



## Local Control 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 Workforce 2000 Academy	Dr. Bryon Schaefer Superintendent	bschaefer@kernhigh.org 661-827-3216

## Plan Summary [2021-22]

### General Information

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

Serving over 750 students each year, Kern Workforce 2000 Academy (Workforce) was established in 1995 to serve the most “at risk” and low socio-economic high school students that reside in Kern County. The main goal of Workforce is to provide a high school education program for students who are at risk of dropping out of high school.

Workforce is a district charter and contracts with the Kern High School District (KHSD) for program operational services. The contract

services include facilities, business services, student information services, classrooms, teachers, counselors, clerical support, campus security, equipment, library/media resources, computer hardware, software and general administrative services.

Workforce is made up of the following student groups:

- English Learners (12%).
- Foster Youth (0.4%).
- Socioeconomically Disadvantaged (96.3%).

Counting each of these students only once, even if the student meets more than one of these criteria, forms the “unduplicated count”. The KHSD unduplicated count is 71.9%. The Workforce unduplicated count is 92.4%.

- In addition, the following distinctions refine the composition of the district’s students:
- Reclassified Fluent English (44.9%).
- Migrant (4.19%).

These figures reflect the level of challenge to be met in order to ensure that all students are successful in school and support the percentage of LCAP funding to be used in order to “improve or increase” services so that all students graduate from high school, prepared to succeed in college and the workforce.

### Student Enrollment

Variations of the students' scheduled courses were modified to with the distance learning environment for the 2020-21 school year. Students who choose to enroll in Workforce may do so at any one of six Workforce sites located on KHSD comprehensive high school campuses between the hours of 3:45 pm and 8:00 pm four days per week and occasional Fridays to make sure the minimum instructional minutes of attendance requirement is met. Students who need academic support may log in between 3:15 and 3:45 and 8:00 and 8:45. Each student is enrolled in 4 classes of 180 minutes each, two classes per day, Monday/Wednesday and Tuesday/Thursday. Sessions one through four each 9 weeks long, and the 5th session is 5 weeks long. In session 5, students enroll in two classes, for 180 minutes and attend those two classes Monday-Thursday for 20 days. Each course in each session is comprised of 60 hours of instructional time.

Staff Service and Experience – Average years of Service is 14 years.

## Reflections: Successes

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

Workforce continues to promote proficiency and content mastery at each academic level and for all its students. Workforce's primary goal is for all students to graduate, prepared to succeed at their next level of learning, whether it be post-secondary education and/or entrance into the workforce.

Workforce's success includes:

- \* An increase in the number of students enrolled in 2020-21 is 761 students.
- \* Increasing the number of dual enrollment in Workforce and the Kern High School's Districts Regional Occupation Center (ROC).
- \* According to the 2020 CA School Dashboard, the percentage of students prepared for College and Career increased by 8.8% compared to 6% in 2019 as documented on the College and Career Indicator.

We offer a broad range of course offerings to all students:

- \* 15 Access sections (literacy courses).
- \* 20 Apex sections.
- \* 42 Career Technical Education (CTE) Courses.
- \* 9 Career Development sections.
- \* 15 Personal Development sections.

In 2020-21, 378 students completed at least one CTE course. This is an increase of 10.5% over 2019-20, where only 338 students had completed at least one CTE course.

Academic Success:

- \* 305 students earned 3.0 GPA or better in one or more Workforce sessions.
- \* 1 student earned a 3.0 GPA in ROC and passed all of the ROC courses. This student earned the "Above and Beyond" certificate of recognition.

Many students completed APEX:

The number of students completing an APEX course (191 courses completed), include the following:

- \* 29 college & career preparation.
- \* 16 English 9-12.
- \* 72 fine art, media literacy, music appreciation, art appreciation.
- \* 6 health.
- \* 18 mathematics.
- \* 17 science.
- \* 33 social science.

ROC continued to be a success:

We planned to offer ROC Boot Camp in the summer of 2020, but due to COVID-19 we had to cancel the offering.

Students enrolled in ROC/CTEC during the 2020-21 school year also found success:

- \* 62 students enrolled.
- \* 27 completed semester 1.
- \* 23 students anticipated to complete semester 2.
- \* We anticipate 23 students to complete 2 semesters.

Workforce offered students other opportunities to engage in meaningful activities to prepare them for post-secondary offerings:

- \* 211 students attended the KHSD Career Expo online.
- \* Plans were made to place students in KHSD field work experience (CORE INTERNSHIPS STUDENTS), but it was canceled due to COVID.
- \* 295 students earned credit for at least 1 CTE course, an increase of 92 students from the previous year.
- \* 89 students earned Access credit.

2020-21 Honor Roll recipients include (Sessions 1-3 only):

- \* 59 students earned perfect attendance in one or more Workforce sessions.
- \* 1 student received 2020-21 "Above and Beyond" recognition by being concurrently enrolled in ROC and Workforce and maintained good academic standing (i.e. minimum of "C" grade in each course).
- \* 305 students received Honor Roll for their academic performance: earning at least 3.0 GPA.

Workforce continues to strongly support a Multi-Tiered System of Support (MTSS) that fosters positive student relationships and positive school climate. The positive results of MTSS include the following:

- \* The annual attendance rate for 2020-21 is 81%.

Workforce continues to build a culture of collaboration with parents. We conducted 98 home visits through our school site outreach teams and held 33 virtual conferences with parents.

ParentVue tool:

- \* 196 ParentVue letters generated and sent out to parents with parent portal login instructions.
- \* 81 activated their accounts.
- \* 90 parents accessed their account.

## Reflections: Identified Need

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

Due to COVID and the shutdown of in-person learning last year, we are still using the 2019 CA School Dashboard data which indicates there are several areas of need. The percentage of students performing well below standard in ELA and Math declined and are in the red in 2019. ELA Distance from Standard (DFS) declined by 25.3 points to increase the DFS to 138.1 points below standard. All student groups (English Learner, Hispanic, and Socioeconomically Disadvantaged) are in the red for the ELA indicator. Math DFS declined by 10.2 points to increase the DFS to 224.7 points below standard. All student groups (English Learner, Hispanic, and Socioeconomically Disadvantaged) are in the red for the math indicator. Suspension rates also increased by 2.2%. The African-American and White student groups are in the red, and English Learner, Hispanic, and Socioeconomically Disadvantaged are in the orange for the suspension indicator. The graduation rate declined by 3%. The socioeconomically disadvantaged student group is orange and the Hispanic student group is in the yellow for the graduation indicator. According to Data Quest, chronic absenteeism increased to 14% in 17-18 and increased to 30.6% in 18-19.

In the 2020-21 school year, chronic absenteeism of Workforce students increased to 33%, while the student attendance decreased to 81%, a decrease of 10.3%. The dropout rate increased to 9.17% and the graduation rate had a slight decrease to 53.67%. Although suspension rates decreased to a mere 0.26% it is unclear if that is attributable to the pandemic and the fact that students attended school via zoom. Many of these decreases may, in fact, be impacted by the pandemic and the fact that students spent more than three-quarters of the school year learning in a virtual format.

In order to mitigate these declines in academics, students who graduated, suspensions, and student attendance and increases in chronic absenteeism and school dropout data, Workforce will continue to support MTSS in the following ways:

- \* Support and expand Career Choices curriculum and behavioral intervention at all 6 sites. (Goals 1 and 4)
- \* Provide additional counseling and Intervention Specialist Staff. A counselor is designated to work each Workforce site. (Goal 5)
- \* Continue to mobilize the intervention referral system which provides Intervention Specialists at 6 of 6 Workforce sites to provide behavior education to students and to communicate the occurrence of the interventions with parents via automated emails. (Goal 5).
- \* In 2020-21, 6 Intervention Specialists conducted and documented 253 intervention instances for 196 different students. (Goal 5)
- \* With the mission of retaining and graduating at-risk, “would-be” out-of-school students, Workforce’s success is not merely measured by its graduation rate, but also its contribution to the graduation rates of comprehensive sites within the district.

In 2019-20 Workforce was able to help 297 students who were credit deficient, recover enough credits to return to their comprehensive school of residence.

- \* 106 of these 297 students who returned (11th and 12th graders) graduated from their comprehensive school site. Graduation data for 11th graders who returned to their comprehensive site to graduate will be available following the 2020-21 academic year.
- \* Continue to utilize the Parent and Family Centers and other coordinating parent support and engagement. (Goal 3)
- \* Expand and systematize messaging and education around character development, social emotional health, and goal-setting. (Goal 5)

Continue to offer support in literacy by continuing to implement the following:

- \* Welnet Online curriculum application offered through Focus Fitness was acquired in Spring of 2018 to address the need for additional cross-curricular literacy opportunities.
- \* STAR Renaissance (an online progress monitoring program specifically for math and literacy). These programs supported the following positive outcomes:
  - \* There was a slight decrease, districtwide, in the percentage of Cs and Ds (1%) and a slight increase, districtwide, in the percentage of A’s (1%).
  - \* 4.58% of all students in 2018-19 tested met or exceeded the English Language Arts (ELA) standards for the California Assessment of Student Performance and Progress (CAASPP). This represents a 2.42% decline from the previous year.
  - \* Continue to integrate literacy strategies into non-core curriculum to improve Individual Instructional Reading Level (IRL) of all English Learner (EL) students and to increase reclassification rates.
  - \* Continue to provide ongoing professional development in SDAIE (Specially Designed Academic Instruction in English) strategies. This effort is supplemented by the work of the Literacy Committee, establish in the summer of 2018-19 to survey current literacy intervention efforts in Workforce and to suggest improvements to Access, English Language Arts (ELA) and cross curricular efforts.

\* Continue to provide appropriate interventions (academic and social-emotional) so that graduation, post-secondary education and training rates increase, and students can access the full curriculum with success.

\* A significant number of students fall below grade 8 IRL, as measured by STAR.

Continue to implement STAR Renaissance:

\* Continue to provide sections for Access, the redesigned literacy course.

\* Continue to provide professional development in integrating literacy strategies in all subject areas.

\* Continue to monitor student progress in literacy in order to provide effective interventions.

Continue to support students who are struggling in the area of mathematics by continuing with the following:

\* Approximately three quarters of students are placed in an applied-algebra math course.

Improvement measures are as follows:

\* Continue to build numeracy skills in order for all students to achieve algebra success.

\* Examine and adjust foundations and algebra courses in order to address student needs.

\* Continue to provide professional development to strengthen daily instruction.

Continue to build Stakeholders by engaging community involvement and partnership in student learning through:

\* Community outreach.

\* Communications.

\* Service learning.

\* Work experience.

\* Networking.

\* Community service.

\* Parent Centers at all 6 Workforce sites (Arvin, Bakersfield, East, Foothill, South, and West) are open but differ in varying degrees of accessibility, activity, and parent involvement and engagement. Parent Centers provide daytime and evening workshops to help parents and guardians become education advocates for their students. However, evening hours to service the Workforce community of parents have decreased from the inception year.

Continue efforts to increase Student Attendance:

\* Provide additional MTSS resources will be allocated in outgoing years, to address student attendance, truancy and enrollment transitioning.

\* 7.7% of total student enrolled in 2020-21 earned Perfect Attendance. This is a 2.6% increase in the percentage of students who had perfect attendance in the 2019-20 school year.

\* 53 of 357 students who left Workforce during the 2020-21 year did not enroll in another academic institution in California according to CALPADS.

Continue emphasis on high-quality instruction with Standards Alignment: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS) through:

\* Problem based learning.

\* Integration of STEM practices into Math and Science courses, including funding for related professional development and classroom instruction materials and technology.

\* Professional development for Science teachers to address and prepare for the Next Generation Science Standards (NGSS) action of “doing more science” through inquiry-based, three-dimensional learning.

Professional development for all teachers to incorporate formative and summative assessments, develop pacing guides, design pacing guides with scope and sequence in mind and incorporate Common Core (CCSS) and California State Standards.

## LCAP Highlights

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

The LCAP and its goals and actions are in line with the “Strategic Policy” of the Kern High School District Board of Trustees to “maintain and support exemplary staff and provide effective instructional and extra-curricular programs.”

- 100% of the teachers are appropriately assigned. (Goal 1)
- Teachers teach at “exemplary/good” schools, according to the School Accountability Report Card (SARC). (Goal 5)
- Authorized certificated and classified staff teach English Learner (EL) students. (Goal 1)

LCAP has provided additional sections to help further reduce class size and assist with credit recovery:

- 15 Access sections, consistent with 2019-20 offerings (literacy classes). (Goal 1)
- 20 Apex sections earmarked for credit recovery. (Goal 1)
- Continue to implement IXL for math remediation. (Goal 1)
- 42 CTE sections, up from 26 sections in 2017-18. (Career Technical Education) (Goal 4)
- 9 Career Education Sections (Career Choices, Career Development). (Goal 4)
- 15 Personal Development Sections Career Development and MTSS. (Goals 4 and 5)

LCAP has provided the following support resources for teaching staff:

- Professional development. (Goals 1-5)
- Computerized programs (STAR Renaissance, Apex). (Goal 1 and 4)
- Resources for all CTE classes. (Goals 4)
- Technology (computers, Chromebooks, technology teaching tools). (Goal 1 and 4)

LCAP has provided the following resources to “enhance student support” (KHSD “Strategic Policy”): Technology (computers, Chromebooks, technology) (Goal 2)

- A variety of class offerings. (Goals 1 and 4)
- Additional support for English Learners (EL). (Goals 1 and 4)
- Access sections at all Workforce campuses. (Goal 4)
- Expansion of CTE and pathways. (Goal 4)



- Classes for College and Career Readiness. (Goals 1 and 4)

## 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.

Kern Workforce 2000 Academy

### 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 the LCAP worked and will continue to work alongside school sites identified for Comprehensive Support and Improvement (CSI). Workforce Academy's CSI leadership team attended and will continue to attend Kern County Superintendent of Schools (KCSOS) workshops with identified schools to analyze data and develop CSI Action plans. Workforce Academy utilized strategies learned in the Continuous Improvement Process to assist CSI sites with the creation of their CSI action plans. A root cause analysis was done by Workforce Academy to pinpoint site needs and continues to be updated as action items are completed.

### Monitoring and Evaluating Effectiveness

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

KHSD worked and will continue to work alongside CSI sites to determine, reflect upon, and modify data-based metrics in order to align with KHSD LCAP and the Workforce LCAP goals for measuring progress and improvement to monitor the implementation of CSI plans as well as the effectiveness of processes and activities. KHSD will continue to build capacity of identified CSI site administrators to access data in order to drive decisions and determine effectiveness of processes and activities. Stakeholder groups will be included throughout this process.



# Stakeholder Engagement

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

The Kern Workforce 2000 Academy (Workforce) is a charter school within the Kern High School District (KHSD). All certificated and classified staff is contracted from KHSD staff. The LCAP process utilized a variety of opportunities for input from our stakeholders in the LCAP process. Surveys were provided to all parents/guardians of students enrolled currently in English and Spanish. An invitation via e-mail was sent to the 2020-21 Kern Workforce 2000 Academy staff members in the spring of 2021 and students participated in an on-line survey as a classroom activity.

Community and stakeholder feedback on the LCAP was gathered in conjunction with the Kern High School District LCAP meetings which included various collective bargaining units.

Community /Stakeholders Engagement Meetings:

Regular stakeholder engagement remains a high priority for the Kern Workforce 2000 Academy in order to foster mutually respectful, supportive, and collaborative environments for ongoing and meaningful dialogue that will determine goals and actions to achieve academic success for all students.

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

Over the course of the 2020-21 school year, KHSD and Workforce have provided various public venues for stakeholders to convene and provide input. Specific groups that met are listed below:

- Kern Workforce Governing Board Council (Monthly).
- Workforce English Learner Advisory Council (Quarterly).
- Workforce Site Parent Meetings (2 times a year at each of the 6 sites).
- \* Workforce School Site Council.
- Workforce Website (<http://workforce.kernhigh.org/>).
- Annual Parent, Student, Certificated and Classified Staff Surveys on School Climate and Instructional Program.

Students are chosen to participate in School Site Council to represent a cross-section of the student body, including Foster Youth, English Learners, low-income students, and students with exceptional needs. Workforce recognizes that its students have the intrinsic desire for the following:

- A sense of influence,
- A sense of competency,
- A sense of belonging,

- A sense of usefulness.

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

Workforce staff gathered information from the following groups:

- Workforce Student Survey on Climate and Instructional Program:  
March 1-26, 2021

\* Workforce Certificated Survey on Climate and Instructional Program:  
March 1-26, 2021

\* Workforce Classified Survey on Climate and Instructional Program:  
March 1-26, 2021

\* Workforce Parent Survey on Climate and Instructional Program:  
March 1-26, 2021

Due to COVID-19 Safety Guidelines, all meetings were held virtually via Zoom:

\* KHSD LCAP Community Public Forums:  
February 23, 2021  
February 24, 2021  
March 8, 2021  
March 9, 2021

\* KHSD Employee Groups (Classified and Certificated):  
October 10, 2019  
October 15, 2019  
October 24, 2019  
November 13, 2019  
November 15, 2019  
November 18, 2019  
January 14, 2020  
January 23, 2020  
February 13, 2020  
February 19, 2020 - postponed  
February 24, 2020\*  
March 23, 2020\*

April 27, 2020\*

May 11, 2020\*

May 18, 2020\*

\*Postponed due to COVID-19

\* LCAP Advisory Council:

July 23, 2020

August 13, 2020

August 27, 2020

December 5, 2020

January 7, 2021

February 11, 2021

March 4, 2010

April 8, 2021

May 6, 2021

\* Workforce English Language Learner Advisory Committee (ELAC):

August 27, 2020

October 26, 2020

November 16, 2020

February 1, 2021

March 1, 2021

April 12, 2021

May 3, 2021

May 17, 2021

\* School Site Council Meetings:

September 14, 2020

December 3, 2020

April 15, 2021

May 6, 2021

Kern Workforce Governance Board:

September 15, 2020

October 20, 2020

November 17, 2020

January 12, 2021

February 16, 2021

March 16, 2021

April 20, 2021  
May 18, 2021  
June 22, 2021

Workforce Coordinator Meetings:

August 11, 2020  
September 24, 2020  
October 19, 2020  
November 12, 2020  
December 10, 2020  
January 25, 2021  
February 25, 2021  
March 22, 2021  
April 22, 2021  
May 10, 2021

Stakeholder Engagement Dates:

February 23, 2021  
February 24, 2021  
March 8, 2021  
March 9, 2021

KHSD Parent Advisory Groups:

Special Education Department Committee - April, 2021  
African American Parent Advisory Council - May, 2021

KHSD School Board Meeting:

June 7, 2021 - Public Hearing  
June 28, 2021 - Board Approval

A summary of the feedback provided by specific stakeholder groups.

A number of themes were identified as a result of the investigation of data and input process. These common and recurring themes are identified below and reflected in the goals, actions/services and financial allocations as documented in subsequent pages.

Themes:

- Continue to expand support for text literacy, including English Learners (EL) to improve educational outcomes.
- Continue to expand Workforce math literacy to improve educational outcomes.
- Continue to expand Workforce CTE Pathway courses.

- Increase opportunities for meaningful parent engagement.
- Continue to provide effective teacher support and training as it relates to the delivery of relevant, engaging, transferrable course content standards and curriculum.
- Continue to provide effective staff training, systems, and programs focused on character development and transferable soft skills.
- Continue to provide content, processes and strategies to facilitate student social-emotional and behavioral intervention.
- Provide resources and professional development to facilitate the implementation of STEM (science, technology, engineering and math).
- Engage community involvement and partnership in student learning.
- Provide students with educational planning and career awareness.

While the LCAP addresses a three-year proposal for goals and actions, it should be noted that many aspects of this plan will extend beyond this initial period.

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

As a result of this feedback, Workforce will continue to expand support for students in literacy and math, as well as continuing to support students behavioral needs through a strong MTSS framework. Workforce will continue to engage community and parents in the process of assisting student progress.

# Goals and Actions

## Goal

Goal #	Description
1	Kern Workforce 2000 Academy (Workforce) students will be taught by a highly qualified, well trained, and diverse teaching staff, who provide rigorous instruction using Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and all other state content standards, that prepares students for academic success at the next level of their learning.

An explanation of why the LEA has developed this goal.

Our 2019 CAASPP data and the lack of growth in our fall to spring IRL reading results deem it necessary to continue to build the capacity of our teaching force.

"Teacher quality is the most influential factor that determines student success," Se Woong Lee said. "If students are taught by a string of under qualified and underperforming teachers, it limits academic potential. However, highly qualified teachers are more likely to expand students' desires to learn and succeed" (Lee, 2020). Workforce teachers influence and impact student achievement everyday, and therefore, it is important that we provide students with highly qualified, well trained teachers so students are more likely to be successful.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1a) Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2019-20.	Baseline: 2020-21 Status: 100%				100%
(Priority 1b) Maintain Williams Act compliance at all	Baseline: 2020-21				No findings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
schools by providing adequate and appropriate instructional materials for all students.	No insufficient findings for instructional materials  Status: No Findings				
<p>Priority 2a Implementation of content and literacy standards at all sites, as measured by teacher, and student surveys (LCAP and Academic Standards and/or Curriculum Framework survey adopted by CDE):</p> <p>Increase percentage of students who agree or strongly agree that teachers provide high quality education by 2%.</p> <p>Increase the percentage of teachers agree or strongly agree that they provide a high quality educational program by 1%.</p> <p>Keep perception difference within 5%.</p>	<p>Baseline: 2020-21:</p> <p>Currently, 95% of students agree or strongly agree that teachers provide high quality education.</p> <p>Currently, 100% of teachers agree or strongly agree that they provide a high quality educational program.</p> <p>Perception difference of 5%</p>				<p>96% of students agree or strongly agree that teachers provide high quality instruction.</p> <p>100% of teachers agree or strongly agree that they provide a high quality instructional program.</p> <p>Perception difference of 4%.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a) Maintain English Learner (EL) authorization for 100% of EL teachers.	Baseline: 2020-21 100%				100%
Priority 2b Based on administrative observations, maintained 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.	Baseline: 2020-21 100%				100%
Priority 4d Increase the reclassification rate of EL students by 0.5% each year, based on previous year's reclassification rate.	Baseline: 2019-20 0%				5.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 (f) Increase the amount of instructional staff who employ Integrated ELD strategies for integrated support by 0.5%.	Baseline: 2020-21 95 staff				104 staff
Priority 4a Increase CAASPP scores by 1% for Language Arts and Mathematics.	Baseline: 2018-19  All – ELA Standards Met and Exceeded (4.8%) All – Math Standards Met and Exceeded (0%)				ELA - 7.8% Math - 3%
Priority 4g Increase the percentage of students passing AP exam.	NA – Workforce is a credit recovery program				NA
(Priority 8) Increase a half-year grade level equivalency per year, in reading per STAR Renaissance assessment. The baseline will be	Baseline: 0.5 growth in GE from fall to spring  Fall 2020 6.2 GE  Spring 2021 6 GE				STAR Reading 0.5 GE growth from fall, 2021 to spring, 2022.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
established each year with a PreTest.					
(Priority 8) Increase a half-year grade level equivalency per year, in math per STAR Renaissance assessment. The baseline will be established each year with a PreTest.	Baseline: 0.5 growth in GE from Fall to Spring  Fall 2020 6.8 GE  Spring 2021 7.1 GE				STAR Math 0.5 GE growth from fall, 2021 to spring, 2022.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Resources to Support Literacy/Access Courses	Provide instructional technology/resources for Access course, (ex. membean.com, noRedInk, actively learn) to provide literacy supports to English Learner (EL) students reading below 6th grade IRL on STAR Renaissance diagnostic.  Workforce will continue to focus on literacy by maintaining additional resources for Access, the literacy course, which provides necessary support and intervention for students reading between the 4th and 6th IRL according to the STAR Renaissance assessment.	\$32,000.00	Yes
2	IXL Math and Personal Finance	Use IXL Math and Foundations in Personal Finance software and sections for math remediation and intervention, including professional development.	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Learning Communities	Continue Professional Learning Communities (PLC) and Professional Development to edit and refine currently curriculum guides, resources, and collaborate around high yield instructional practices.	\$44,000.00	Yes
4	Counselors and Educational Planning	Counselors will continue to conduct Educational Plan for all students and will continue to review transcripts.	\$85,000.00	Yes
5	Literacy Initiatives	<p>Due to an increase of learning loss and students receiving a failing grade for fall semester 1, 2020-2021 and due to the pandemic Workforce will maintain the following interventions:</p> <ul style="list-style-type: none"> <li>* Continue Literacy Initiatives: including diagnostics, Renaissance Licenses, Analysis, and Professional Development, CROSS CURRICULAR (non-core) Literacy instructional resources. (ex. Welnet Physical Educational on-line curriculum ), and SDAIE strategies.</li> <li>*Beanstalk program will be available districtwide to promote independent reading.</li> <li>* STAR Renaissance licensing. This data is utilized for student placement and growth in math and literacy classes.</li> <li>* APEX licensing (15.179 students completed one or more courses From 2018-2019 to 2018-2020)</li> </ul>	\$10,000.00	Yes
6	Williams Act - Facilities	<p>Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT) at all Workforce sites.</p> <p>Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Public-School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings ToF "good", "fair", or "poor."		
7	Williams Act - Instructional Supplies	Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students at all Workforce sites.	\$0.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
2	Provide relevant and innovative high-quality instruction and ample instructional resources for all students.

An explanation of why the LEA has developed this goal.

Implementing high-quality instruction allows teachers to rule out inadequate instruction as a reason for poor reading performance. Quality instruction means that the teacher can effectively engage students in the learning process and relay relevant knowledge, and the delivery of the instruction is implemented in such a way that evokes students' interest, critical thinking, and learning in a meaningful way (IRIS Center, Vanderbilt University, 2020). Our achievement data indicates a need to further focus on delivering high-quality instruction and ample instructional resources to ensure student success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1b Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	No insufficient findings for instructional materials. (Goal 1)				No insufficient findings for instructional materials. (Goal 1)
Priority 2a Implementation of content and literacy standards at all sites, as measured by teacher, and student surveys (LCAP and Academic Standards and/or Curriculum	95% of students agree or strongly agree that teachers provide high quality education.  100% of teachers agree or strongly agree that they				95% of students agree or strongly agree that teachers provide quality instruction.  100% of teachers agree or strongly agree that they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Framework survey adopted by CDE).</p> <p>Increase the percentage of students who agree or strongly agree that teachers provide quality education by 1%.</p> <p>Increase the percentage of teachers that agree or strongly agree that they provide a quality educational program by 1%.</p> <p>Keep perception difference within 5%.</p>	<p>provide a high quality educational program.</p> <p>Perception difference within 5%.</p>				<p>provide a quality instructional program.</p> <p>Perception difference of 5%.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Libraries	Maintain and continue expansion of classroom libraries.	\$2,000.00	Yes
2	Technology Support	<p>Continue to support and enhance learning in the classroom through high speed internet connections, devices, and programs that promote student engagement. This action may include the following sub actions:</p> <ul style="list-style-type: none"> <li>* Increasing computer access</li> <li>* Support site-level technology, student devices and software use.</li> </ul>	\$20,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>* Increasing the use of portable devices in the classroom (Chromebooks)</li> <li>* Supporting the use of instructional technologies</li> </ul>		
3	Credit Recovery/Apex	Provide Apex software and sections for credit recovery, A-G completion.	\$60,000.00	Yes
4	Science Technology and Math (STEM) and Project-Based Learning	<p>Continue integration of STEM and Project-Based Learning, including funding for related professional development and classroom instruction materials and technology.</p> <p>"Teaching and learning are affected by many factors that are both intrinsic and external to the classroom. A vision of effective teaching equitably distributed in service of California's diverse student populations must therefore emphasize relationships (among multiple aspects of teaching and learning." California Standards for the Teaching Profession, page 1, 2009) Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. Workforce will provide professional development for certificated staff, focusing on the California Standards for the Teaching Profession and the following six interrelated domains for teaching practices:</p> <ul style="list-style-type: none"> <li>* Engaging and supporting all students in learning</li> <li>* Creating and maintaining effective environments for student learning</li> <li>* Understanding and organizing subject matter for student learning</li> </ul> <p>Planning instruction and designing learning experiences for all students</p> <ul style="list-style-type: none"> <li>* Assessing students for learning</li> <li>* Developing as a professional educator</li> </ul>	\$10,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
3	Increase parent and community engagement.

An explanation of why the LEA has developed this goal.

Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior (Garcia & Thornton, 2014). Workforce Academy realizes that the success of its students relies on the positive relationship between the school and families where parents and guardians feel their voice is heard and their input matters.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3b Workforce will continue to promote participation for parents of unduplicated students and increase the number of Workforce parents who return surveys by 10 parents each year.	Baseline: 202-21: 24 parents returned surveys.				54 parents returned surveys.
Priority 3c Workforce will continue to promote participation for parents of students	2 parent meetings per year are held at each of the 6 Workforce sites, where parents provide				2 parent meetings held at each site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with exceptional needs and increase the number of Workforce parents who return survey by holding two parent meetings per year at each site.	input for the LCAP.				
Priority 3b Workforce will continue to increase the percentage of parents who are satisfied with the frequency of communication by their child's teachers 1% each year per survey results.	Baseline: 61%				64%
Priority 3c Workforce will continue to increase the percentage of parents who believe the school actively seeks their input into decisions related to their child's education by 1% each year per survey results.	Baseline: 61%				64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5d Decrease high school dropout rate by 0.1% per year.	Baseline: 9.17%				8.07%
Priority 5e Increase cohort graduation rate by 1% per year.	Baseline: 53.67%				56.67%
Priority 6a Decrease suspension rates by 0.1% per year.	Baseline: 5.26%				4.96%
Priority 6b Maintain expulsion rates below 1% each year.	Baseline: 0%				0%
Priority 6c Increase the percentage of students who feel a sense of safety school connectedness by 1% per year, as measured by student survey.	Baseline: 21% of students feel connected to school				24%
Priority 7a 100% of students have access to and are enrolled in a broad course of study.	Baseline: 100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7b 100% of unduplicated students have access to and are enrolled in a broad course of study.	Baseline: 100%				100%
Metric 6c Increase the percentage of students who believe there are adults at their school who they can go to for help, if they need it by 1% per year as measured by the student survey.	Baseline 2020-21: 64%				65%
Metric 6c Decrease the percentage of students who felt so sad or helpless everyday for two weeks that they stopped doing their usual activities by 1% per year as measured by the student survey.	Baseline 2020-21: 34%				33%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<p>Increase Parent Engagement and Awareness of Student Academic, Social-Emotional Learning, and Behavioral Growth, including annual parent education nights at each Workforce site.</p> <p>Schools and families have essential roles to play in promoting children's positive development and academic performance. When educators and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. (CDE, Colorado) Since the conception of the KHSD Parent and Family Centers parent participation has increased.</p>	\$20,009.00	Yes
2	ParentVue Access	Continue to provide access to ParentVUE a component of (KHSD's management system program) this will give access to student's homework assignments, grades and attendance.	\$0.00	
3	Synergy	Continue to document all parent contacts in Synergy (KHSD's management system program).	\$0.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.



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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
4	Prepare graduates for Post Secondary experience.

An explanation of why the LEA has developed this goal.

Postsecondary education has never been more important—the gap in earnings between high school graduates and college graduates continues to grow, as does the demand for college-educated workers. Specifically, in examining the direct link between postsecondary education and labor market outcomes in eight states, researchers found that workers with an associate degree were earning more per year (\$7,160 for women and \$4,640 for men) after five to nine years in the workforce than workers who never went to college (Hodra, 2018). CTE addresses the growing awareness that success after high school requires more than academic readiness and competencies; it emphasizes business, technical and workplace skills, as well as the mindsets and behaviors needed for postsecondary success. As indicated by our growth in the College and Career indicator on the CA School Dashboard, we still have improvements to make in this area. Therefore, it is crucial that we work to provide students with every opportunity to succeed beyond our school walls.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4f Increase the percentage of students completing CTE classes by 1%.	33% of Workforce students were enrolled in CTE courses per session.				36% of Workforce students enrolled in CTE Courses.
Priority 4c Increase CAASPP scores by 0.5% for English Language Arts and Mathematics.	Baseline: ELA - 4.8% Math - 0%				ELA - 6.3% Math - 1.5%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Sections	<p>Increase CTE sections, staffing and instructional resources.</p> <p>Students in Career and Technical Education (CTE) Pathways, especially low-income students are more likely to graduate from high school and enroll in post-secondary education (Dougherty. 2016). CTE reduces dropout and increases on time graduation (American Education Research Journal, 2017). CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students.</p> <p>Workforce CTE course offerings and enrollment have increased substantially from 2016-2017 to 2019-2020. There has been a 20% increase of student enrollment in CTE pathway courses from 2016-2017 to 2019-2020.</p>	\$227,000.00	Yes
2	Career Education Courses	Provide staffing sections and instructional resources for Career Education courses (Career Development/Career Choices) and My Ten Year Plan.	\$80,000.00	Yes
3	ROC/CTEC	Provide exposure and orientation to ROC an college and career readiness via summer boot camp to increase enrollment opportunities.	\$33,000.00	Yes
4	Career Readiness Certification	<p>Continue Career Readiness certification for students: such as CPR/first aid, Soft Skills SP/2, Food Handlers, including staffing and instructional resources.</p> <p>Workforce students will graduate, ready and prepared for their individual, post secondary experience (college or career). Workforce students are accomplishing their goal of post-secondary education. The Career Choices program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.</p>	\$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Core Internship	Continue Core internship for students including additional training hours for students to receive paid work experience, including training for site supervisors.	\$35,000.00	Yes
6	Naviance	Continue using the Naviance program as a supplementary resource to Career Development course, which includes professional development for staff.	\$1,900.00	Yes
7	SBAC	Continue to prepare student for English & Math Smarter Balanced assessments (professional development, progress monitoring, and instructional resources).	\$7,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
5	Provide students with a clean, healthy, physically and emotionally safe learning environment to increase the graduation rate for all students and prepare the students to be college and career ready.

An explanation of why the LEA has developed this goal.

A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways. Such an environment promotes innovation, inquiry, and risk taking. A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. Resolving conflict and preventing violence are important factors in creating a safe learning environment. Our survey indicates we can still improve in this area as 66% of our students said they felt so sad or helpless almost everyday for two or more weeks that they stopped doing some of their usual activities. Although this may be in large part to the pandemic and distande learning, we believe it is necessary to focus this goal on providing students an educational environment that fosters connectedness and success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 1c) Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	All school sites receive a “good” or “exemplary” rating. (Goal 1)				All school sites receive a “good” or “exemplary” rating. (Goal 1)
Priority 5a Increase school attendance rate by 0.1% per year.	Baseline: 2020-21 81%				81.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5b Decrease chronic absenteeism rate by 0.1% per year.	Baseline: 2020-21 33%				32.7%
Priority 5c Middle School Dropout Rate.	NA				NA
Priority 5d Decrease high school dropout rate by 0.1% per year.	Baseline: 2019-20 9.17%				9.07%
Priority 5e Increase cohort graduation rate by 1% per year.	Baseline: 2019-20 53.67%				56.67%
Priority 6a Decrease suspension rates by 0.5% per year.	Baseline: 2019-20 7.5%				6.0%
Priority 6b Main expulsion rates below 1%.	Baseline: 2020-21 0%				0%
Priority 6c Increase the percentage of students who feel a sense of safety and school connectedness	Baseline: 2020-21  100% of students said their teachers treated them with respect				100% of students said their teachers treated them with respect.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 1% as measured by student survey.	78% said they felt students treated each other with respect  21% said that they feel connected to school				81% said they felt students treated each other with respect.  24% said that they feel connected to school.
Priority 7a Maintain 100% of students have access to and are enrolled in a broad course of study.	Baseline: 2020-21 100%				100%
Priority 7b Maintain 100% of unduplicated students have access to and are enrolled in a broad course of study.	Baseline: 2020-21 100%				100%
Priority 7c Maintain 100% of students with exceptional needs have access to and are enrolled in programs/services appropriate to their needs.	Baseline: 2020-21 100%				100%
Local priority	Baseline data 2018-19 1.44%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease percentage of tardiness by 1% each year.					
Metric 6c Increase the percentage of students who believe there are adults at their school who they can go to for help, if they need it by 1% per year as measured by the student survey.	Baseline: 2020-21 64%				67%
Metric 6c Decrease the percentage of students who felt so sad or helpless everyday for two weeks that they stopped doing their usual activities by 1% per year as measured by the student survey.	Baseline: 2020-21 34%				31%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS	Continue development of Multi-Tiered Systems of Support (MTSS) strategies and initiatives. Provide professional development for staff in MTSS strategies.	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Multi-Tiered System of Supports (MTSS) is an evidence-based three-tiered Interventions and Supports framework for improving and integrating all of the data, systems, and practices and Multi-Tiered System of affecting student outcomes every day.		
2	Personal Development Course	Continue to provide a personal development course which includes staffing sections and instructional resources and provide a prerequisite for Core Internship.	\$47,000.00	Yes
3	Student Success	Continue promotion of positive behaviors through Honor Roll Incentives/Gear UP and gold list incentives.	\$50,000.00	Yes
4	Behavior Interventionists	Continue to employ 6 Behavior Interventionists to implement interventions and social emotional learning supports.	\$75,000.00	Yes
5	School Social Worker	Continue to employ 1 School Social Worker to support MTSS assessments and interventions.  A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists.	\$162,284.00	Yes
6	Campus Security	Provide 1 additional campus supervisor at Arvin, BHS, East, Foothill, South and West to 2 full-shift campus supervisors/site.	\$85,922.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.66%	\$1,188,115.00

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

### Required Descriptions

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

1. Kern High Workforce Academy is expending its LCFF Supplemental and Concentration grant funds as determined by the authorizing District's goals, as outline in this LCAP and its actions for implementing these goals.
2. District-wide and school-wide justifications:

Workforce will increase and improve services for unduplicated students by providing supplemental and principally directed services to unduplicated students with programs described in our LCAP. Programs and services such as CTE courses, APEX credit recovery, a full-time social worker, highly-qualified teachers, campus supervisors, behavior interventionists, and a MTSS framework that targets unduplicated pupils. Kern High Workforce Academy provides these programs to ensure unduplicated pupils have equitable access to a well-rounded education, which unduplicated students may not have access to due to circumstances such as:

- Parent educational levels below county average.
- Generational poverty.
- Limited English.

92.4% of the Workforce students are identified as either low income, English learner, or foster youth. As these pupils are enrolled in the Workforce, the Workforce determined the most effective use of its LCFF Supplemental and Concentration grant funds would enhance services to these students in all of our Workforce locations.

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

The majority of the LCFF funding was concentrated on supplementing instruction and literacy utilizing technology and increasing opportunities for students to participate in career technical education courses. The majority of the Workforce students are enrolled for credit recovery and are working on improving remedial skills.

Services to unduplicated pupils have been increased and improved to 23.15% through the following efforts:

- Increased emphasis on multi-tiered systems of support and character development
- Focus on improved literacy.
- Increased utilization of technology in instruction.
- Increased fidelity to instructional program.
- Increased innovation with STEM infusion.
- Increased resources and opportunities for participation in CTE courses.
- Increased credit recovery through APEX.
- Emphasis on credit recovery to meet graduation requirements.
- Increased parent involvement and communications.
- Emphasis on education planning and transcript review.
- Increasing career exploration opportunities.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,188,115.00				\$1,188,115.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$949,384.00	\$238,731.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instructional Resources to Support Literacy/Access Courses	\$32,000.00				\$32,000.00
1	2	English Learners Foster Youth Low Income	IXL Math and Personal Finance	\$55,000.00				\$55,000.00
1	3	English Learners Foster Youth Low Income	Professional Learning Communities	\$44,000.00				\$44,000.00
1	4	English Learners Foster Youth Low Income	Counselors and Educational Planning	\$85,000.00				\$85,000.00
1	5	English Learners Foster Youth Low Income	Literacy Initiatives	\$10,000.00				\$10,000.00
1	6	All	Williams Act - Facilities					\$0.00
1	7	All	Williams Act - Instructional Supplies					\$0.00
2	1	English Learners Foster Youth Low Income	Classroom Libraries	\$2,000.00				\$2,000.00
2	2	English Learners Foster Youth Low Income	Technology Support	\$20,000.00				\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Credit Recovery/Apex	\$60,000.00				\$60,000.00
2	4	English Learners Foster Youth Low Income	Science Technology and Math (STEM) and Project-Based Learning	\$10,000.00				\$10,000.00
3	1	English Learners Foster Youth Low Income	Parent Engagement	\$20,009.00				\$20,009.00
3	2		ParentVue Access					\$0.00
3	3	All	Synergy					\$0.00
4	1	English Learners Foster Youth Low Income	CTE Sections	\$227,000.00				\$227,000.00
4	2	English Learners Foster Youth Low Income	Career Education Courses	\$80,000.00				\$80,000.00
4	3	English Learners Foster Youth Low Income	ROC/CTEC	\$33,000.00				\$33,000.00
4	4	English Learners Foster Youth Low Income	Career Readiness Certification	\$18,000.00				\$18,000.00
4	5	English Learners Foster Youth Low Income	Core Internship	\$35,000.00				\$35,000.00
4	6	English Learners Foster Youth Low Income	Naviance	\$1,900.00				\$1,900.00
4	7	English Learners Foster Youth Low Income	SBAC	\$7,000.00				\$7,000.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	English Learners Foster Youth Low Income	MTSS	\$28,000.00				\$28,000.00
5	2	English Learners Foster Youth Low Income	Personal Development Course	\$47,000.00				\$47,000.00
5	3	English Learners Foster Youth Low Income	Student Success	\$50,000.00				\$50,000.00
5	4	English Learners Foster Youth Low Income	Behavior Interventionists	\$75,000.00				\$75,000.00
5	5	English Learners Foster Youth Low Income	School Social Worker	\$162,284.00				\$162,284.00
5	6	English Learners Foster Youth Low Income	Campus Security	\$85,922.00				\$85,922.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,188,115.00	\$1,188,115.00
<b>LEA-wide Total:</b>	\$1,188,115.00	\$1,188,115.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional Resources to Support Literacy/Access Courses	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	\$32,000.00
1	2	IXL Math and Personal Finance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00
1	3	Professional Learning Communities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,000.00	\$44,000.00
1	4	Counselors and Educational Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	\$85,000.00
1	5	Literacy Initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	1	Classroom Libraries	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	2	Technology Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Credit Recovery/Apex	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
2	4	Science Technology and Math (STEM) and Project-Based Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	1	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,009.00	\$20,009.00
4	1	CTE Sections	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$227,000.00	\$227,000.00
4	2	Career Education Courses	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
4	3	ROC/CTEC	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,000.00	\$33,000.00
4	4	Career Readiness Certification	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
4	5	Core Internship	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
4	6	Naviance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,900.00	\$1,900.00
4	7	SBAC	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	\$7,000.00
5	1	MTSS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	\$28,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	2	Personal Development Course	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,000.00	\$47,000.00
5	3	Student Success	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
5	4	Behavior Interventionists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
5	5	School Social Worker	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,284.00	\$162,284.00
5	6	Campus Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,922.00	\$85,922.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school



climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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 K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.