absenteeism and improve attendance rates for unduplicated students. Action 4G is principally directed to the reduction of chronic absenteeism for unduplicated students but is provided to all students and upgrades the KHSD educational program.	Metrics 5.1, and 5.2						
Chronic Absenteeism 2023																			
All	22.4%																		
FY	41.8%																		
EL	27.0%																		
SED	25.0%																		

Goal 4 Action 4H Educational Partners	Unique identified need: This action is targeted to boost educational partner engagement, which is aimed at increasing attendance and decreasing chronic absenteeism for unduplicated students. Based on evidence, a strong connection between school and community can benefit students by providing needed supports and opportunities for success. <table border="1"><thead><tr><th colspan="2">Chronic Absenteeism 2023</th></tr></thead><tbody><tr><td>All</td><td>22.4%</td></tr><tr><td>FY</td><td>41.8%</td></tr><tr><td>EL</td><td>27.0%</td></tr><tr><td>SED</td><td>25.0%</td></tr></tbody></table> <table border="1"><thead><tr><th colspan="2">Graduation Rates 2022-2023</th></tr></thead><tbody><tr><td>All</td><td>85.8%</td></tr><tr><td>EL</td><td>76.1%</td></tr><tr><td>FY</td><td>65.4%</td></tr><tr><td>SED</td><td>84.3%</td></tr></tbody></table>	Chronic Absenteeism 2023		All	22.4%	FY	41.8%	EL	27.0%	SED	25.0%	Graduation Rates 2022-2023		All	85.8%	EL	76.1%	FY	65.4%	SED	84.3%	The intent of Action 4H is to support KHSD’s on-going engagement of educational partners. This engagement plays an important role in the development and implementation of the LCAP. Action 4H is principally directed to the unduplicated student by reaching out to community partners that focus on the needs of unduplicated students, but is provided to all students because upgrades the KHSD educational program.	Metrics 3.1,3.2, and 3.3, 5.1, 5.2, and 5.51
Chronic Absenteeism 2023																							
All	22.4%																						
FY	41.8%																						
EL	27.0%																						
SED	25.0%																						
Graduation Rates 2022-2023																							
All	85.8%																						
EL	76.1%																						
FY	65.4%																						
SED	84.3%																						

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 2A	Unique identified need: KHSD serves 4,251 English Learners, 9.4% of KHSD student enrollment. of these students, 2,448 (13.4%) are identified as LTELs.	The intent of Action 2A is to improve literacy skills for KHSD's EL students. The action focused on providing a variety of instructional supports for EL students to increase access for educational programs at individual school sites and throughout the district.	Metrics 4.51, 4.52, 2.11, 2.2, and 2.1

English Learners	The 2023 CA Dashboard reported the following data: <u>ELA: Distance from Standard (DFS)</u> All: -9.2 EL: -101.4 <u>Mathematics Distance from Standard (DFS)</u> All: -115.3 EL: -189.6 <u>English Learner Progress Indicator (Decreased at least one ELPI Level)</u> 22.1% <u>Graduation Rates</u> All: 85.8% EL:76.1%	KHSD will continue to implement and improve intervention opportunities based on the need supported by data for ELs. This will continue to close outcome gaps for ELs and to support increased outcomes for other student groups as data identifies need. Action 2A provides funding for the following: ○ IAs/BiAs - Provide language support for EL 1s and 2s. Assigned to ELD and core subject classes to provide additional assistance ○ BTs ○ EL coordinators ○ EL COSA ○ District Supervising administrator	
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

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

Goal 1: Action 1A (Broad Course of Study)

- Section allocation maintained at 1,080 (sections were reallocated to school sites with increased enrollment)

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

- Science sections maintained at 59

Goal 1: Action 1D (Literacy)

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

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

- Maintained 2 ELD TOSAs

Goal 2: Action 2A (English Learners)

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

Goal 2: Action 2B (English Learners)

- Maintained Teacher-Librarians and extended library hours

Goal 2: Action 2C (Learning Intervention)

- Maintained Freshman math intervention at 42 sections

Goal 2: Action 2F (Technology)

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

Goal 2: Action 2H (Additional Custodial Support)

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

Goal 3: Action 3A (Career Technical Education)

- Maintained section allocation to provide evening CTE courses

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

- Maintained college tutors

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

- Maintained site allocations for PBIS activities based on site percentage of Unduplicated students

Goal 4: Action 4B (MTSS Tier 1)

- Maintained OCI sections
- Maintained SAC sections
- Maintained certificated staff for SACs
- Maintained intervention counselors

Goal 4: Action 4C (MTSS Tier 2)

- Maintained 21SASs by LCFF count
- Maintained interventionists

Goal 4: Action 4C (MTSS Tier 3)

- Maintained social workers

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

- Maintained Parent Community Specialists

Goal 4: Action 4F (Mentoring)

- Maintained Y2L mentors for FY

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:39	1:31
Staff-to-student ratio of certificated staff providing direct services to students	1:27	1:23

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 137,062,975	\$ 152,001,177	\$ 135,280,262	\$ 16,720,915	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1A	Class Size Reduction (CSR)	Yes	\$ 29,160,000	\$ 27,283,233.00	0.00%	0.00%
1	1B	Science Class Size Reduction	Yes	\$ 1,593,000	\$ 1,610,952.00	0.00%	0.00%
1	1C	Continuation Sites	Yes	\$ 1,053,696	\$ 805,411.00	0.00%	0.00%
1	1D	Literacy	Yes	\$ 2,085,000	\$ 1,709,902.00	0.00%	0.00%
1	1E	Ethnic Studies	Yes	\$ 1,611,413	\$ -	0.00%	0.00%
1	1F	Professional Development	Yes	\$ 3,492,549	\$ 1,951,549.00	0.00%	0.00%
1	1G	Teachers on Special Assignment (TOSAs)	Yes	\$ 1,489,248	\$ 1,289,004.00	0.00%	0.00%
1	1H	Kern High Induction Program (KHIP)	Yes	\$ 1,147,937	\$ 1,426,215.00	0.00%	0.00%
1	1I	Teacher Recruitment/Teacher Recruitment Admin	Yes	\$ 739,667	\$ 179,074.00	0.00%	0.00%
2	2A	English Learners	Yes	\$ 7,508,022	\$ 5,571,958.00	0.00%	0.00%
2	2B	Literacy Intervention	Yes	\$ 5,233,140	\$ 4,510,029.00	0.00%	0.00%
2	2C	Learning Intervention	Yes	\$ 3,624,774	\$ 3,391,787.00	0.00%	0.00%
2	2D	Summer Intervention	Yes	\$ 1,341,144	\$ 1,331,144.00	0.00%	0.00%
2	2E	Intervention Resource	Yes	\$ 3,825,910	\$ 2,508,854.00	0.00%	0.00%
2	2F	Technology Resource	Yes	\$ 8,783,602	\$ 8,836,789.00	0.00%	0.00%
2	2H	Additional Custodial Support	Yes	\$ 1,628,624	\$ 1,559,552.00	0.00%	0.00%
2	2I	School Facilities Support for LCAP Staffing	Yes	\$ 4,500,000	\$ 4,500,000.00	0.00%	0.00%
3	3A	Career Technical Education	Yes	\$ 20,510,519	\$ 18,969,160.00	0.00%	0.00%
3	3B	College and Career Readiness	Yes	\$ 3,811,958	\$ 2,634,054.00	0.00%	0.00%
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Yes	\$ 8,796,872	\$ 8,846,573.00	0.00%	0.00%
4	4B	MTSS Tier 1	Yes	\$ 18,736,360	\$ 16,979,710.00	0.00%	0.00%
4	4C	MTSS Tier 2	Yes	\$ 6,403,374	\$ 6,417,170.00	0.00%	0.00%
4	4D	MTSS Tier 3	Yes	\$ 5,388,716	\$ 4,976,231.00	0.00%	0.00%
4	4E	Parent & Student Outreach	Yes	\$ 4,752,189	\$ 4,398,792.00	0.00%	0.00%
4	4F	Mentoring	Yes	\$ 1,975,880	\$ 1,622,881.00	0.00%	0.00%
4	4G	Education Option Administrator and Outreach	Yes	\$ 1,203,175	\$ 808,470.00	0.00%	0.00%
4	4H	Stakeholder Engagement	Yes	\$ 1,604,408	\$ 1,161,768.00	0.00%	0.00%
1	1J	Appropriate Instructional Materials	No	\$ -	\$ -	0.00%	0.00%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 152,001,177.00	\$ 135,280,262.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1A	Class Size Reduction (CSR)	Yes	\$ 29,160,000	\$ 27,283,233
1	1B	Science Class Size Reduction	Yes	\$ 1,593,000	\$ 1,610,952
1	1C	Continuation Sites	Yes	\$ 1,053,696	\$ 805,411
1	1D	Literacy	Yes	\$ 2,085,000	\$ 1,709,902
1	1E	Ethnic Studies	Yes	\$ 1,611,413	\$ -
1	1F	Professional Development	Yes	\$ 3,492,549	\$ 1,951,549
1	1G	Teachers on Special Assignment (TOSAs)	Yes	\$ 1,489,248	\$ 1,289,004
1	1H	Kern High Induction Program (KHIP)	Yes	\$ 1,147,937	\$ 1,426,215
1	1I	Teacher Recruitment/Teacher Recruitment Admin	Yes	\$ 739,667	\$ 179,074
2	2A	English Learners	Yes	\$ 7,508,022	\$ 5,571,958
2	2B	Literacy Intervention	Yes	\$ 5,233,140	\$ 4,510,029
2	2C	Learning Intervention	Yes	\$ 3,624,774	\$ 3,391,787
2	2D	Summer Intervention	Yes	\$ 1,341,144	\$ 1,331,144
2	2E	Intervention Resource	Yes	\$ 3,825,910	\$ 2,508,854
2	2F	Technology Resource	Yes	\$ 8,783,602	\$ 8,836,789
2	2H	Additional Custodial Support	Yes	\$ 1,628,624	\$ 1,559,552
2	2I	School Facilities Support for LCAP Staffing	Yes	\$ 4,500,000	\$ 4,500,000
3	3A	Career Technical Education	Yes	\$ 20,510,519	\$ 18,969,160
3	3B	College and Career Readiness	Yes	\$ 3,811,958	\$ 2,634,054
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Yes	\$ 8,796,872	\$ 8,846,573
4	4B	MTSS Tier 1	Yes	\$ 18,736,360	\$ 16,979,710
4	4C	MTSS Tier 2	Yes	\$ 6,403,374	\$ 6,417,170
4	4D	MTSS Tier 3	Yes	\$ 5,388,716	\$ 4,976,231
4	4E	Parent & Student Outreach	Yes	\$ 4,752,189	\$ 4,398,792
4	4F	Mentoring	Yes	\$ 1,975,880	\$ 1,622,881
4	4G	Education Option Administrator and Outreach	Yes	\$ 1,203,175	\$ 808,470
4	4H	Stakeholder Engagement	Yes	\$ 1,604,408	\$ 1,161,768
1	1J	Appropriate Instructional Materials	No	\$ -	\$ -

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 482,624,608	\$ 137,062,975	4.69%	33.09%	\$ 135,280,262	0.00%	28.03%	\$ 24,417,807.12	5.06%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 486,445,066	\$ 137,527,749	28.272%	4.430%	32.702%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 159,077,265	\$ 1,575,759	\$ -	\$ -	\$ 160,653,024.00	\$ 120,104,720	\$ 40,548,304

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1A	Broad Course of Study	Unduplicated	Yes	Schoolwide	All	High Schools	On-going	\$ 32,312,500	\$ -	\$ 32,312,500	\$ -	\$ -	\$ -	\$ 32,312,500	0.000%
1	1B	Broad Course of Study-Science	Unduplicated	Yes	Schoolwide	All	High Schools	On-going	\$ 1,622,500	\$ -	\$ 1,622,500	\$ -	\$ -	\$ -	\$ 1,622,500	0.000%
1	1C	Broad Course of Study-Continuous Sites	Unduplicated	Yes	Schoolwide	All	CSR Continuation Sites	On-going	\$ 961,658	\$ -	\$ 961,658	\$ -	\$ -	\$ -	\$ 961,658	0.000%
1	1D	Literacy	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 2,062,500	\$ 113,500	\$ 2,176,000	\$ -	\$ -	\$ -	\$ 2,176,000	0.000%
1	1E	Ethnic Studies	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 1,072,500	\$ 538,913	\$ 1,611,413	\$ -	\$ -	\$ -	\$ 1,611,413	0.000%
1	1F	Professional Development	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 2,052,549	\$ 1,485,000	\$ 3,537,549	\$ -	\$ -	\$ -	\$ 3,537,549	0.000%
1	1G	Teachers on Special Assignment (TOSAs)	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 1,655,517	\$ -	\$ 1,655,517	\$ -	\$ -	\$ -	\$ 1,655,517	0.000%
1	1H	New Teacher Support	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 1,507,339	\$ 40,000	\$ 1,547,339	\$ -	\$ -	\$ -	\$ 1,547,339	0.000%
1	1I	Teacher Recruitment	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 444,600	\$ 130,593	\$ 575,193	\$ -	\$ -	\$ -	\$ 575,193	0.000%
2	2A	English Learners	English Learners	Yes	Limited	English Learners	All	On-going	\$ 8,043,680	\$ 60,000	\$ 8,103,680	\$ -	\$ -	\$ -	\$ 8,103,680	0.000%
2	2B	Literacy Intervention	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 3,568,014	\$ 1,156,267	\$ 4,724,281	\$ -	\$ -	\$ -	\$ 4,724,281	0.000%
2	2C	Learning Intervention	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 3,410,000	\$ 700,000	\$ 4,110,000	\$ -	\$ -	\$ -	\$ 4,110,000	0.000%
2	2D	Summer Intervention	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 1,272,566	\$ -	\$ 1,272,566	\$ -	\$ -	\$ -	\$ 1,272,566	0.000%
2	2E	Intervention Resource	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ -	\$ 5,468,753	\$ 5,468,753	\$ -	\$ -	\$ -	\$ 5,468,753	0.000%
2	2F	Technology Resource	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 1,393,212	\$ 7,500,000	\$ 8,893,212	\$ -	\$ -	\$ -	\$ 8,893,212	0.000%
2	2H	Additional Custodial Support	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 1,698,581	\$ -	\$ 1,698,581	\$ -	\$ -	\$ -	\$ 1,698,581	0.000%
3	3A	Career Technical Education	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 16,212,217	\$ 4,636,641	\$ 20,848,858	\$ -	\$ -	\$ -	\$ 20,848,858	0.000%
3	3B	College and Career Readiness	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 1,332,651	\$ 1,950,533	\$ 3,283,184	\$ -	\$ -	\$ -	\$ 3,283,184	0.000%
4	4A	Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports (PBIS-MTSS)	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 6,459,990	\$ 2,468,417	\$ 8,928,407	\$ -	\$ -	\$ -	\$ 8,928,407	0.000%
4	4B	MTSS Tier 1	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 15,805,758	\$ 498,255	\$ 16,304,013	\$ -	\$ -	\$ -	\$ 16,304,013	0.000%
4	4C	MTSS Tier 2	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 6,791,917	\$ 300,000	\$ 7,091,917	\$ -	\$ -	\$ -	\$ 7,091,917	0.000%
4	4D	MTSS Tier 3	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 5,315,827	\$ 175,000	\$ 5,490,827	\$ -	\$ -	\$ -	\$ 5,490,827	0.000%
4	4E	Parent & Student Outreach	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 2,969,049	\$ 7,022,456	\$ 9,991,505	\$ -	\$ -	\$ -	\$ 9,991,505	0.000%
4	4F	Mentoring	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 357,547	\$ 3,371,500	\$ 3,729,047	\$ -	\$ -	\$ -	\$ 3,729,047	0.000%
4	4G	Education Options and Options and Outreach	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 593,875	\$ 630,000	\$ 1,223,875	\$ -	\$ -	\$ -	\$ 1,223,875	0.000%
4	4H	Educational Partners	Unduplicated	Yes	LEA-wide	All	All	On-going	\$ 1,188,173	\$ 726,717	\$ 1,914,890	\$ -	\$ -	\$ -	\$ 1,914,890	0.000%
5	5A	Student Engagement	All Students	No	Schoolwide	N/A	CSR Continuation Sites	On-going	\$ -	\$ 393,940		\$ 393,940	\$ -	\$ -	\$ 393,940	0.000%
5	5B	Literacy Skills	All Students	No	Schoolwide	N/A	CSR Continuation Sites	On-going	\$ -	\$ 393,940		\$ 393,940	\$ -	\$ -	\$ 393,940	0.000%
5	5C	Math Skills	All Students	No	Schoolwide	N/A	CSR Continuation Sites	On-going	\$ -	\$ 393,940	\$ -	\$ 393,940	\$ -	\$ -	\$ 393,940	0.000%
5	5D	Suspention Rates	All Students	No	Schoolwide	N/A	CSR Continuation Sites	On-going	\$ -	\$ 393,939		\$ 393,939	\$ -	\$ -	\$ 393,939	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 486,445,066	\$ 137,527,749	28.272%	4.430%	32.702%	\$ 159,077,265	0.000%	32.702%	Total:	\$ 159,077,265
								LEA-wide Total:	\$ 116,076,927
								Limited Total:	\$ 8,103,680
								Schoolwide Total:	\$ 34,896,658

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1A	Broad Course of Study	Yes	Schoolwide	All	High Schools	\$ 32,312,500	0.000%
1	1B	Broad Course of Study-Science	Yes	Schoolwide	All	High Schools	\$ 1,622,500	0.000%
1	1C	Broad Course of Study-Continuous Sites	Yes	Schoolwide	All	CSR Continuation Sites	\$ 961,658	0.000%
1	1D	Literacy	Yes	LEA-wide	All	All	\$ 2,176,000	0.000%
1	1E	Ethnic Studies	Yes	LEA-wide	All	All	\$ 1,611,413	0.000%
1	1F	Professional Development	Yes	LEA-wide	All	All	\$ 3,537,549	0.000%
1	1G	Teachers on Special Assignment (TOSAs)	Yes	LEA-wide	All	All	\$ 1,655,517	0.000%
1	1H	New Teacher Support	Yes	LEA-wide	All	All	\$ 1,547,339	0.000%
1	1I	Teacher Recruitment	Yes	LEA-wide	All	All	\$ 575,193	0.000%
2	2A	English Learners	Yes	Limited	English Learners	All	\$ 8,103,680	0.000%
2	2B	Literacy Intervention	Yes	LEA-wide	All	All	\$ 4,724,281	0.000%
2	2C	Learning Intervention	Yes	LEA-wide	All	All	\$ 4,110,000	0.000%
2	2D	Summer Intervention	Yes	LEA-wide	All	All	\$ 1,272,566	0.000%
2	2E	Intervention Resource	Yes	LEA-wide	All	All	\$ 5,468,753	0.000%
2	2F	Technolnogy Resource	Yes	LEA-wide	All	All	\$ 8,893,212	0.000%
2	2H	Additional Custodial Support	Yes	LEA-wide	All	All	\$ 1,698,581	0.000%
3	3A	Career Technical Education	Yes	LEA-wide	All	All	\$ 20,848,858	0.000%
3	3B	College and Career Readiness	Yes	LEA-wide	All	All	\$ 3,283,184	0.000%
4	4A	Positive Behavioral Interventions and Suppc	Yes	LEA-wide	All	All	\$ 8,928,407	0.000%
4	4B	MTSS Tier 1	Yes	LEA-wide	All	All	\$ 16,304,013	0.000%
4	4C	MTSS Tier 2	Yes	LEA-wide	All	All	\$ 7,091,917	0.000%
4	4D	MTSS Tier 3	Yes	LEA-wide	All	All	\$ 5,490,827	0.000%
4	4E	Parent & Student Outreach	Yes	LEA-wide	All	All	\$ 9,991,505	0.000%
4	4F	Mentoring	Yes	LEA-wide	All	All	\$ 3,729,047	0.000%
4	4G	Education Options and Options and Outreac	Yes	LEA-wide	All	All	\$ 1,223,875	0.000%
4	4H	Educational Partners	Yes	LEA-wide	All	All	\$ 1,914,890	0.000%

2023-2024 LCAP Annual Update Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to

use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such

information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: EC sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: EC Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier school sites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific school site, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly

encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Enter the LCAP Year.

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

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these

actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to

provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds

to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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