

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Serving nearly 39,000 students (5.9% African American, 2.7% Asian, 64.1% Hispanic or Latino, and 22.9% White) and encompassing approximately 3,500 square miles, the Kern High School District remains the largest high school district in the state of California. It is comprised of 18 comprehensive high schools, 8 alternative education schools, 4 Special Education centers, 3 Career and Technical Education (CTE) sites, the Bakersfield Adult School, and 1 charter school. The Bakersfield Adult School serves 15,000 students daily, over 19,000 students participate in the district's CTE programs, and 458 students are served in the district's charter school. While neither the adult school nor the charter school is represented in this Local Control Accountability Plan (LCAP), both show the district's steadfast commitment to serving all its students and fully supporting its community.

66.7% of the district's total student enrollment is of the "unduplicated count."

- English Learners (10.4%)
- Foster Youth (0.7%)
- From low-income home environments (66.7%)

In addition, the following distinctions refine the context of the district's students:

- 8 of the 18 sites (Arvin, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West) are comprised of, at minimum, 80% of students of the "unduplicated count."
- 4 of the 5 alternative education sites (Central Valley, Nueva, Tierra Del Sol, and Vista) have a student population of, at minimum, 80% of students of the "unduplicated count."

These numbers signify the level of challenge to be met in order to ensure that all students are successful in school and explain the percentage of funding acceptable by the Local Control Funding Formula (LCFF) to be used in order to "improve or increase" services to achieve educational equity. Ensuring educational equity translates into all students graduating from high school, prepared to succeed in college or the workforce.

Fundamental to the district's mission is providing a comprehensive and rigorous curriculum to all students, with appropriate intervention classes that support the completion of the core program and allow students to access higher-level course work. Intervention programs include Access, the redesigned literacy program; "Operation Algebra Success," the focus of the foundation math classes; and Positive Behavior and Intervention Supports (PBIS), which supports the social and emotional learning of the student. In addition, the district provides ongoing professional development to all teachers, in order to implement the new state standards effectively and to meet the social/emotional needs of the students.

Showing its commitment to achieving optimal learning environments for all students, the district continues to dedicate substantial funding to class-size reduction. In the 2016-17 school year, 473 teaching sections were allocated specifically to class-size reduction, a 36% increase from the year before. In addition, the district values an ethnically-diverse and experience-rich teaching staff that reflects the composition of its student body; hence, it purposefully recruits teachers from various areas of the United States and will continue to do so to meet the upcoming teaching staff needs.

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

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

Finally, the LCAP continues to be a collaborative effort between the Kern High School District and its valued stakeholders. The LCAP Advisory Council is comprised of individuals who represent the district's stakeholders and meets monthly. In addition, the district provides additional opportunities for stakeholders, including students, to come together to discuss the LCAP's goals and progress, as well as provide appreciated input.

The Superintendent and his administrative team extend their gratitude and thanks for the dedication and efforts of all parents, partners, and stakeholders in the development of this LCAP.

LCAP HIGHLIGHTS

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

KHSD employs close to 1,900 teachers. 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 individual sites' School Accountability Report Card (SARC). (Goal 1)
- ✓ Authorized certificated and classified staff teach English Learner (EL) students. (Goal 1)
- ✓ Recruitment efforts for certificated staff continue to meet district need. 14 states and 8 California Teacher Fairs were visited. (Goal 1)

Class size average was reduced from 27.3 (baseline year in 2007-08) to 26.5 in 2014-15 (most recent data provided by ED DATA, California Department of Education (CDE). LCAP has provided 1,019, additional sections to help further reduce class size.

- ✓ 473 LCFF sections (Goal 1)
- ✓ 31 extended day sections (Goal 1)
- ✓ 99 restoration sections (Goal 1)
- ✓ 55 science sections (Goal 1)
- ✓ 70 Access sections (literacy classes) (Goal 1)
- ✓ 11 sections to the continuation sites (Goal 1)
- ✓ 42 Apex sections earmarked for credit recovery (Goal 1)
- ✓ 79 intervention sections (Goal 1)
- ✓ 21 summer EL intervention sections (Goal 2)
- ✓ 138 summer school sections (Goal 2)

LCAP has provided the following support resources for teaching staff:

- ✓ Kern High Induction Program (KHIP), new teacher support (Goal 1)
- ✓ Professional development (Goals 1, 2,3 and 4)
- ✓ District resource teachers (Goal 1)
- ✓ Computerized programs (STAR Renaissance, Edmentum, Apex, Illuminate, A2A, and Naviance) (Goal 2)
- ✓ Resources for all core and electives classes (Goals 1, 2,3 and 4)
- ✓ Technology coaches (Goal 2)
- ✓ Technology (computers, Chromebooks, technology teaching tools) (Goal 2)

LCAP has provided the following resources to "enhance student support" (KHSD "Strategic Policy"):

- ✓ Smaller class sizes (Goals 1 and 2)
- ✓ Student-based projects in science and the fine arts (Goal 1)
- ✓ Technology (computers, Chromebooks, technology) (Goal 2)
- ✓ A variety of class offerings (Goals 1, 2, 3 and 4)
- ✓ Additional support for English Learners (EL), Foster Youth (FY) and the "unduplicated student count" (Goals 1, 2, 3 and 4)
- ✓ Extended library hours (Goal 2)
- ✓ Foster Youth site mentoring (Goal 4)
- ✓ Positive Behavioral Intervention Supports (PBIS) at all school sites (Goal 4)
- ✓ Expansion of Career Technical Education (CTE) and pathways (Goal 3)
- ✓ Classes for College and Career Readiness (Goals 1,2,3 and 4)
- ✓ AVID (Goal 3)
- ✓ Project BEST (Goal 3)
- ✓ Expansion of a-g classes (Goals 1,2,3 and 4)
- ✓ Additional counselors (Goal 4)
- ✓ District Student Liaison (Goal 4)
- ✓ Social Workers (Goal 4)

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

- ✓ 12 **Parent Centers** (Goal 4)
- ✓ **Community specialists** housed at the Parent Centers (Goal 4)
- ✓ Parent activities (meetings, parent classes, college field trips (Goal 4)
- ✓ District parent liaison (Goal 4)
- ✓ LCAP Advisory Council (Goal 4)

The above-mentioned actions support and enhance student performance and prepare students to meet the challenges of high school and beyond.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

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



KHSD’s “greatest progress” points are the following:

- To ensure optimal learning environments for all students, the district provided significant funding for class-size reduction. It included 473 teaching sections, a 36% increase from the prior year. It also included 70 teaching sections for Access, KHSD’s redesigned literacy course, which provides focused intervention in reading instruction; and 55 teaching sections in science classes to promote the Next Generation Science Standards (NGSS) action of “doing more science” through inquiry-based, three-dimensional learning.
 - The district will continue to provide funding for class-size reduction. (Goal 1, Action 1.01)
 - The district is committed to supporting Access in order to increase literacy rates. It will do this by funding Access teaching sections, providing teaching and student materials, and providing professional development to ensure program fidelity. (Goal 1, Actions 1.04, 1.08 and 1.11; Goal 2, Action 2.09)
 - The district will continue to support implementation of NGSS through teaching-section allocation, STEM to STEAM mini grants, funding to replenish lab materials, and professional development. (Goal 1, Actions 1.01, 1.04, 1.09)
- The district values an ethnically-diverse and experience-rich teaching staff so it has **broadened its recruitment efforts** to garner a more diverse candidate pool. 200 new teachers were hired for 2016 – 2017,



GREATEST PROGRESS

a 14.2% increase from the prior year, and of the 200 new teachers, 78 (39%) specifically reflected the district's significant subgroups.

- The district plans to continue its recruitment strategy to hire the best teachers, who also represent the diverse student populations of KHSD. (Goal 1, Actions 1.14 and 1.15)
- The district will continue its full **support of KHIP** so that new teachers are effectively supported and mentored and may obtain their clear teaching credential. (Goal 1, Action 1.13)
- KHSD serves 2,589 English Learners (EL), who have access to the full curriculum spectrum – that is, core and elective courses. Since 2012-2013, 25% of the district's Long-Term English Learners (LTELS) have reclassified. During the summer of 2016, 76 students reclassified and 123 students transitioned to the next EL level. The district provided 138 additional LCFF sections in summer school for EL support.
 - The district will continue to provide EL support through Access, summer school, and other intervention mechanisms that will help students reclassify, recover credits and/or access higher-level courses, and meet their a-g requirements. (Goal 2, Actions 2.01, 2.02, 2.03)
 - The district will retain bilingual instructional aides, instructional aides, and bilingual technicians to provide primary language support to EL students and parents. (Goal 2, Actions 2.04 and 2.06)
 - The district will retain the ELD resource teacher to oversee the ELD program, monitor student growth and intervention needs, and provide appropriate professional and curriculum development. (Goal 1 and 2, Action 1.11 and 2.05)
- **Access, the district's redesigned literacy course**, serves 1,948 students, a 56% increase from last year. Students enrolled in Access need reading support because they read below grade level. The average Individual Reading Level (IRL) growth of students enrolled in Access last year, 2015-2016, was .94, which is nearly one full grade level (IRL) of growth.
 - The district will **maintain the ELA/Literacy resource teacher in order to oversee program development**, maintain program fidelity, and monitor student progress. (Goal 1, Actions 1.11)
 - As stated prior, the district is committed to supporting Access in order to increase literacy rates. It will do this by funding Access teaching sections, providing teaching and student materials, and providing professional development. (Goal 1, Actions 1.05, 1.08 and 1.11; Goal 2, Action 2.09)
 - The district will coordinate with the Bakersfield Adult School to expand its English-as-a-Second-Language offerings at the comprehensive sites. (Goal 4, Action 4.14)
- Providing adequate intervention programs remains a district priority in order to ensure students' graduation and access into higher level, college preparatory courses. These programs include Access (previously mentioned), AVID (Advancement Via Individual Determination), Edmentum (an online support program for math Foundations 1 and 2), Apex (an online credit recovery and course advancement program), Naviance (an online college and career planning program), STAR Renaissance (an online progress monitoring

program specifically for math and literacy), and summer school. These programs supported the following positive outcomes:

- There was a slight decrease, district wide, in the percentage of Cs and Ds (1%) and a slight increase, district wide, in the percentage of As (1%).
- 49% of students exceeded or met the English Language Arts (ELA) standards for the California Assessment of Student Performance and Progress (CAASPP), the new California testing program for grade 11 students.
- 52% of students scored “ready” or “conditionally” ready on the Early Assessment Program (EAP) that indicates college preparedness for ELA.
- 1,000 students scored a 5 on AP exams taken in 2014-2015, nearly 50% more 5 point scores from the prior year, with an increase only of 400 total exam takers.
- 90.3% of students graduated, a 5.4% increase from the prior year.
 - 79.2% of English Learners graduated, a 10.4% increase from the prior year.
 - 88.6% of students identified as low-socioeconomic graduated, a 7% increase from the prior year.
 - 90.6% of African American students graduated, an 8.7% increase from the prior year.
- The district will continue to support the intervention programs mentioned above by the following means:
 - The district will continue to support algebra-readiness through the Edmentum online program, which provides targeted intervention in the pre-algebra foundations classes. (Goal 1, Action 1.07)
 - The district will continue its contract with STAR Renaissance, which provides progress monitoring in math and literacy. (Goal 1, Action 1.06)
 - The district will continue to purchase Apex licenses to support credit recovery, a-g completion, and course advancement. (Goal 2, Action 2.02)
 - The district will continue to provide additional sections for intervention classes that specifically support “at-risk” students, grades 9-12. (Goal 2, Action 2.03)
 - The district will continue to provide additional sections in summer school, specifically for intervention and credit recovery and to support EL students. (Goal 2, Action 2.01)
 - The district will continue its contract with Naviance, an online college-readiness program, which also serves as a complementary resource for the Career Choices program. (Goal 3, Action 3.03)
 - The district will retain a district AVID coordinator. (Goal 1, Action 1.11)
- The district’s post-secondary partners have noted that the highest predictor of success in a student’s first year of college English is the English, Reading and Writing Curriculum (ERWC). 111 sections of

ERWC were offered last year, district wide. Of the 3,340 students enrolled in ERWC, 91% received a C or better, which means they were able to take non-remedial, college English in their first year of college. Of the 91% who completed the ERWC course with a C or better, the following should be noted:

- 64.8% were designated as unduplicated students.
 - 37.1% were designated as EL or Reclassified Fluent English Proficient (RFEP).
 - In order to keep reducing the need for remediation in college English, the district will continue to support ERWC by funding materials and training. (Goal 3, Action 3.08)
- The district continues to further its Career and Technical Program (CTE). Nearly half the total student population was enrolled in a CTE course last year, a 24% increase from the prior year. Of those students, 40% were enrolled in a second or “concentrator” course, and about 25% of those students enrolled in a third or “capstone” class. All CTE courses meet industry standards and local needs, and articulate with the local community colleges – that is, Bakersfield College (BC) and Taft College.
 - The Regional Occupation Center (ROC) will continue to provide career-readiness programs to KHSD students. (Goal 3, Action 3.01)
 - The Career Choices program, along with Naviance, the online college and career readiness program, will continue to be funded to provide career awareness and job readiness. (Goal 3, Actions 3.02 and 3.03)
 - Quest for Success, a career development program that includes work experience, will continue to be funded next year. (Goal 3, Action 3.04)
 - The district will continue to work with BC, Taft College, and California State University, Bakersfield (CSUB) to develop and expand its Dual Enrollment (DE) program. Students enrolled in DE courses receive high school and college credit simultaneously. Some of the DE courses offer university transferrable credit, as well. Last year, 10 KHSD sites offered DE courses. Courses ranged from CTE courses like Digital Photography, Floral Design, and Welding to academic core classes like Biology and Pre-Calculus.
 - Development of a dual enrollment statistics course is underway. (Goal 3, Action 3.09)
 - A district resource counselor will help to provide avenues for seamless transitioning into college. (Goal 3, Action 3.06)
 - KHSD continues to support outstanding programs that promote the academic success of its students.
 - AVID (Advancement Via Individual Determination) served 1,367 students last year at 13 comprehensive sites. 77% of the participating students were pupils of the “unduplicated count,” and 37% were EL. Of the 220 AVID seniors, 82% enrolled in college – 32% at a two-year college and 68% at a four-year college.
 - The district will continue to fund an AVID coordinator. (Goal 1, Action 1.11)

- The district will continue to provide professional development to expand AVID further. (Goal 3, Action 3.07)
 - AmeriCorps, a community-based mentoring program, served 204 students by providing mentoring, academic and social-emotional support, and career exploration.
 - The district will continue to fund this program, which currently serves 5 sites, two of which are alternative-education schools. (Goal 4, Action 4.18)
 - Project BEST (Black Excellence in Scholarship and Teaching) served 661 total students last year, grades 9 – 12. Over 86% graduated from high school and are either enrolling in college or entering the workforce.
 - The district will continue to fund this program. (Goal 3, Action 3.05)
 - Latina Leaders, a leadership program for young Hispanic women, served 145 students, grades 10-12, last year. In 2016-2017, 164 students, grades 10-12, are participating.
 - The district will continue to fund this program. (Goal 4, Action 4.18)
 - The State Seal of Biliteracy recognizes high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. 683 students earned the State Seal of Biliteracy last year, a 42% increase from the 2013-2014 school year.
 - The district will continue to support an ELD coordinator who oversees the ELD program and promotes the success of this program. (Goal 1, Action 1.11)
 - The district will maintain its practice of course alignment and professional development in the effective teaching of the new state standards.(Goal 3, Action 3.10)
- KHSD continues to strongly support PBIS (Positive Behavioral and Intervention Supports), a multi-tiered support system that fosters positive student relationships and positive school climates. All 23 KHSD sites have implemented PBIS. One site (Bakersfield High School) received Gold Recognition from the California PBIS Coalition for Outstanding Achievement. The positive results of PBIS include the following:
 - The annual attendance rate for last year, 2015-2016, reached 95.5%, nearly 2% higher than it was in 2012-2013.
 - Chronic absenteeism decreased by nearly half, from 17.1% to 9.2% (2013 to 2016).
 - The dropout rate decreased from 14.5% to 9% (2013 to 2016).
 - Suspension and expulsion rates dramatically decreased, even though a data inputting error in 2013-2014 shows an increase in suspensions and expulsions for all subgroups on the new California Dashboard. In actuality, suspensions decreased from 16% to 12% and expulsions decreased from 0.6% to 0.2% from 2013 to 2016. 7 schools (Central Valley, Liberty, Mira Monte, Nueva, Tierra Del Sol, Vista, and Vista West) had zero expulsions last year, and another 7 schools (Centennial, East, Golden Valley, Independence, North, Ridgeview, and South) had an expulsion rate of 0.1%.

- Parent Centers at 12 sites (Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Mira Monte, North, Ridgeview, Shafter, South, and West) are open and thriving. Parent Centers provide daytime and evening workshops to help parents and guardians become education advocates for their students.
- The district will continue to support PBIS in the following ways:
 - Support and expand PBIS at all sites (Goal 4, Action 4.01)
 - Maintain current leadership, including Supervising Administrator of Student Support Services, and support staff. (Goal 3, Actions 3.12 and 3.13; Goal 4, Actions 4.03, 4.06, 4.07, 4.08, 4.09, and 4.17)
 - Provide additional staff, including nurses, and training to continue developing the multi-tiered systems of support. (Goal 4, Actions 4.02, 4.12)
 - Continue to maintain and expand Parent and Family Centers and other coordinating parent-support mechanisms. (Goal 4, Actions 4.04 and 4.05)
 - Provide ongoing training in unconscious bias, cultural responsiveness, and equity. (Goal 4, Action 4.11)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

KHSD’s “greatest needs” points are the following:

- According to the California Department of Education (CDE) dashboard, the district’s received a performance level rating of red for suspension and expulsion rates show a significant increase for all subgroups. The rates, however, do not accurately reflect the district’s improvement in this area. The calculation used to determine the status of the suspension and expulsion rates were total suspensions/expulsions in 2013-2014 minus total suspensions/expulsions in 2014-2015, but because **there was a reporting error** of no suspensions or expulsions in 2013-2014, the results show a significant increase. In actuality, suspensions decreased from 16% to 12% and expulsions decreased from 0.6% to 0.2% from 2013-2016. Suspensions and expulsions were calculated separately. Data updates to the dashboard in the fall of 2017 will show the correction to this discrepancy.
 - KHSD will continue to strengthen student relationships and build positive school climates so that all students can learn in safe, nurturing environments. To this end, KHSD maintains its support of Positive Behavioral Intervention and Supports (PBIS), which focuses on restorative practices to establish healthy interactions between students. All 23 KHSD sites have implemented PBIS.

GREATEST NEEDS

- KHSD will continue to provide professional development to all staff in building PBIS practices at their sites and in teachers' classrooms.
- KHSD will continue to provide professional development in classroom management to all teachers, particularly to new teachers.
- KHSD will continue building systems of equity for all students through the employment of experts. (Dr. Jon Eyler, Collaborative Learning Solution and Dr. Edward Ferguson, New York University)
- According to the dashboard, **English Learner progress** is “very low.” This indicator status is inaccurate because 25% of the district's LTELs have reclassified since 2012-2013, which is not reflected on the dashboard. Still, overall EL student performance is low, and improvement measures are as follows:
 - **Continue to integrate literacy strategies into ELD curriculum** to improve IRL of all EL students and to increase reclassification rates.
 - **Continue to provide ongoing professional development for ELD and SDAIE teachers.**
 - Continue to provide tutoring and appropriate interventions (academic and social-emotional) so that graduation, a-g, college preparedness rates increase, and students can access the full curriculum with success.
- **A significant number of grade 9 students fall below grade 8 IRL (Individual Reading Level),** as measured by STAR Renaissance. Improvement measures are as follows:
 - 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.**
- Approximately one third of grade 9 students are placed in a foundations (pre-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.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

As per the California School Dashboard, the status for suspensions and expulsions is “very high” for all subgroups except Asian and Filipino. As stated in the “greatest needs” section, the calculations for total suspensions and expulsions are incorrect because of an inputting error. The fall dashboard update should show a significant decrease of suspensions and expulsions. Even so, KHSD will **continue to support PBIS efforts** in order to build positive relationships between students and **foster safe and positive school environments** in which all students can be successful.

In addition, the dashboard shows low performance for the EL students. In addition to the action steps summarized in the “greatest needs” section, to improve their academic performance, the district will **establish a task force to examine obstacles and find solutions** to foster academic growth and build success.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

To respond to the below grade-level reading scores, as well as provide necessary support to EL students transitioning into the core curriculum, **70 literacy/reading sections were provided to sites, proportionate to their EL and “unduplicated”** student count. Called Access, this course directly speaks to education equity by ensuring fundamental access to the core curriculum. Further supporting the instructional needs of the students, district resource teachers in the core subjects have been funded to provide sites with **appropriate guidance, professional development, and resources for optimal classroom intervention**. In addition, specifically to support the district’s Long-Term English Learners, **summer EL support classes** will continue to be funded to maximize EL reclassification. Nearly twice as many students reclassified last year due to this summer program. To provide primary language support to the EL student, over \$2 million has been allocated to retain support staff in the ELD and SADIE classrooms, as well as all classrooms with EL students.

Over \$2 million has been allocated to intervention classes in math and English. These classes include Apex, the district’s in-school online program, which provides credit recovery to students lagging behind and assists them with a-g completion. Reduced class sizes in all content areas will further serve the needs of the district’s unduplicated student. Continuous improvement in the district’s technology infrastructure, as well as maintaining science labs and libraries also benefit the students of the “unduplicated count.” Parent Centers, PBIS, increased CTE offerings, and increased counseling and support services are all in place to encourage students to remain in school and achieve success at the highest levels possible.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$430,147,319

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$48,924,707

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

\$362,800,000

Total Projected LCFF Revenues for LCAP Year

Goal 1

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

State and/or Local
Priorities Addressed by this
goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES


EXPECTED

Goal 1 Metrics Priority 1:

(1a.) Provide a 100% fully credentialed and appropriately assigned teaching staff. **Zero teachers** will be mis-assigned in 2016-2017.

ACTUAL

Goal 1 Metrics Priority 1:

 (1a.) KHSD has 99% of their teaching staff fully credentialed. California's teacher shortage has played a factor in the KHSD hiring 12 staff members with Provisional Internship Permits (PIP) and 6 Short-Term Permits (STSP). All 18 (employees are enrolled in the KHSD PIP and STSP programs provided by KHSD. All 18 teachers are appropriately assigned with English Learner (EL) authorization.

- ❖ Commission on Teacher Credentialing and KHSD Oracle PeopleSoft Enterprise reporting system
<http://www.kernhigh.org/apps/pages/SARCs>
- ❖ **Zero teachers** are mis-assigned; all EL teachers are teaching with EL authorization.

(1b.) Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students and maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).

✓ **(1b.)** KHSD annually publishes the School Accountability Report Card (SARC) for its school sites February 1 of each year. A section of the SARC contains the Facilities Inspection Tool (FIT) rubric. Each school is rated on where it’s maintaining a safe and clean campus.

Ratings	2015-16	2016-17
Exemplary / Good	23 School Sites	23 Schools Sites
Fair	0 School Sites	0 School Sites
Poor	0 School Sites	0 School Sites

(<http://instruction.kernhigh.org/school-accountability-report-cards/>)

(1c.) Maintain English Learner (EL) authorization for 100% of EL teachers.

✓ **(1c.)** Commission on Teacher Credentialing and KHSD HQ Oracle PeopleSoft Enterprise reporting system verifies that all KHSD teachers teaching English Learners are authorized.

School Year	KHSD EL Authorized
2014-15	100%
2015-16	100%
2016-17	100%

Goal 1 Metrics
Priority 2:

(1d.) Deliver 85% implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by CDE).

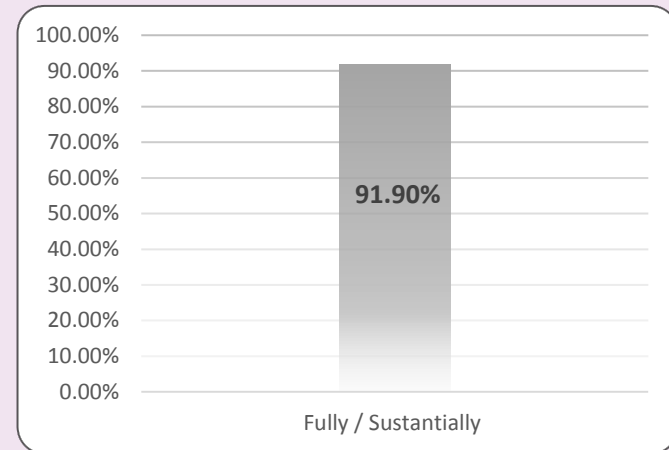
Goal 1 Metrics
Priority 2:

(1d.)




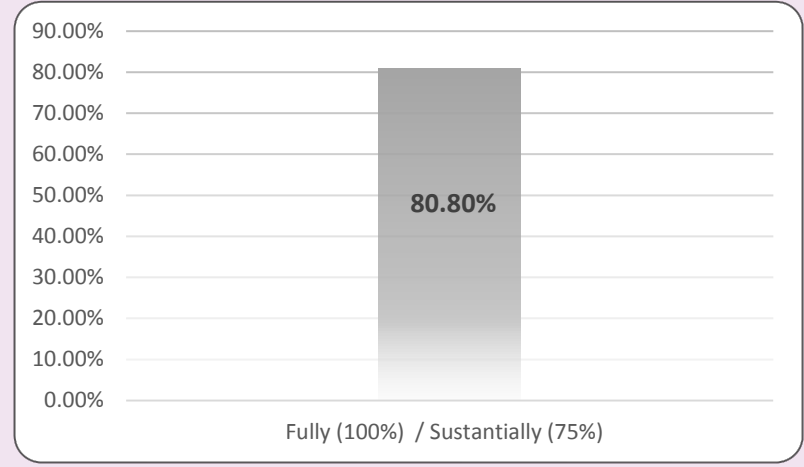
2016-17 LCAP Certificated Survey
Academic Program Survey

“The school/district provides California standards-aligned or CCSS-aligned textbooks and instructional materials, including ancillary materials for universal access.”




California Department of Education Academic Program Survey
The school /district prepares, distributes, and monitors the use of an annual district instruction / assessment pacing guide for the locally-adopted, standards-aligned curriculum.

2016-17 LCAP Certificated Survey
 "My school provides a high quality education for students." 



Research shows that "full implementation of the CCSS system will occur over several years" (Common Core State Standards System Implementation Plan for California, California Department of Education, April 2014).

(1e.) Provide at least one Instructional Assistant (IA) in English Language Development (ELD) classes and one Bilingual Instructional Assistant (BIA) in core classes to provide support for English Learners to access the Common Core State Standards (CCSS).

 **(1e.)** All ELD classes have been provided with the necessary assistance. Instructional Assistant and Bilingual Instructional Assistant
 2016-17 Period Allocations

2016-17 Instructional Assistant (IAs) Bilingual Instructional Assistant (BIAs) Period Allocations	
Instructional Assistant (Only assigned in English Language Development (ELD) Classes)	61
Bilingual Instructional Assistant (Assigned in Core classes (Math, Science and Social Studies)	282

(1f.) 100% of English Learners will be enrolled in appropriate level of designated ELD classes. EL students in core classes will be taught by teachers with EL certification.



(1f.) KHSD serves 2,589 English Learner (EL) students. EL students are enrolled into English Language Development (ELD), core classes (math, science and social studies) and elective classes. 100% of KHSD teachers possess an English Learner Authorization including other valid, non-emergency credentials or permits held.

KHSD English Language Development (ELD) Sections Fall 2016 Sections				
ELD1 (Beginning)	ELD 2 (Early Intermediate)	ELD 3 (Intermediate)	ELD 4G (Early Advanced)	ELD 4P (Advanced)
32	21	65	41	30

(1g.) Increase a-g rate by 2%, district wide and for all significant subgroups, as measured by previous year's a-g rate (see page 54). Achievement gaps between sub groups will be closely monitored so that those gaps can be narrowed.



(1g.)

12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance			
	2012-13	2013-14	2014-15
African American	25.8%	32.5%	25.3%
Hispanic	28.0%	30.7%	28.5%
White	39.6%	41.6%	37.5%
District	32.3%	35.6%	32.3%
County	29.8%	33.3%	30.7%
State	39.4%	41.9%	43.4%

CDE has not released 15-16 data

**Goal 1 Metrics
Local Priorities**

(1h.) Increase staffing formula by a minimum of 2% each year to reduce class size by site average and by individual class (see pages 25 -29 for section allocations).

(1i.) Hire teachers that reflect the demographic student groups of the district.

**Goal 1 Metrics
Local Priorities**

✓ **(1h.)**

LCFF Sections 2016-17	
School Year	# of LCFF Sections
2014-15	185
2015-16	349 (Includes the 185 sections in 2014-15)
2016-17	473 (Includes the 349 sections in 2015-16)

A 26% increase is noted from 2015-16 to 2016-17 in the number of LCFF teaching sections that have been allocated. There was an 83% increase in section from 2014-15 to 2015-16.

✓ **(1i.)** KHSD employs 1,872 teachers which include the 200 new teachers that were hired for the 2016-17 school year.

Ethnicity	2015-16	2016-17
Hispanic (Certificated Teaching Staff)	50 (29%)	67 (33.5%)
Hispanic (Students)	23,364 (62.6%)	24,408 (64.1%)
African American (Certificated Teaching Staff)	4 (2%)	7 (3.5%)
African American (Students)	2,230 (6.0%)	2,265 (5.9%)

(1j.) Increase one Instructional Reading Level (IRL), per year, in reading and math per STAR Renaissance assessment. The baseline measurement was measured in the fall of 2015-16 for reading, (see page 18). The baseline will be established for math in the fall of 2016-17.

X (1j.)

**Grade 9 STAR Renaissance Reading by LCFF
Comprehensive School Sites
(Prioritized by Unduplicated Pupil Count)
2015-16 (Quarter 1) 9th Graders
compared to 2016-17 10th Graders Quarter 1
Instructional Reading Level (IRL) Average**

School Site	2015-16	2016-17	School Site	2015-16	2016-17
South	6.2	6.2	Ridgeview	6.4	7.1
Mira Monte	6.0	5.7	Bakersfield	6.3	7.0
Arvin	5.8	6.0	Kern Valley	5.5	7.5
Foothill	6.2	6.4	Highland	6.8	6.5
West	6.4	6.6	Independence	6.8	7.8
East	6.2	6.5	Stockdale	8.7	8.8
Golden Valley	6.5	6.5	Centennial	6.9	8.9
Shafter	6.2	6	Frontier	7.6	8.3
North	6.5	4	Liberty	8.0	8.5

**STAR Renaissance Reading
Alternative School Sites
2015-16 (Quarter 1) 9th – 12th Graders
compared to 2016-17 9th – 12th Graders Quarter 1**

Year	Central Valley	Nueva	Tierra Del Sol	Vista	Vista West
2015-16	5.2	4.5	5.1	6.0	5.8
2016-17	5.7	5.1	5.8	6.4	6.2

**Star Renaissance Math
Comprehensive Site
2016-17 9th Graders
Average Scale Score
Baseline Year**

School Site	2016-17	School Site	2016-17
South	762.2	Ridgeview	558.8
Mira Monte	723.9	Bakersfield	751.5
Arvin	743.3	Kern Valley	782.7
Foothill	734.7	Highland	774.4
West	736.2	Independence	792
East	755.5	Stockdale	849.1
Golden Valley	770	Centennial	813.4
Shafter	723.9	Frontier	821.4
North	744.3	Liberty	818.4

**Star Renaissance Math
Alternative Comprehensive Sites
2016-17 9th – 12th Grades
Average Scale Baseline
Baseline Year**

Central Valley	Nueva	Tierra Del Sol	Vista	Vista West
722.6	703.5	677.5	724.4	706.4

(1k.) Decrease Ds and Fs, overall, by 2% to reduce need for remediation, increase course completion rates, and increase a-g rates (see page 19).

(1k.)

**Fall Grade Distribution
2014, 2015 and 2016
Fall Semester**

	2014-15 Fall Semester	2015-16 Fall Semester	2016-17 Fall Semester
A's	31%	33%	34%
B's	27%	27%	27%
C's	22%	21%	21%
D's	11%	11%	10%
F's	8%	8%	8%

(11.) Expand section allocation, per highest-need schools first, to broaden course options in literacy; Science, Technology, Engineering, and Math (STEM); Visual and Performing Arts; Career and Technical Education (CTE); and Advancement Via Individual Determination (AVID). All of the classes, courses, and programs offered at each school site are available to pupils of the unduplicated count and to students with exceptional needs.



Class Size Reduction Sections	2015-16	Class Size Reduction Sections	2016-17
English (131) Math (104) Science (36) Social Studies (36) Modern Language (6) Physical Education (5) Visual and Performing Arts (9) Miscellaneous (22)	349 Sections	English (194) Math (108) Science (60) Social Studies (54) Modern Language (5) Physical Education (12) Visual and Performing Arts (5) Miscellaneous (35)	473 Sections
Restoration Sections	2015-16	Restoration Sections	2016-17
English (32) Math (22) Science (1) Social Studies (16) Modern Language (3) Miscellaneous (25)	99 Sections	English (45) Math (17) Science (17) Social Studies (9) Modern Language (3) Miscellaneous (8)	99 Sections
Extended Day Sections	2015-16	Extended Day Sections	2016-17
English (5) Math (9) Science (10) Modern Language (3) Physical Education (4) Visual Arts and Performing Arts (4)	35 Sections	English (10) Math (8) Science (5) Social Studies (4) Modern Language (1) Physical Education (1) Miscellaneous (2)	31 Sections
Literacy (Access Classes)	2015-16	Literacy (Access Classes)	2016-17
	36 Sections		70 Sections
Science	2015-16	Science	2016-17
	54 Sections		55 Sections
Career and Technical Education (CTE)	2015-16	Career and Technical Education (CTE)	2016-17
	426 Sections		642 Sections

ACTIONS / SERVICES for GOAL 1

PLANNED

(1.01) Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2021. This funding includes additional class sections for restoration (1.01), and extended day sections (1.01), Access (1.05), Science classes (1.09), and related teaching sections and administrative costs at the Alternative Education Sites (1.02/1.03).

Provide 124 additional sections (1.01) to all comprehensive sites, proportionate to the number of unduplicated pupil count to reduce class size further and/or increase elective offerings.

Following are the total number of teaching sections provided to each school site. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count, Included in the total number of sections are the periods for restoration, extended day, Access literacy, additional science, and library (2.07).

The total section allocation per site below includes the sections funded by the Supplemental and Concentration (S/C) Grant, given Proportionately to the site's LCFF "unduplicated count" of students. Concentration (S/C) Grant, given Proportionately to the site's LCFF "unduplicated count" of students.

ACTUAL

 **(1.01)** Class size reduction commenced in the 2014-15 school year. In the 2016-17 school year, sites were allocated 473 teaching sections. This is a 36% increase from 2015-16 when 349 teaching sections were allocated.

473 LCFF Teaching Sections for 2016-17

194 English Sections

108 Math Sections

60 Science Sections

54 Social Studies Sections

5 Modern Language Sections

12 Physical Education Sections

5 Visual and Performing Arts Sections

35 Miscellaneous Sections

99 Restoration Teaching Sections for 2016-17

45 English Sections

17 Math Sections

17 Science Sections

8 Social Studies Sections

3 Modern Language Sections

1 Applied Arts Section

8 Miscellaneous Sections

31 Extended-Day Teaching Sections for 2016-17

10 English Sections

8 Math Sections

5 Science Sections

4 Social Studies Sections

1 Modern Language Sections

1 Physical Education Sections

2 Miscellaneous Sections

[Actions/Services](#)

**LCFF SECTIONS
2016-17 Per Unduplicated Pupil Percentage**

School Site	2015-2016	2016-2017	Total
South	27	10	37
Mira Monte	28	11	39
Arvin	33	11	44
Foothill	24	10	34
West	26	7	33
East Bakersfield	27	9	36
Golden Valley	29	10	39
Shafter	17	7	24
North	17	7	24
Ridgeview	24	9	33
Bakersfield	28	9	37
Kern Valley	4	2	6
Highland	19	6	25
Independence	16	6	22
Stockdale	10	3	13
Centennial	7	2	9
Frontier	8	2	10
Liberty	5	3	8
Total	349	124	473

Provide 124 additional sections to all comprehensive sites, proportionate to the number of their unduplicated pupil count, to reduce class size further and/or increase elective offerings: 349 (2015-16) +124 sections (2016-17) funded by Supplemental and Concentration (S/C) Grant = 473 X \$21,000 per section = \$9,933,000.

California Department of Education
ED Data
KHSD Class Size Average

2007-08 (Baseline)	2013-14	2014-15	2015-16
26.2	27.3	26.5	2015-16 data pending

**Restoration Sections Funded
by LCFF 2016-17**

South	5	Ridgeview	7
Mira Monte	6	Bakersfield	8
Arvin	7	Kern Valley	2
Foothill	5	Highland	5
West	6	Independence	5
East Bakersfield	6	Stockdale	6
Golden Valley	7	Centennial	5
Shafter	4	Frontier	6
North	4	Liberty	5

99 Restoration sections will be funded in the 2016-17 school year by Supplemental and Concentration (S/C) Grant = 99 X \$21,000 per section = \$2,079,000.

**Extended Day Sections Funded
by LCFF 2016-17**

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

31 Extended Day sections will be funded in the 2016-17 school year by Supplemental and Concentration (S/C) Grant = 31 X \$21,000 per section = \$651,000.

Scope of Service:
All Comprehensive School Sites
(Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West)

Pupils to be served within identified scope of service

__ ALL

OR:

__ X Low Income pupils __ X English Learners
__ X Foster Youth __ X Redesignated fluent English proficient __ X Other Subgroups: Specify) African American students, Special Education students

BUDGETED

\$12,663,000: Supplemental and Concentration Grant (S/C), Certificated Salaries and Benefits

PLANNED

(1.02/1.03) Provide additional teaching sections or administrative sections to support the intervention efforts of the continuation sites to deliver services to identified “at risk” students. The sections, both teaching and administrative, will be distributed according to need and in coordination with the Supervising Administrator of Alternative Education.

\$115,009 for administrative sections
\$230,824 for teaching sections
TOTAL =\$345,833

Expenditures

Actions/Services

Scope of Service:
All Comprehensive School Sites
(Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West)

Pupils to be served within identified scope of service

__ ALL

OR:

__ X Low Income pupils __ X English Learners
__ X Foster Youth __ X Redesignated fluent English proficient __ X Other Subgroups: Specify) African American students, Special Education students

ESTIMATED ACTUAL

\$12,188,925: Supplemental and Concentration Grant (S/C), Certificated Salaries and Benefits

ACTUAL

✓ **(1.02/1.03)** KHSD continuation sites utilized their additional sections by assigning 5 administrative periods and 11 teaching sections in the following subject areas.

2	CTE sections
3	English sections
2	Math sections
2	Science sections
2	Visual and Performing Arts sections

All of these sections are dedicated to serving the district’s “at risk” students.

Kern High School Alternative Education Continuation Schools 2015-16 Unduplicated Pupil %	
Nueva	91.00%
Central Valley	90.50%
Vista	90.20%
Tierra del Sol	88.80%
Vista West	63.4%

Continuation Site	% of Unduplicated Student
Nueva	87.7%
Central Valley	87.0%
Tierra Del Sol	88.3%
Vista	84.1%
Vista West	64.0%

Kern High School District Continuation Schools Graduates (Central Valley, Nueva, Vista, Vista West, and Tierra Del Sol)	
Number of Graduates 2015-16	Number of Graduates 2016-17
401	472

Scope of Service:

Alternative Education School Sites:
(Central Valley, Nueva, Tierra Del Sol, Vista, Vista West)

Pupils to be served within identified scope of service

ALL

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English
proficient Other Subgroups:(Specify) African
American students, Special Education students

BUDGETED

\$345,833: S/C,
Certificated Salaries and Benefits

Scope of Service:

Alternative Education School Sites:
(Central Valley, Nueva, Tierra Del Sol, Vista, Vista West)

Pupils to be served within identified scope of service

ALL

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English
proficient Other Subgroups:(Specify) African
American students, Special Education students

ESTIMATED ACTUAL

\$443,856: S/C,
Certificated Salaries and Benefits

Expenditures

PLANNED

(1.04) Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups. In 2015-16 one of the grant projects was featured on 2 local TV stations highlighting the students' achievement.
<http://www.turnto23.com/news/local-news/highland-high-re-enacts-the-martian>

Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to unduplicated pupils to increase their success in science. All regulations required for S/C grant expenditures will be followed at individual school sites.

[Actions/Services](#)

Scope of Service:

All Comprehensive School Sites


Pupils to be served within identified scope of service

 ALL

OR:

 X Low Income pupils X English Learners
 X Foster Youth X Redesignated fluent English proficient
 X Other Subgroups:(Specify) African American students, Special Education students

ACTUAL

 **(1.04) STEM to STEAM mini grants** were available to KHSD Science, Mathematics, and Visual and Performing Arts teachers in two rounds of “mini grant” applications. Each awarded grant is in a different phase of implementation, but all are slated to be completed by June 30, 2017, as well as all funds expended.

Grants Awarded for the 2016-17 School Year

- On the Horizon – STEAM Variety Show Science and Drama (Ridgeview, \$5,000) Engineering, Mathematics and Theatre (Frontier, \$4,000)
- Lego and Design Thinking - Beginning Art and Earth Science Students (Ridgeview, \$5,000)
- Using Aerial Photography as a Painting Medium - Beginning and Advanced Art, AP Environmental Science (Ridgeview, \$5,000)
- Audio Engineering – App Dev, Video, Science, and Geometry (Ridgeview, \$5,000)
- Glass and Ceramics – Appreciating Diversity in Artistic Expression Chemistry, Art, French, Technology (Highland, \$5,000)
- Zombie Prom Set Project – Science and Visual Arts (Independence, \$3,500)
- Sphero Art – Science and Visual Arts (Ridgeview, \$5,000)
- Water Music – Science and Music (Highland High School, \$5,000)
- Build a Bird Project – Science and Arts (Nueva, \$5,000)
- Build a Bird Project – Science and Arts (North, \$5,000)

Scope of Service:

All Comprehensive School Sites

Pupils to be served within identified scope of service

 ALL

OR:

 X Low Income pupils X English Learners
 X Foster Youth X Redesignated fluent English proficient
 X Other Subgroups:(Specify) African American students, Special Education students

Expenditures

BUDGETED
 \$12,000: S/C,
 Certificated Salaries and Benefits
 \$88,000: S/C,
 Books and Supplies
 Total: \$100,000 S/C

ESTIMATED ACTUAL
 \$12,000: S/C,
 Certificated Salaries and Benefits
 \$88,000: S/C,
 Books and Supplies
 Total: \$100,000 S/C

PLANNED
(1.05) To focus on literacy, provide additional staffing formula for Access course, the new literacy course to provide necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.

- Test grade 9 students in English and math.
- Test twice annually, once at the beginning of year and once at the end of the year.

Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation.

ACTUAL
(1.05) Enrollment in Access was focused on the unduplicated students, English Learners who had reclassified, and students reading between the 4th and 6th IRL according to STAR Renaissance assessment.

LCFF funded 70 sections of Access, as described in the original action with additional sections funded by Title I (6) and regular staffing formula (39). There are 1,948 students enrolled (an increase of 56% from last year) in Access or Pre-Access. Of those, 86% were identified as unduplicated students, including 6% identified as English Learners and 39.5% Reclassified Fluent English Proficient students.

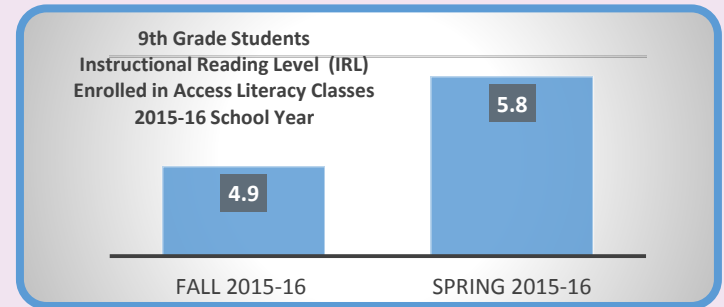
The English Language Development (ELD) curriculum has been created to meet the unique linguistic needs of the EL students. It is comprehensive and addresses all four domains of language. The chart below illustrates the number of students who took the STAR Renaissance Reading and Mathematics Exam.

Actions/Services

Access Sections Funded by LCFF 2016-17

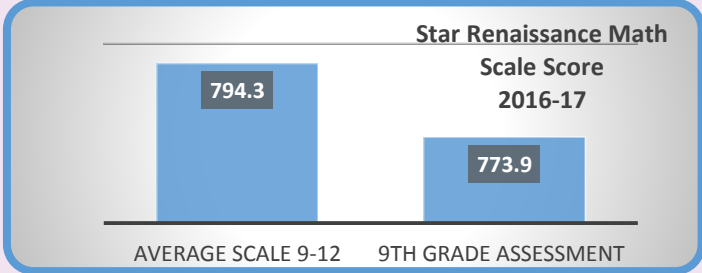
South	7	Ridgeview	6
Mira Monte	7	Bakersfield	3
Arvin	7	Kern Valley	1
Foothill	7	Highland	1
West	6	Independence	1
East Bakersfield	6	Stockdale	1
Golden Valley	6	Centennial	1
Shafter	4	Frontier	1
North	4	Liberty	1

70 Access sections will be funded in the 2016-17 school year by Supplemental and Concentration (S/C) Grant = 70 X \$21,000 per section = \$1,470,000.



An average IRL growth of .9

The Instructional Reading Level is a criterion-referenced score that indicates the highest reading level at which the student can most effectively be taught. In other words, IRLs indicate the reading level at which students can recognize words and comprehend written instructional material with some assistance. (STAR Renaissance)



Scope of Service:
 All School Sites
Pupils to be served within identified scope of service
 ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

BUDGETED
 \$1,470,000: S/C,
 Certificated Salaries and Benefits

PLANNED
(1.06) Renew STAR Renaissance contract to continue to test all students in all grades, 9-12, and all incoming grade 9 students (current grade 8). The test diagnoses reading and math levels, as well as provides ongoing assessment for instructional intervention. = \$400,000 (per year).

Scope of Service:
 All School Sites
Pupils to be served within identified scope of service
 ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

ESTIMATED ACTUAL
 \$1,378,650: S/C,
 Certificated Salaries and Benefits

ACTUAL
✓1.06) The STAR Renaissance Reading Exam was renewed and administered to 29,706 students and STAR Math was administered to 25,610. The incoming 9th grade students were tested in the spring 2016, and all other students were tested in the fall of 2016.

Expenditures

Actions/Services

Expenditures

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
X ALL

OR:
_Low Income pupils _English Learners
_Foster Youth _Redesignated fluent English proficient
_Other Subgroups:(Specify)

BUDGETED
\$400,000: S/C,
Book & Supplies

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
X ALL

OR:
_Low Income pupils _English Learners
_Foster Youth _Redesignated fluent English proficient
_Other Subgroups:(Specify)

ESTIMATED ACTUAL
\$269,182: S/C,
Books & Supplies

Actions/Services

PLANNED
(1.07) Renew Edmentum contract, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects = \$120,000 (per year).

ACTUAL
(1.07) Edmentum was renewed and used primarily for prescriptive intervention in foundational math courses but is available to all KHSD staff and students. Edmentum provides the following:

- Standards-based practices and instruction that monitor progress during the learning process
- Actionable results that provide detailed feedback
- Flexible tools and resources that allow for differentiated approaches that target individual students

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
_ ALL

OR:
X Low Income pupils X English Learners
X Foster Youth X Redesignated fluent English proficient
X Other Subgroups:(Specify) African American students, Special Education students

BUDGETED
\$120,000: S/C,
Book & Supplies

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
_ ALL

OR:
X Low Income pupils X English Learners
X Foster Youth X Redesignated fluent English proficient
X Other Subgroups:(Specify) African American students, Special Education students

ESTIMATED ACTUAL
\$214,717: S/C,
Books & Supplies


Expenditures

[Actions/Services](#)

PLANNED
(1.08) Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses = \$85,000.

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
_ALL

OR:
_X Low Income pupils _X English Learners
_X Foster Youth _X Redesignated fluent English proficient _X Other Subgroups:(Specify) African American students, Special Education students

ACTUAL
 **(1.08)** The Access team met regularly to evaluate and expand the Access Program to include a pre-Access Reading course to serve students reading below grade 4 Instructional Reading Level (IRL) and Access 2 to serve students reading between grades 6 to 8 IRL. Program expansion will include regular assessments (at least twice a year) of all students, grades 9-12. In addition, regular trainings were held for Access teachers, as well as for English Language Development (ELD) teachers. Professional Development will continue through program implementation and expansion.

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
_ALL

OR:
_X Low Income pupils _X English Learners
_X Foster Youth _X Redesignated fluent English proficient _X Other Subgroups:(Specify) African American students, Special Education students


[Expenditures](#)

BUDGETED
\$85,000: S/C,
Certificated Salaries and Benefits

ESTIMATED ACTUAL
\$70,970: S/C,
Certificated Salaries and Benefits
\$18,472: S/C,
Books & Supplies
TOTAL: \$89,442 S/C

[Actions/Services](#)

PLANNED
(1.09) Reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science.

ACTUAL
 **(1.09)** The purpose of the class size reduction (CSR) in science classes was to encourage the “doing” of more science per the Next Generation Science Standards (NGSS) and to build appropriate intervention structures so that all students, especially the underrepresented groups, would be successful in science courses.

Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially underrepresented and disadvantaged youth.

**Science Sections Funded
by LCFF 2016-17**

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

55 Science sections will be funded in the 2016-17 school year by Supplemental and Concentration (S/C) Grant = 55 X \$21,000 per section = \$1,155,000.

Scope of Service:

All Comprehensive School Sites

Pupils to be served within identified scope of service

ALL

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify)

BUDGETED

\$1,155,000: S/C,
 Certificated Salaries and Benefits

All schools were allocated additional sections for CSR in science, to be used according to their site needs: Biology, Chemistry, Earth Science, and Integrated Science.

The following classes are being offered:

37 Biology (P, Gen and GATE) Sections

4 Integrated Science Sections

10 Chemistry (P and Gen) Sections

4 Earth Science Sections

These 55 sections are serving 1,661 students at the 18 comprehensive schools sites providing 3 sections per school site excluding Arvin and Bakersfield High who received 4 sections each and Kern Valley that received 2 sections.

There are 1,661 students enrolled in the 55 science sections of which 1249 (75.1%) are unduplicated students. Of these students there are 116 (6.9%) English Language Learners (EL), 546 Reclassified English Language Learners (RFEP) (32.8%), and 8 Foster Youths (.04.)

Scope of Service:

All Comprehensive School Sites

Pupils to be served within identified scope of service

ALL

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify)

ESTIMATED ACTUAL

\$1,080,532: S/C,
 Certificated Salaries and Benefits

Expenditures


[Actions/Services](#)

PLANNED
(1.10) Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced labs per lab science class. The funding may also include professional development in conducting effective and engaging lab experiments.

The funding will be principally directed to unduplicated pupils to increase their success in science.
 Funding wet labs = \$200,000

Scope of Service:
 All Comprehensive School Sites
Pupils to be served within identified scope of service
_ALL

OR:
_X Low Income pupils _X English Learners
_X Foster Youth _X Redesignated fluent English proficient _X Other Subgroups:(Specify) African American students, Special Education students

ACTUAL
 **(1.10)** A precise inventory was taken in the 2015-16 school year of all science equipment and supplies per school site, and work is in progress to repair and/or purchase items focusing first on the school sites with highest numbers of unduplicated students. Science supplies have been purchased as needed. All funding was utilized for purchasing science supplies. Professional Development for teachers was paid out of Action 1.12.

Scope of Service:
 All Comprehensive School Sites
Pupils to be served within identified scope of service
_ALL

OR:
_X Low Income pupils _X English Learners
_X Foster Youth _X Redesignated fluent English proficient _X Other Subgroups:(Specify) African American students, Special Education students

Expenditures


BUDGETED
 \$200,000: S/C,
 Books & Supplies

ESTIMATED ACTUAL
 \$200,000: S/C,
 Books & Supplies

[Actions/Services](#)

PLANNED
(1.11/1.12) Retain district Resource Teachers in English, EL, Math, Science, and AVID.

- Provide professional development for teachers, focusing on intervention strategies for unduplicated pupils.
- Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Provide sufficient supplies to math teachers to implement hands-on, “math investigations” found in the new texts.

ACTUAL
 **(1.11/1.12)** The district Resource Teachers have developed and coordinated professional development for the 2016-17 school year that is relevant to helping the teachers meet the academic needs of their students, particularly providing support in literacy and numeracy, utilizing supplies to implement hands-on, “math investigations” found in the new texts and anchor tasks for ELA, Math and Access, Access and Pre Access classes. Over 900 teachers have participated in at least one professional development activity in the fall of 2016. Professional development is offered throughout the school year and resources and supplies are provided for teachers to implement hands-on, math.

- Continue development of Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.

The salaries for Resource Teachers will be funded in the 2016-17 school year by Supplemental and Concentration (S/C) Grant.

\$750,822 - Certificated Salaries and Benefits
 \$52,500 - Books and Supplies

KHSD 2016-17 Professional Development	
Academic Reading and Writing	Access & Pre Access team
Advanced Placement (AP) English Professional Learning Communities (PLC)	At Risk Students at all Levels of Education - Reading Institute for Academic (RIAP)
Bilingual Technician Workshops and Meetings	Breathtaking Workshop
Bundling CA Next Generation Science Standards (NGSS) and Course Seq. 1, 2 and 3	Edmentum Training
EL Strategies for New Teachers	EL Team Meetings
ELD 1 & 2 Professional Development	ELD 3 & 4 Professional Development
ELD Teacher Support	English Learner Coordinators Meetings
Ernest Morrell- RIAP	Expository Reading & Writing Course (ERWC)
Geology PLC	GIZMOS Grant pt 1, 2 and 3
Google Apps For Education (GAPE)	Google Classroom Training
How to Learn Math for Teachers	IIP Meeting year 1
Intervention Training	Introduction to Argument Driven Inquiry
IP and/or Intern Mentor and SPED Mentor	Kern High Induction Program (KHIP) Cluster Meetings
KHIP Colloquium	KHIP Inquiry 1 Year 2
KHIP Meetings	KHIP- SSN3 and SSN4: Illuminate & Data Driven Instructional Strategies & Tools
KHIP Teaching and Learning	KHIP Tier 2 Reflection Cafe
KHIP-SSN 1: Substitution Augmentation Modification Redefinition (SAMR) & Technology in the Classroom	KHSD /CSUB Science

KHSD Community Science Network	KHSD Response to Science Framework
Math Chair Meetings	New Teacher Illuminate Training
New Teacher Synergy Training	NGSS Biology
NGSS Chemistry	NGSS Earth & Space Science
NGSS Research Team Meetings	NGSS Summer Team
Pre ACCESS Meetings	Pre- Calculus Training
Reading Institute for Academic Preparation (RIAP) with Nancy Frey	Reflection Cafe- BTSA
Reflection Cafe Year 1	RIAP Administration Day
RIAP Introduction	Science Chair Meetings
Science Course of Study Workshop	Science Mentoring Part 1
Synergy Gradebook Cafe	Teach Like A Champion
Theater PLC	TI Proware
Timeless Teaching	TI-Nspire Summer Workshop
Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) Training –AVID	

Many of these workshops are offered throughout the school year

Scope of Service:

All School Sites

Pupils to be served within identified scope of service

ALL

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

BUDGETED

\$750,822: S/C,
 Certificated Salaries and Benefits

Scope of Service:

All School Sites

Pupils to be served within identified scope of service

ALL

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

ESTIMATED ACTUAL

\$789,248: S/C,
 Certificated Salaries and Benefits

Expenditures

\$52,500: S/C, Books and Supplies
 Total: \$803,322 S/C

\$52,500: S/C, Books and Supplies
 Total: \$841,748 S/C

PLANNED

(1.13) Continue to fund the Kern High School Induction Program (KHIP) formerly Beginning Teacher Support and Assessment (BTSA) Induction Program and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials and particularly focus on providing cultural proficiency training to effectively teach the diverse student populations at the KHSD high schools.

All eligible first and second year teachers must be enrolled in TIP/CESIP to complete a clear California credential. Each new teacher is assigned a Support Provider to provide coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards expertise.

Program Support Providers	2015-2016 Current is 60 total, with 79 assignments	2016-2017 Projection Next year, 70 with 100 assignments
Teacher Induction – General Ed	42	50
Teacher Induction – Special Ed	4	10
Intern Support Providers	16	20
Career Technical Education	11	12
PIP/STIP	6	8
Total	79 assignments	100 assignments

ACTUAL

(1.13) KHSD currently employs 2 Induction Project Specialists to oversee the Kern High Induction Program (KHIP) Program. KHIP provides formative assessment, individualized support and advanced content for newly-credentialed, and beginning teachers. The purposes/objectives of the program are the following:

- Support teachers to obtain their advanced/clear credential
- Focus on providing cultural proficiency training to effectively teach the diverse student populations at the KHSD high schools
- Support new teachers by providing a Support Provider (to ensure individualized support and assistance)
- Provide Professional Development

[Actions/Services](#)

Kern High School District New Teachers		
2014-15	2015-16	2016-17
110	175	201

Numbers of KHSD Teachers In Kern High School Induction Program	
KHIP – General Ed Teachers	113
KHIP– Special Ed Teachers	12
Intern General Education Teachers	13
Intern Special Education Teachers	10
Career Technical Education Teachers	32
PIP/STSP Teachers	16 (PIP) 5 (STSP)
Total	201

\$472,819 Certificated Salaries includes;
 • (2) KHSD Project Specialists

Provisional Internship Permit (PIP) and Short Term Staff Permit (STSP)

- TIP/CESIP stipends:
\$23,181:Books and Supplies

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English
proficient __Other Subgroups:(Specify)

These permits are requested by the district when there is an anticipated staff need. An “anticipated staff need” exists when a district is aware that an opening is going to occur and conducts a diligent search for a credentialed teacher, but is unable to recruit one.

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English
proficient __Other Subgroups:(Specify)

Expenditures

BUDGETED
\$472,819: S/C,
Certificated Salaries and Benefits
\$23,181: S/C,
Books and Supplies
Total: \$496,000 S/C


ESTIMATED ACTUAL
\$921,760: S/C,
Certificated Salaries and Benefits
\$77,788: S/C,
Books and Supplies
Total: \$999,548 S/C

[Actions/Services](#)

PLANNED
(1.14/1.15) Continue efforts to recruit, hire, develop, and retain a fully credential, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.

- Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.
- Increase recruitment in California.

Provide additional hours for the Recruitment Administrator to coordinate recruitment efforts.

ACTUAL
 **(1.14/1.15)** Two hundred new teachers were hired this past year, a 14.2% increase from the prior year, when 175 teachers were hired. Of the 200 new teachers hired for the 2016-17 school year, 39% reflected demographic diversity: Hispanic (67), African American (7), and Asian (3).

Recruitment efforts targeted candidates in California, Texas, Arizona, Nevada and other areas which have historically provided new staff for KHSD. Department provided orientation and training to new teachers and administrators that were hired.

KHSD Recruitment Teacher Educator Job Fairs 2016-17	CITY, STATE
University of Iowa Educator Job Fair	Ames, IA
Education Job Fair	Ann Arbor, MI
Teacher Career Fair	Austin, TX

Career Fair Day	Bakersfield, CA
Kern County Teacher Job Fair	Bakersfield, CA
School Professionals' Interviewing Day	Baton Rouge, LA
Texas A&M Education Career Fair	Bryan, TX
Education Job Fair	Chicago, IL
Educators Job Fair	DeKalb, IL
Teacher Recruiter Fair	East Lansing, MI
Teacher Education Career Fair	Fayetteville, AR
Fresno State University Teacher Recruitment Fair	Fresno, CA
Education Networking Expo	Fullerton, CA
Teacher Employment Days	Greeley, CO
Education Career Fair	Kalamazoo, MI
Education Interviewing Day	Lafayette, LA
Utah Statewide Teacher Fair North	Logan, UT
California State University Long Beach University Education Job Fair	Long Beach, CA
Education Job Fair	Minneapolis, MN
Pittsburgh Education Recruiting Consortium	Monroeville, PA
Teacher Recruitment Fair	Mt. Pleasant, MI
Teacher Recruitment Fair	Nashville, TN
Cal State University Northridge Education Expo	Northridge, CA
Greater Philadelphia Teacher Job Fair	Philadelphia, PA
Oregon Professional Educators Fair	Portland, OR
Utah Statewide Teacher Fair South	Provo, UT
Educator Expo	Sacramento, CA
San Diego State University Education Career Fair	San Diego, CA
California State University San Marcos Teacher Job Fair	San Marcos, CA
Teacher Job Fair	San Marcos, TX

Washington Educator Career Fair	Spokane, WA
University of Arizona Education Career Day	Tucson, AZ
Education Career Day	University Park, PA
Teacher Job Fair	Ypsilanti, MI

Scope of Service:

All School Sites

Pupils to be served within identified scope of service

ALL

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

BUDGETED

\$35,000: S/C,
 Certificated Salaries and Benefits
 \$65,000: S/C,
 Services and Other Operating Costs
 TOTAL =\$100,000 S/C

PLANNED

(1.16) Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.

Scope of Service:

All School Sites

Pupils to be served within identified scope of service

ALL


OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

ESTIMATED ACTUAL

\$35,000: S/C,
 Certificated Salaries and Benefits
 \$65,000: S/C,
 Services and Other Operating Costs
 TOTAL =\$100,000 S/C

ACTUAL

 **(1.16)** Feb 1, 2017 School Accountability Report Card (SARC) verifies that all students at KHSD have access to his or her own textbook(s) and instructional materials. The SARC provides the following information relevant to the Basic State Priority 1: Pupils have access to standards-aligned instructional materials, which comply with the Williams Act. School site SARC can be viewed at <http://www.kernhigh.org/apps/pages/SARCs>.

Expenditures

[Actions/Services](#)

Expenditures

Scope of Service:
All School Sites
 ALL
Pupils to be served within identified scope of service

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)


BUDGETED
Base Grant

PLANNED
(1.17) Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).

Scope of Service:
All School Sites
 ALL
Pupils to be served within identified scope of service

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

ESTIMATED ACTUAL
Base Grant

ACTUAL
 **(1.17)** Feb 1, 2017 School Accountability Report Card (SARC) verified that all school sites are maintaining a “good” or “exemplary” facilities rating on the Facilities Inspection Tool (FIT). The SARC provides the following information relevant to the Basic State Priority 1; School facilities are maintained in good repair reported from the Williams Act. School site SARC can be viewed at <http://www.kernhigh.org/apps/pages/SARCs>

Actions/Services

Site	Good	Exemplary
Arvin	X	
Bakersfield	X	
Centennial	X	
Central Valley	X	
East	X	
Foothill		X
Frontier	X	
Golden Valley	X	
Highland	X	
Independence	X	
Kern Valley		X
Liberty	X	
Mira Monte	X	
North	X	
Nueva	X	
Ridgeview	X	
Shafter		X
South		X
Stockdale	X	
Tierra Del Sol		X
Vista	X	
Vista West	X	
West	X	

Scope of Service:

All School Sites

Pupils to be served within identified scope of service

X_ALL

OR:

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups:(Specify)

BUDGETED

Base Grant

Expenditures

Scope of Service:

All School Sites

Pupils to be served within identified scope of service

X_ALL

OR:

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups:(Specify)

ESTIMATED ACTUAL

Base Grant

ANALYSIS Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 17 actions and services were fully implemented as planned. Kern High School District (KHSD) students will be taught by a highly qualified, well trained, and diverse teaching staff, who provide rigorous and relevant instruction that prepares students for success at the next level of their learning. Goal 1 and the 17 actions under this goal have been implemented effectively.

The district will continue its commitment to reducing class size at all schools, prioritizing its efforts to serve the schools with the highest number of unduplicated students first. Class size reduction is addressed in the following actions in Goal 1: Actions 1.01, 1.02, 1.03, 1.05, and 1.09.

- ✓ Action 1.01 provided 603 teaching sections.
- ✓ Actions 1.02 and 1.03 provided 11 teaching sections and Action 1.03 provided 5 administrative sections for the continuation schools.
- ✓ Action 1.05 provided 70 Access /Pre-Access classes (focused on literacy for English Learners and students reading below grade level).
- ✓ Actions 1.09 provided 55 science sections.

Goal 1: Actions 1.08, 1.11, 1.12 and 1.13/1.14 address the commitment of KHSD to recruit, hire, develop, and retain qualified teachers and effective staff. These goals were partially met because of the California teacher shortage and efforts to hire qualified teachers will continue.

- ✓ Over 60 professional development workshop offerings were sponsored by KHSD in the fall KHSD semester, with additional professional development in the spring and summer.
- ✓ KHSD participated in 33 teacher education job fairs.
- ✓ KHSD recruited in 14 different states (Arizona, California, Colorado, Iowa, Illinois, Louisiana, Oregon, Michigan Minnesota, Pennsylvania, Texas, Tennessee, Utah and Washington).
- ✓ KHSD recruited in 8 California teacher job fairs (Bakersfield, Fresno, Fullerton, Long Beach, Northridge, Sacramento, San Diego, and San Marcos).
- ✓ Kern High Induction Program mentored 201 new teachers in the 2016-17 school year.

Goal 1: Actions 1.04, 1.06, 1.07, and 1.10 provided the teaching staff resources and tools to prepare students for work, career training, and/or college.

- ✓ Mini-grants, such as STEM to STEAM, generated real-world projects for students to gain experience in the science fields.
- ✓ STAR Renaissance math was administered to 21,628 (fall 2016 assessment) students.

- ✓ STAR Renaissance reading was administered to 28,589 (fall 2016 assessment) students.
- ✓ All KHSD certificated staff had access to Edmentum (computerized prescriptive program focusing on “at risk” students).
- ✓ \$200,000 of science supplies were purchased so that students could “do more science,” per the NGSS standards. Purchases were focused on the highest LCFF sites first.

All 17 actions were deemed to be effective. Class size reduction commenced in the 2014-15 school year. In the 2016-17 school year, sites were allocated 603 teaching sections for class size reduction. This is a 26% increase from 2015-16, when 483 teaching sections were allocated. Actions 1.01, 1.03, 1.05, 1.09 provided 739 teaching sections that were principally directed to the unduplicated students to increase their academic success. There was a 17.7% increase in the number of students who graduated from the 5 continuation sites from 2014-15. Access sections increased 36 sections to 70 sections providing over 94.4% more classes for students that are reading between the 4th and 6th IRL levels. The purchase of STAR Renaissance has been an invaluable tool to help determine appropriate reading and math intervention for KHSD students. This year 21,628 (fall 2016 administration) students were assessed in reading and 21,528 (fall 2016 administration) in math.

In the hiring of 200 new teachers, there has been an increase of teachers that reflect the demographics of our student population. The teacher shortage has affected KHSD’s ability to meet the measurable outcomes of hiring 100% fully credentialed teachers; however, KHSD has a strong Kern High Induction Program (KHIP) program that received a 7 year accreditation this past year. KHIP provides training and strong support for our new teachers. The accreditation committee praised KHIP for providing outstanding guidance to the KHSD 1st and 2nd year teachers.

The implementation of content and literacy standards is supported by Actions 1.08, 1.11, 1.12, and 1.16. These actions address professional development necessary for the ongoing learning and growth of our teaching staff, particularly in pedagogy and effective instructional practices in relation to the new state frameworks and the state’s accountability system. 900 teachers have participated in professional development at the district level. Professional development to meet the unique needs of other student populations has also been offered at the school sites.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

An evaluation of the data for metric (1g.) has provided KHSD with an insight of a decrease of 12th grade students who are meeting the a-g requirements. From 2012-13 to 2013-14 there was an increase in district totals, which included all subgroups. From 2013-14 district totals decrease, which included all subgroups. KHSD has been evaluating the data and will utilize College Readiness Block Grant to focus on a-g completion rates, student enrollment in college and dual enrollment for all KHSD students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- ✓ Action 1.01: Projection of certificated cost per teaching section was estimated at \$21,000 per section. A significant number of teachers assigned to this section were newly hired teachers and the cost per section was lower than the average calculated.
- ✓ Actions 1.02, 1.03, 1.11 and 1.13: Salaries were projected to exceed the allocated budget due to a 2.5% increase in salaries and staff step increases. In addition, when Action 1.13 was projected, it did not include a 6% Teachers on Special Assignment (TOSA) stipend.
- ✓ Action 1.06: Estimated cost of software was underestimated.
- ✓ Action 1.07: The cost for the Edmentum software exceeded the amount allocated because it was partially funded by a grant at the first purchase.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

- ✓ Metric Indicator (1d) - Evaluation tool was ineffective and a new evaluation tool will be utilized. KHSD will be utilizing the Academic Standards and/or Curriculum Framework survey adopted by the California Department of Education (CDE).
- ✓ Metric Indicator (1f) - After careful analysis of data, EL students with special needs are mandated to take classes per their Individual Education Plan (IEP).
- ✓ Metric Indicator (1h) – Substantial increases in class sections for the past 3 years have allowed KHSD to obtain the deserved goal as we reach full implementation of funding sections allocations.
- ✓ Metric Indicator (1j) – The metric will be changed from one instructional reading level to 0.5 instructional reading level. After reviewing the data it was deemed that only students who are enrolled in Access, Pre-Access and Access II would be measured.
- ✓ Metric Indicator (1k) – Grade distribution data for the last 3 years verified that the data has been consistent for the last years in the percentage of students receiving “Ds” and “Fs.” The reduction of 2% is not feasible and percentage will be changed to 0.5%.
- ✓ Metric Indicator (1l) – KHSD will be reaching full implementation of funding and expansion of sections will be changed to maintain sections allocations.

- ✓ Action 1.12 – The allocation of \$250,000 for professional development will be removed and action will be deleted. This action will be funded by another KHSD funding sources.
- ✓ Action 1.15 – The \$35,000 certificated salary is not additional hours but supplement the salary of the recruitment administrator.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Goal 2 Metrics Priority 2

(2a.) Deliver 85% implementation of content and literacy Standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by the CDE).

(2b.) See page 24 for other required metrics

ACTUAL

Goal 2 Metrics Priority 2

(2a.) Please refer to Goal 1, Metric (1d.)



(2b.) Please refer to Goal 1, Metric (1l.)



(2c.) Ensure that classes, courses, and programs offered at all school sites are open to pupils of the unduplicated count and to students with exceptional needs.

(2d.) Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).

**Goal 2 Metrics
Priority 4**

(2e.) Increase the reclassification rate of EL students by 2% each year, based on previous year's reclassification rate.



(2c.) To engage parents in understanding what is available in the district, a Parent-Student Handbook (Annual Notice Booklet) is mailed to all KHSD students and parents. The handbook details parents and students' rights and outlines all KHSD practices and policies. (Annual Notice Booklet can be accessed from the KHSD website: <http://www.kernhigh.org/apps/pages/studentresources>)

All 9th grade students meet with their counselor to develop an educational plan and continue to meet with their counselor, 9-12, to review their transcript and update their plan.

(2d.) Please refer to Goal 1, Metric (1l.)



**Goal 2 Metrics
Priority 4**

X (2e.)

Kern High School District Students Reclassified Rate		
2013-14	2014-15	2015-16
268 (8.5%)	594 (17.9%)	75 (2.3%)

(2f.) Increase CTE completion rate by 1.5% for all levels and all categories, as measured by previous year's participation rate (see page 57).

✓ (2f.)

KHSD CTE Participation Rate	
2014-15	15,380
2015-16	19,115
Increase 24%	

(2g.) See CAASPP data (see pages 50-52).

(2g.)

California Assessment of Student Performance and Progress (CAASPP) 2014-15 / 2015-16				
All 11 th Grade Students 2015 8,502 Students Tested in 2015 8,749 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016 ✓	Mathematics 2015	Mathematics 2016 ✗
Standards Exceeded:	17%	19%	7%	7%
Standards Met:	32%	33%	16%	16%
Standards Nearly Met:	26%	26%	25%	24%
Standards Not Met:	26%	23%	52%	53%
Economically Disadvantaged Students 11 th Grade Students 5,378 Students Tested in 2015 5,894 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	11%	13%	4%	4%
Standards Met:	30%	31%	13%	13%

Standards Nearly Met:	28%	28%	25%	24%
Standards Not Met:	30%	28%	58%	60%
English Learners 11th Grade Students 596 Students Tested in 2015 857 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	0%	0%	0%	0%
Standards Met:	3%	5%	1%	1%
Standards Nearly Met:	19%	27%	6%	6%
Standards Not Met:	78%	67%	93%	92%
Reclassified-Fluent Proficient (R-FEP) 11th Grade Students 2,363 Students Tested in 2015 2,387 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	13%	18%	4%	6%
Standards Met:	35%	38%	15%	17%
Standards Nearly Met:	33%	29%	29%	28%
Standards Not Met:	20%	15%	51%	49%
Students with Disability 477 Students Tested in 2015 689 Students Tested in 2016				

	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	1%	0%	0%	0%
Standards Met:	4%	7%	1%	1%
Standards Nearly Met:	17%	20%	4%	4%
Standards Not Met:	78%	73%	94%	94%
Ethnicity: African American 11th Grade Students 508 Students Tested in 2015 530 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	10%	12%	3%	4%
Standards Met:	23%	28%	10%	11%
Standards Nearly Met:	27%	26%	21%	17%
Standards Not Met:	39%	34%	66%	68%
Ethnicity: American Indians or Alaska Native 11th Grade Students 59 Students Tested in 2015 57 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	14%	16%	2%	4%
Standards Met:	32%	44%	10%	12%
Standards Nearly Met:	30%	19%	15%	16%

Standards Not Met:	25%	21%	65%	68%
Ethnicity: Asian 11th Grade Students 252 Students Tested in 2015 243 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	39%	44%	28%	30%
Standards Met:	29%	35%	25%	29%
Standards Nearly Met:	16%	10%	22%	19%
Standards Not Met:	16%	11%	25%	22%
Ethnicity: Native Hawaiian or Pacific Islander 11th Grade Students 11 Students Tested in 2015 15 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	18%	13%	18%	20%
Standards Met:	27%	33%	9%	13%
Standards Nearly Met:	18%	20%	36%	27%
Standards Not Met:	36%	33%	36%	40%
Ethnicity: Filipino 11th Grade Students 139 Students Tested in 2015 121 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	44%	51%	25%	25%

Standards Met:	33%	33%	26%	38%
Standards Nearly Met:	12%	11%	21%	18%
Standards Not Met:	12%	5%	28%	19%
Ethnicity: Hispanic 11th Grade Students 5,332 Students Tested in 2015 5,701 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	12%	14%	4%	4%
Standards Met:	31%	32%	14%	13%
Standards Nearly Met:	28%	28%	25%	24%
Standards Not Met:	28%	25%	57%	58%
Ethnicity: White 11th Grade Students 2,064 Students Tested in 2015 2,075 Students Tested in 2016				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	26%	27%	12%	11%
Standards Met:	34%	36%	22%	22%
Standards Nearly Met:	22%	21%	26%	26%
Standards Not Met:	17%	16%	39%	40%
Ethnicity: Two or More Races 11th Grade Students 129 Students Tested in 2015 89 Students Tested in 2016				
	English Language	English Language	Mathematics 2015	Mathematics 2016

	Arts / Literacy 2015	Arts / Literacy 2016		
Standards Exceeded:	26%	22%	13%	7%
Standards Met:	31%	38%	15%	26%
Standards Nearly Met:	19%	22%	28%	20%
Standards Not Met:	24%	18%	45%	47%

CAASPP Test Results Foster Youth 11th Grade Students 57 Students Tested in 2015 (CDE has not released 2016 Data for Foster Youth)				
	English Language Arts / Literacy 2015	English Language Arts / Literacy 2016	Mathematics 2015	Mathematics 2016
Standards Exceeded:	8%	Data has not been released by CDE	2%	Data has not been released by CDE
Standards Met:	20%		9%	
Standards Nearly Met:	25%		9%	
Standards Not Met:	47%		79%	

**CST Science Test Results
Kern High District
All Students - California Standards Test Scores
(10th Grade Students)**

	2014- 2015	2015- 2016
% Advanced	23%	20%
% Proficient	30%	29%
Basic	31%	32%
% Below Basic	10%	11%
% Far Below Basic	6%	8%

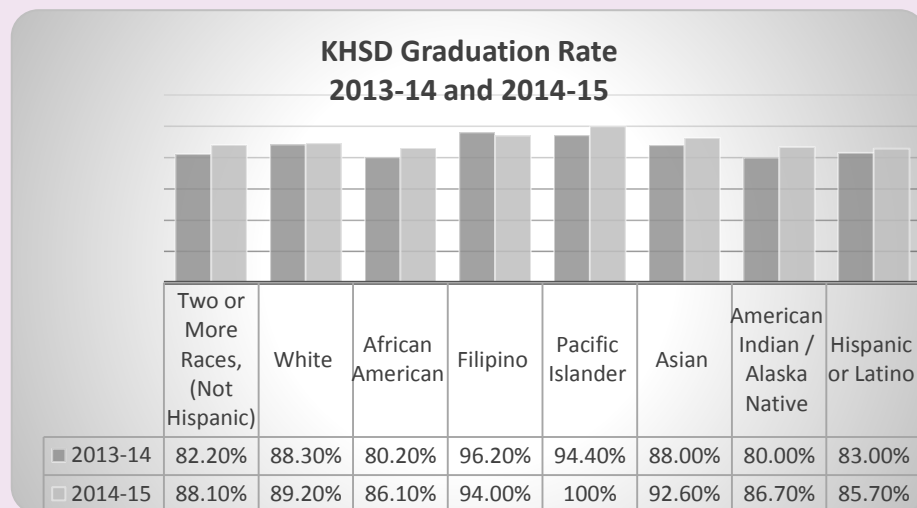


**Kern High District
CST Science Test Results
California Standards Test Scores
(10th Grade Students)**

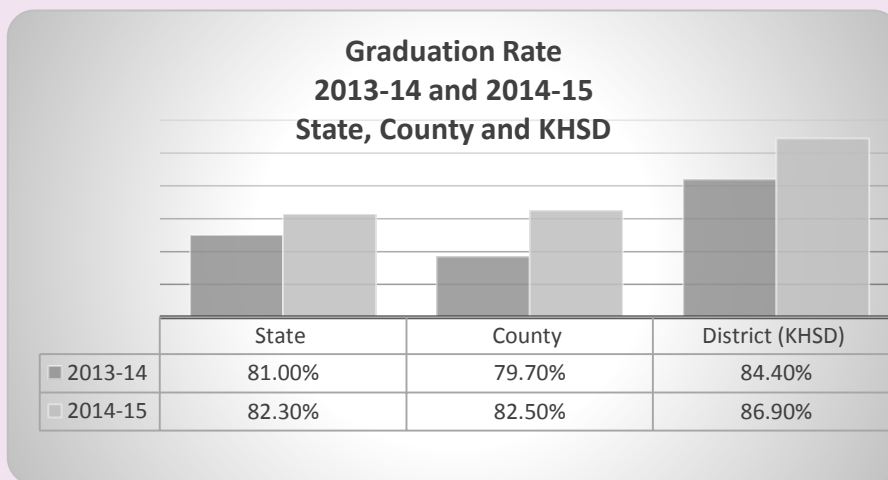
	African American 2015	Hispanic 2015	White 2015	African American 2016	Hispanic 2016	White 2016
% Advanced	15%	17%	36%	14%	14%	34%
% Proficient	27%	28%	34%	19%	28%	32%
% Basic	35%	36%	21%	38%	37%	23%
% Below Basic	12%	12%	5%	16%	13%	6%
% Far Below Basic	10%	7%	4%	12%	9%	5%

(2h.) Increase graduation rate by 2%, districtwide and for all significant subgroups, as measured by previous year's graduation rate (see page 103)

✓(2h.)



American Indian/ Alaska Native 6.7%, African American and Two or More Races increased 5.9%, Pacific Islander 5.6%, Asian, 4.6%, Hispanic 2.7% and White 0.9%

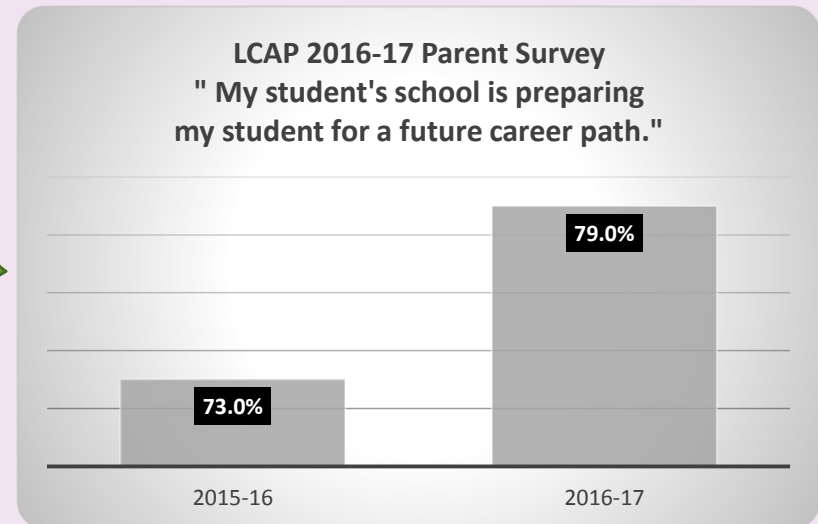
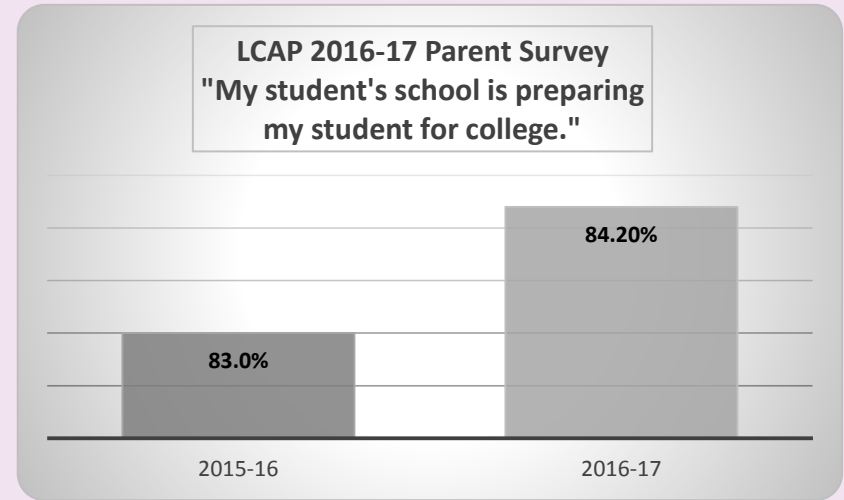


KHSD graduation rate is higher than the County and the state of California.

(2i.) Increase college and career readiness, as measured by the following:

- Student surveys response will increase by 2% (see pages 57).

(2i.) In the spring of 2017, KHSD administered the California Healthy Kids Survey for KHSD students' grade 9th and 11th. A new baseline will be established. LCAP survey for Certificated, Classified and Parents were surveyed in January 2016.



- A-G completion rates will increase by 2% and increase African American and Hispanic subgroups completion rates by 4% (see page 53).

- AP scores 3 or better will increase by 2% (see page 56).

A-G completion Rates			
	2013-14	2014-15	2015-16
African American	32.5%	25.3%	27.9%
Hispanic	30.7%	28.5%	30.0%
White	41.6%	37.5%	41.7%
KHSD	35.6%	32.2%	34.6%
County	33.3%	30.7%	33.0%
State	41.9%	43.4%	45.4%



AP Scores 3 or Better		
	Number of Exam Takers Tested	Scores a 3 or Better
2013-14	3,185	2,825 (51%)
2014-15	3,407	2,911 (49%)

2015-16 data has not been released by CDE

- EAP percentages of “ready” and “conditionally ready”, as measured by the previous years will increase by 2% (see pages 20-22).



Early Assessment Program (EAP) to determine college readiness ELA		
Ethnicity	Ready / Ready - Conditional for CSU/CCC ELA -CAASPP 2015	Ready / Ready - Conditional for CSU/CCC ELA-CAASPP 2016
All Students	49%	52%
African American	33%	40%
Hispanic	43%	46%
White	60%	63%

KHSD AP Scores			
	2013-14	2014-15	2014-15
Number of Exam Takers Tested	3,185	3,407	3,826
AP Score = 1	1,176	1,500	2,205
AP Score = 2	1,529	1,575	2,765
AP Score = 3	1,392	1,392	2,462
AP Score = 4	867	892	1,527
AP Score = 5	566	539	1,000



Early Assessment Program (EAP) to determine college readiness Mathematics		
Ethnicity	Ready / Ready - Conditional for CSU/CCC ELA -CAASPP 2015	Ready / Ready - Conditional for CSU/CCC ELA-CAASPP 2016

- Academic Performance Index (API) - N/A
- California English Language Development Test (CELDT) Annual Measurable Achievement Objectives (AMAOs) 1 and AMAOs 2 will increase by 2% (see page 49).



All Students	23%	23%
African American	13%	15%
Hispanic	18%	17%
White	34%	33%

Ready

Students who score at the highest performance level (“Standard Exceeded” [Level 4]) are considered *ready for English and/or mathematics college-level coursework* and are *exempt* from taking the CSU English Placement Test (EPT) and/or Entry Level Mathematics (ELM) exam. These students will be able to register in college degree-bearing courses upon entering the CSU or a participating CCC. Students are encouraged to continue preparation during the twelfth grade.

Conditionally Ready

Students who score at the “Standard Met” (Level 3) performance level are considered *conditionally ready for English and/or mathematics college-level coursework* and are *exempt* from taking the EPT and/or ELM exam. However, they must take an approved English and/or mathematics course in the twelfth grade and receive a grade of “C” or better. Students who do not meet the conditional requirement will need to participate in the CSU’s Early Start Program, unless exemption was met through another pathway.

- Academic Performance Index (API) – N/A

Kern High School District Title III Accountability Report AMAO 1 (2013-14 /2014-15)		
AMAO 1	2013-14	2014-15
Number of 2013-14 Annual CELDT Takers	2,807	2,774
Number with Required Prior CELDT Scores	2,807	2,771
Percentage with Required Prior CELDT Scores	100%	99.9%
Number in Cohort Meeting Annual Growth Target	1,339	1,224
Percentage Meeting AMAO 1 in LEA	49.8%	44.2%
2014-15 Target	59.0%	60.5%

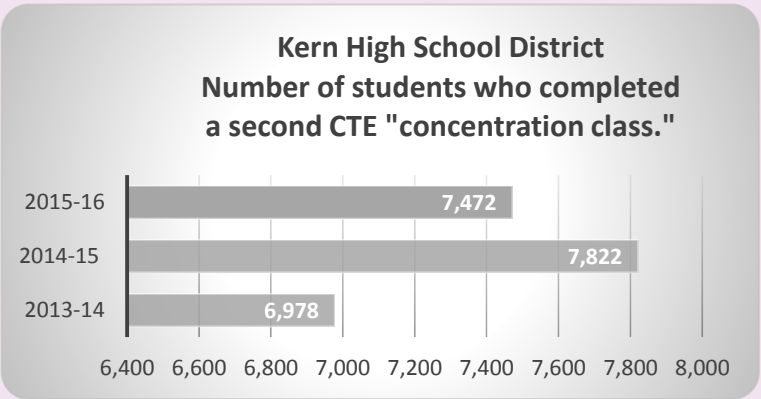


- Career and Technical Education (CTE) Cornerstones and Concentrators will increase by 2% (see pages 57).

Kern High School District Title III Accountability Report AMAO 2 (2013-14 /2014-15)			
Less Than 5 Years Cohort		5 Years or More Cohort	
Number of 2013-14 English Learners in Cohort 484	Number of 2014-15 English Learners in Cohort 640	Number of 2013-14 English Learners in Cohort 2,453	Number of 2014-15 English Learners in Cohort 2,487
Number in 2013-14 Cohort Attaining the English Proficient Level 63	Number in 2014-15 Cohort Attaining the English Proficient Level 71	Numbers in 2013-14 Cohort Attaining the English Proficient Level 885	Numbers in 2014-15 Cohort Attaining the English Proficient Level 767
Percentage in 2013-14 Cohort Attaining the English Proficient Level 13.0%	Percentage in 2014-15 Cohort Attaining the English Proficient Level 11.1%	Percentage in 2013-14 Cohort Attaining the English Proficient Level 36.1%	Percentage in 2014-15 Cohort Attaining the English Proficient Level 30.8%
2013-14 Target 22.8%	2014-15 Target 24.2%	2013-14 Target 49.0%	2013-14 Target 50.9%



CDE has not released 2015-16 data for AMAO 1 and 2 because of the Implementation of the English Language Proficiency Assessment for California (ELPAC).



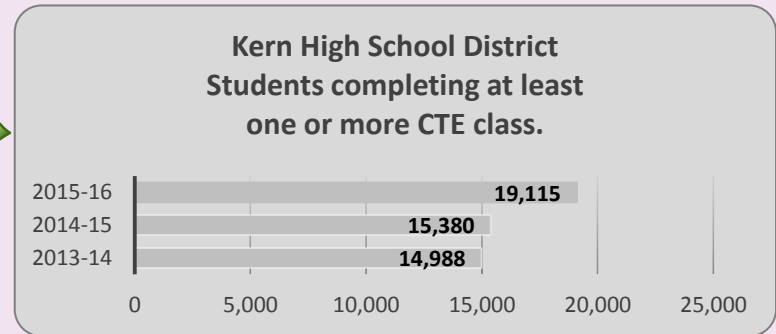
Graph illustrates a 12% increase from 2013-14 to 2014-15 with a decrease from 2014-15 to 2015-16 of 4% resulting in a net increase of 8%.

**Goal 2 Metrics
Local Priorities**

(2j.) Provide appropriate number of Instructional Assistants in English Language Development (ELD) classes and Bilingual Aides in core classes to provide support for EL students to access the CCSS.

(2k.) Continue to offer classes, courses, and programs that target the needs of the English Learner, such as the summer California English Language Development Test (CELDT) program which helps LTELs to reclassify and Access which helps to build literacy skills.

(2l.) Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by the previous year's scores.



Graph illustrates a 24% increase from 2014-15 to 2015-16 of students who participated in one more CTE courses.

**Goal 2 Metrics
Local Priorities**

(2j.) Please refer to Goal 1, Metric (1e.)



(2k.)

**Summer 2016 CELDT Class Participation
135 EL Students**

Arvin	East	Golden Valley	Shafter	South	West
11 Students	21 Students	50 Students	12 Students	16 Students	25 Students

(2l.) Please refer to Goal 1, Metric (1l.)



ACTIONS / SERVICES for Goal 2

PLANNED

(2.01) Continue to Provide EL Reclassification Summer CELDT Class program during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for the Summer CELDT program.

To further meet the needs of “at risk” youth, particularly EL, FY, and low income, 138 additional sections will be allocated to Summer School to provide appropriate intervention and support to build skills, particularly in the areas of math, literacy, and science, so that students may complete the next level of learning – e.g., complete a 4th year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.

One section in Summer School is equal to three weeks of instruction, or one semester.

The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first. They will be distributed proportionately per the sites’ unduplicated count. The following priority needs will also determine where additional sections will be allocated, with priority registration given to the unduplicated pupils:

- Credit recovery
- Literacy, math, and STEM intervention and support (especially in light of the new math placement protocol)
- Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders
- A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gap.

ACTUAL

(2.01) In the summer of 2016, 135 Students participated in the EL Reclassification CELDT class programs at the following school sites:

Summer 2016 EL Reclassification CELDT Classes			
Sites	Classes	Number of Weeks	Number of Students
Arvin	1	3	11
East	2	6	21
Golden Valley	2	6	50
Shafter	1	6	12
South	1	3	16
West	1	6	25

CELDT Summer Administration

- 827 students assessed*
- 9 sites
- 76 students reclassified
- 123 students transitioned

This was the final summer for administering the CELDT assessment. The ELPAC assessment, which replaces the CELDT, will have a different assessment window (from February to May). Funding for the CELDT classes will be directed to summer EL support classes.

138 summer school sections will commence in the summer of 2017.

*Please note that only 155 of these students were enrolled in CELDT summer school classes.

[Actions/Services](#)

- JROTC support
- Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses

Summer school sections allocated for EL CELDT class= \$189,000
 Additional summer school sections = \$500,000

Scope of Service:
 All School Sites offering Summer School
Pupils to be served within identified scope of service
 _ALL

 OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African American students, Special Education students

Scope of Service:
 All School Sites offering Summer School
Pupils to be served within identified scope of service
 _ALL

 OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African American students, Special Education students


Expenditures

BUDGETED
 \$689,000: S/C,
 Certificated Salaries and Benefits

ESTIMATED ACTUAL
 \$689,000: S/C,
 Certificated Salaries and Benefits

Actions/Services

PLANNED
(2.02) Provide Apex sections for credit recovery, a-g completion, and/or academic advancement = 42 sections
 X \$21,000 per section = \$882,000
 \$250,000 for licensing and resources
 \$10,000 for professional development = \$1,142,000.
<http://www.apexlearning.com>

ACTUAL
 **(2.02)** KHSD purchased 2,700 Apex licenses at a cost of \$232,500. In the fall semester of 2016, 2,404 licenses were utilized for credit recovery at 7 different school sites: Arvin, Bakersfield, East, Mira Monte, South, Shafter and Ridgeview.

Courses	# completing the courses in the fall 2016 (960 Students)	# enrolled in the courses in the spring 2017 (2164)
College and Career Preparation	91	131
English (English 9, 10, 11, 12, Literacy,	345	770
Fine Arts (Media Literacy, Music Appreciation, Art Appreciation	100	115
Foreign Language (Spanish)	23	42
Health	48	132
Mathematics (Algebra Common Core, Algebra I, Algebra II, Financial Literacy Geometry, Honor and Pre-calculus, Math Foundation and Mathematics of Personal Finances)	143	368
Physical Education	5	0
Science (Earth, Biology and Chemistry, Environmental Science)	54	148
Social Science (AP US Government and Politics, US History, and World History)	151	458

Professional development is provided to APEX staff members at district in-service meetings. The KHSD Software/System Coordinators also provide on-going professional development at the school sites and online.

Scope of Service:
 All Schools Sites
Pupils to be served within identified scope of service
_ALL

 OR:
_X Low Income pupils _X English Learners _X Foster Youth _X Redesignated fluent English proficient
_X Other Subgroups:(Specify) African
American students, Special Education students

Scope of Service:
 All Schools Sites
Pupils to be served within identified scope of service
_ALL

 OR:
_X Low Income pupils _X English Learners _X Foster Youth _X Redesignated fluent English proficient
_X Other Subgroups:(Specify) African
American students, Special Education students

Expenditures

BUDGETED
 \$892,000: S/C,
 Certificated Salaries and Benefits
 \$250,000: S/C,
 Books and Supplies
 Total = \$1,142,000: S/C

ESTIMATED ACTUAL
 \$1,008,013: S/C,
 Certificated Salaries and Benefits
 \$232,500: S/C,
 Books and Supplies
 Total = \$1,240,513 S/C

Actions/Services

PLANNED
(2.03) Provide intervention classes for students who need additional support in English and math – e.g. Algebra Lab, Foundations in Math, literacy classes, Smarter Balanced test, and Academic Performance classes that support “at risk” grade 9-12 students.
 79 sections X \$21,000 per section = \$1,659,000

ACTUAL
(2.03) Intervention classes continue to support academic progress for students that are “at risk” academically. 67.4% of students enrolled are unduplicated students. The fall semester 92.6% received a passing grade for their class (42.2% “A”, 25.1% “B”, 17.3% “C” and 8.0% “D”)

Course	Number of Sections
Mathematics	26
Literacy (Excluding Access Classes)	16
English	17
Apex	7
AVID	2
Academic Achievement	11

Scope of Service:
 All Schools Sites
Pupils to be served within identified scope of service
_ALL

 OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African American students, Special Education students

Scope of Service:
 All Schools Sites
Pupils to be served within identified scope of service
_ALL

 OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African American students, Special Education students

Expenditures

BUDGETED
 \$1,659,000: S/C,
 Certificated Salaries and Benefits

ESTIMATED ACTUAL
 \$1,632,224: S/C,
 Certificated Salaries and Benefits

[Actions/Services](#)

PLANNED

(2.04) Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the EL 1's and EL 2's students first.

(2.05) Retain the EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.

(2.06) Retain Bilingual Technicians (BT) and add an additional Bilingual Technician to be housed at the district to translate informational materials for dissemination to parents of LEP students. District BT may also assist in completing state and local reports and monitoring progress data

Total Number of English Learners = 3,166 (6.1)% of total student enrollment)

Continue to provide professional development for BIAs, IAs, and BT's to improve instructional support practices in the classroom and improve coordination of EL services, including parent support services.

- Projected # of IA's, BIAs (68 IA's Period and 254 BIAs Periods)
\$ 1,975,321
- Projected # of BT's = (124 Periods)
\$964,503

Projected # EL Coordinators = 20 Period \$336,612

✓ ACTUAL

(2.04) Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites were retained to provide primary language support to the EL student, serving the EL 1's and EL 2's students first.

(2.05) EL Coordinators were retained to oversee EL instruction at their school site, coordinate EL services, monitor students' academic progress, and work with district resource personnel to develop and determine appropriate interventions for students, especially those performing below grade level.

(2.06) Bilingual Technicians were retained to support the EL program at the site and to meet state-required reporting criteria. No district BT was hired.

KHSD EL Program Specialist meets with BIAs, IAs, and BTs as a professional learning community and attend district professional development workshops.

- ✓ EL Coordinators and Bilingual Techs meet on a monthly basis.
- ✓ BIAs and IAs meet with their assigned teachers, site EL Coordinator and District EL Program Specialist on a regular basis to learn strategies to improve instructional support practices in the classroom.

2016-17 Instructional Assistant (IAs)	
Bilingual Instructional Assistant (BIAs) Class Periods	
Instructional Assistant (Only assigned in English Language Development (ELD) Classes)	59
Bilingual Instructional Assistant (Assigned in Core classes; (Math, Science and Social Studies)	284

Scope of Services:
 All Schools Sites
Pupils to be served within identified scope of service
 _ALL

OR:
 ___Low Income pupils X English Learners
 ___Foster Youth X Redesignated fluent English
 proficient __Other Subgroups:(Specify)

Scope of Services:
 All Schools Sites
Pupils to be served within identified scope of service
 _ALL

OR:
 ___Low Income pupils X English Learners
 ___Foster Youth X Redesignated fluent English
 proficient __Other Subgroups:(Specify)


Expenditures

BUDGETED
 \$336,612: S/C,
 Certificated Salaries and Benefits
 \$2,939,824: S/C,
 Classified Salaries and Benefits
 Total: \$3,276,436 S/C

ESTIMATED ACTUAL
 \$508,734: S/C,
 Certificated Salaries and Benefits
 \$2,662,743: S/C,
 Classified Salaries and Benefits
 Total: \$3,171,477 S/C

PLANNED
(2.07) Continue to maintain Teacher-Librarians at each site. Teacher- Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.

18 Teacher-Librarians (one per comprehensive) =
 \$2,082,508

ACTUAL
 **(2.07)** At the 18 KHSD comprehensive sites, Teacher-Librarians focused on reinforcing literacy skills school wide. The libraries were open before school, during lunch, and after school for students to receive tutoring, access the Internet, and study.

In addition, Teacher-Librarians worked with classroom teachers to collaborate on lessons to strengthen research and technology skills. The Teacher-Librarians collaborated with BC librarians to build high school research skills that foster college and career readiness. Teacher-Librarians also participated in developing units for the One Book, One Bakersfield, and One Kern literacy project. In addition to building literacy skills, the lessons related to this project are aligned to CSUB's First Year Experience. The Teacher-Librarians continue to partner with the local colleges in order to ensure students are prepared for the research and technology skills expected in college and/or career.

[Actions/Services](#)


Expenditures

<p>Scope of Service: All Schools Sites Pupils to be served within identified scope of service _ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p> <p>BUDGETED \$2,082,508: S/C, Certificated Salaries and Benefits</p>

<p>Scope of Service: All Schools Sites Pupils to be served within identified scope of service _ALL</p> <p>-----</p> <p>OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p> <p>ESTIMATED ACTUAL \$2,103,536: S/C, Certificated Salaries and Benefits</p>

Actions/Services

<p>PLANNED (2.08) Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites:</p> <p>South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter (\$15,000 per site =\$120,000)</p> <p>North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence = (\$12,000 per site = \$72,000)</p> <p>Stockdale, Centennial, Frontier and Liberty (\$9,500 per site = \$38,000)</p> <p>Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may be open late in the evenings and on Saturdays) to fulfill the primary expectation of serving the students of the "unduplicated count." The funding may also include bilingual literacy support for EL students.</p>

<p>ACTUAL  (2.08) School sites were allocated funding to extend their library hours for the 2016-17 school year. Allocation was based on the number of unduplicated students at the school sites: The majority of the school sites extended their library hours between the hours of 3 pm and 6 pm and on Saturdays. The library was supervised by classified and certificated staff who assisted the students with their academic needs. It has been reported by the school sites that the number of students participating and utilizing the resources and technology available in the library is increasing.</p>

Expenditures

Scope of Service:
All Comprehensive Schools Sites
Pupils to be served within identified scope of service
_ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African American students, Special Education students

Scope of Service:
All Comprehensive Schools Sites
Pupils to be served within identified scope of service
_ALL


OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African American students, Special Education students

BUDGETED
\$230,000: S/C,
Certificated Salaries and Benefits

ESTIMATED ACTUAL
\$230,000: S/C,
Certificated Salaries and Benefits

Actions/Services

PLANNED
(2.09) Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses (redesigned literacy course). Access was developed and implemented in 2015-16 school year. Pre-Access and Access 2 will be implemented in 2016-17 school year.

ACTUAL
 **(2.09)** Resources and materials were purchased for Access teachers to enhance their ability to meet the literacy needs of their students. Most of the funding was used to build and maintain classroom libraries with high-interest books.

Scope of Service:
All Comprehensive Schools Sites
Pupils to be served within identified scope of service
_ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African American students, Special Education students

Scope of Service:
All Comprehensive Schools Sites
Pupils to be served within identified scope of service
_ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) African American students, Special Education students


Expenditures

BUDGETED
\$120,000: S/C,
Books and Supplies

ESTIMATED ACTUAL
\$120,000: S/C,
Books and Supplies

Actions/Services

PLANNED
(2.10) Support site level technology lead teachers in the utilization of technology and the technology programs in the classroom to enhance student engagement and learning. Site level leads will also support professional development activities related to technology at their sites.

ACTUAL
 **(2.10)** Site level support is provided on a site by site basis. Technology lead teachers are located at each of the comprehensive and continuation sites and are utilized to provide content specific development. Technology lead teachers attend professional development such as conferences, and time to train at their school sites.

Expenditures

Scope of Service:
All Schools Sites
Pupils to be served within identified scope of service
X ALL

OR:
__ Low Income pupils __ English Learners
__ Foster Youth __ Redesignated fluent
English proficient __ Other Subgroups:(Specify)

BUDGETED
\$100,000: S/C,
Certificated Salaries and Benefits

Scope of Service:
All Schools Sites
Pupils to be served within identified scope of service
X ALL

OR:
__ Low Income pupils __ English Learners
__ Foster Youth __ Redesignated fluent
English proficient __ Other Subgroups:(Specify)

ESTIMATED ACTUAL
\$100,000: S/C,
Certificated Salaries and Benefits

Actions/Services

PLANNED
(2.11) Continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.

ACTUAL
(2.11) The Software Coordinator provided district wide professional development as well as visiting the sites to provide site specific and individual professional development. District wide professional development is offered throughout the school year. The following professional development opportunities have been offered multiple times throughout the school year.

New Teacher Synergy Training	Google Basics
Apex Training	Illuminate Basics
Google Classroom	Illuminate Intermediate
Google Forms	Substitution Augmentation Modification Redefinition & Tech in the Classroom
Goobric & Doctopus	Google Apps for Education
Google PLC	Illuminate & Data Driven Instruction
Google My Maps	Google Level 1 Certification
Applications & Extensions	Illuminate Advanced
EdPuzzle	Google Tour Builder
Website Training	Google Apps for Math
Creation of a Modern Science Classroom	Online Resources for Math Classes
Google Cardboard	Applications & Extensions
Site Specific Trainings and Mentoring	

Expenditures

Scope of Service:
All Schools Sites
Pupils to be served within identified scope of service
 ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

BUDGETED
\$60,000: S/C,
Certificated Salaries and Benefits

Scope of Service:
All Schools Sites
Pupils to be served within identified scope of service
 ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

ESTIMATED ACTUAL
\$60,000: S/C,
Certificated Salaries and Benefits

Actions/Services


PLANNED
(2.12) Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom. Focus of support is on the sites with the oldest computers, especially those that cannot support the new software. Currently KHSD has 11,048 Personal Computers (PC's), with 20% needing to be replaced each year.

Another focus is to support instructional technology at the sites by replacing outdated document cameras and other peripherals. An inventory of technology items will be updated in 2016-17 to better outline the technology needs of the school sites.

School sites with the highest number of unduplicated pupils will be served first.

This action may include the following:

- Increasing computer access
- Supporting Science, Technology, Engineering, and Math (STEM) classes
- Expanding labs
- Increasing the use of portable devices in the classroom (Chromebooks)
- Expanding bandwidth to support a robust network

ACTUAL
 **(2.12)** The Kern High School District is committed to developing students and staff who are effective in the use of technology and recognize its growing importance in the 21st century. The effective integration and utilization of current and emerging technologies into standards-based curriculum is one important component of student achievement.


School sites with the highest number of unduplicated pupils were served first. Student learning has been enhanced by the following:

- Increasing computer access (All outdated computers for students and staff)
 - Dell monitors
 - Computers
 - Mice
- Computer Labs / Expanding
 - Headphones
 - Dell monitors
 - Computers
 - Mice
- Supporting Science, Technology, Engineering, and Math (STEM) classes (Priority given to the highest LCFF sites)
 - Nspire docking stations
 - TI Nspire
 - TI Navigator
- Increasing the use of portable devices in the classroom (Chromebooks)
 - Chromebooks (15,000)
 - Chromebook Carts
 - Document Cameras (676)

The overarching goal of our infrastructure project is to create and maintain a robust infrastructure capable of supporting many initiatives. The Kern High School District believes the network

Expenditures

[Actions/Services](#)

	<p>should be device agnostic as well as easy and safe for students and staff use. The network will use state of the art technology that will be scalable and continue to improve functionality for all users.</p> <ul style="list-style-type: none"> • Expanding bandwidth to support a robust network <ul style="list-style-type: none"> ○ Wireless Network: Campus wide coverage at each site, (1,550 access points have been installed) ○ Bus Wi-Fi (3400 KHSD Devices) & Kajeet Hotspots (2,300 Student Bring your Own Device (BYOD)) ○ Man (Metropolitan Area Network) upgrade to 1 Gigabit per site with the ability to increase up to 20 Gigabit ○ San (Storage Area Network) ○ Ethernet Switching Equipment: Replacement of 586 obsolete switches
<p>Scope of Service: All Schools Sites Pupils to be served within identified scope of service <u> X </u> ALL</p> <p>-----</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)</p>	<p>Scope of Service: All Schools Sites Pupils to be served within identified scope of service <u> X </u> ALL</p> <p>-----</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)</p>
<p>BUDGETED \$2,500,000: S/C, Capital Outlay</p>	<p>ESTIMATED ACTUAL \$890,348: S/C, Materials and Supplies \$1,094,219: S/C, Noncapitalized Equipment \$515,433: S/C, Equipment</p>
<p>PLANNED (2.13) Continue to build technology-based assessments so that all technology-based lessons have a corresponding assessment. Ensure that technology lessons and assessments address the needs of the below-grade-level learner, as well as all students of the unduplicated pupil count who may not have technology resources at home. Books and Supplies = \$20,000</p>	<p>ACTUAL  (2.13) Continue to build technology-based common core assessments so that all technology-based lessons have a corresponding assessment and are ensuring that the needs of the below-grade-level-learner are being met. The Interactive Health Technology software was purchased for assessments.</p>

Expenditures

Scope of Service: All School Sites Pupils to be served within identified scope of service <u>_ALL</u> ----- OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_X</u> Other Subgroups:(Specify) <u>African</u> <u>American students, Special Education students</u>
BUDGETED \$20,000: S/C, Books and Supplies

Scope of Service: All School Sites Pupils to be served within identified scope of service <u>_ALL</u> ----- OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_X</u> Other Subgroups:(Specify) <u>African</u> <u>American students, Special Education students</u>
ESTIMATED ACTUAL \$20,000: S/C, Books and Supplies

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 13 actions and services were fully implemented as planned. Each of the 13 actions in Goal 2 address the methods and the means for KHSD to accomplish this, with special emphasis on the students of the unduplicated count. Actions 2.01, 2.02 and 2.03 hone in on providing students with tools and options to sharpen their academic skills. Actions 2.04, 2.05, and 2.06 provide the English Learners (EL) the support necessary to be successful. This includes providing Instructional and Bilingual Assistants in the classroom, as well as the assigned certificated instructor, who monitors the progress of all English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students. Actions 2.09, 2.10, 2.11, 2.12 and 2.13 enhance the students' learning by providing the necessary technology to be competitive in a technology-based society. Action 2.07, and 2.08 allows students to utilize educational technology and written material to study and take advantage of tutoring before, and afterschool. These goals also provide KHSD staff the availability to learn and utilize technology as a tool to enhance the academic success of their students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overarching goal of providing KHSD students with the tools to be successful with all content standards and corresponding assessments was executed effectively. The 13 measurable outcomes have gauged the success of Goal 2. The success of the English Learner is highlighted in measurable outcomes 2b, 2c, and 2d. These measurable outcomes focus on providing all students broad academic options in course and programs. More students (10,437) are enrolling in GATE, Honors or International Baccalaureate (IB), and AP classes. 60% of these enrolled students are of the unduplicated student count, and 32% are RFEP students (formerly EL students). Though reclassification rates display a significant decrease as displayed in measurable outcomes 2e, it should be noted that 594 students were reclassified in 2014-15. The change was partly due to an updating of the reclassification criteria, stipulated by the California Department of Education. CAASPP scores for "All" increased by 3% for English Language Arts (ELA), 5% for the Economically Disadvantaged students, 8% for RFEP students, and 7% for African American students. CAASPP scores for "All" in mathematics did not increase, and the Economically Disadvantaged students decreased by 3%, the RFEP students decreased by 4% and African American students decreased by 2%.

The KHSD graduation rate is 86.9%, (according to DataQuest) which outperforms the county and state rates. KHSD LCAP Parent Survey indicates that parents feel that there was an improvement in KHSD preparing their students for college (a 1.2% increase) and preparing their students for a career path (an increase of 3.5 %.) A-G and Advanced Placement

displayed a decrease. The district anticipates that the release 2015-16 results will display more favorable results due to the increase of students enrolling in GATE, Honors/IB and AP classes. Another factor may be that more students are enrolling in Career Technical Education (CTE) classes. There has been a 24% increase in CTE enrollment in 2015-16. A focus to increase reading and math levels led to the purchase of the STAR Renaissance program to regularly assess student progress and determine targeted interventions. Actions 2.07 and 2.08 provide the necessary availability for our libraries to be open before school, afterschool, and on (occasional) Saturdays so students can have the technology and library resources to complete assignments, provide a safe environment for learning, and receive tutoring. Action 2.09 provided materials for the literacy classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

- ✓ Action 2.02: Salaries projected to exceed budget by \$98,513 due to average cost of staff in excess of \$21,000 per section used for projection. This is due to higher salaries, possible step increases, and the 2.5% increase in certificated salaries.
- ✓ Action 2.03: Estimate of \$26,776 less than projected is due to actual salaries lower than the \$21,000 cost per section projected.
- ✓ 2.04, 2.05, and 2.06: Overall estimated salaries are less than projected due to a lower cost of health and welfare benefits than originally projected and changes in staffing and, therefore, salaries from those used in the prior year.
- ✓ Action 2.07: Salaries projected to exceed budget due to 2.5% increase in salaries, and staff step increases where applicable.
- ✓ Action 2.12: Reclassification from Capital Outlay to Equipment based on planned expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

- ✓ Metric Indicator (2a) - Evaluation tool was ineffective and a new evaluation tool will be utilized. KHSD will be utilizing the Academic Standards and/or Curriculum Framework survey adopted the California Department of Education (CDE).
- ✓ Metric indicator (2b.) – Analysis of this metric indicators yield that this goal was not measurable.
- ✓ Metric indicator (2c.) - Analysis of this metric indicators yield that this goal was not measurable.
- ✓ Metric Indicator (2e) – EL student’s reclassification rates will be changed from 2% to 1% due to the reclassification policy for the KHSD.
- ✓ Metric Indicator (2f) - Metric indicator percentage will be changes from 1.5% to 1%. There was a 24% Increase from 2014-15 to 2015- 16.

- ✓ Metric Indicator (2g) – The California Assessment of Student Performance and Progress (CAASPP) was first implemented in 2014-15. We have two years of data to now establish a baseline for ELA and Mathematics. “ALL” 1% and subgroups by “1%.”
- ✓ Metric Indicator (2h) – Analysis of the California Dashboard revealed that “All, English Learners, Socioeconomically Disadvantage, Students with Disabilities, Hispanic, and African American Students increased significantly. The 2% increase will be changed to 1% because of the substantial growth already measured.
- ✓ Metric Indicator (2i) – Analysis of data warrants a change in the following metric (2i); a) a-g for “Hispanic and African American” students from 4% to 2% b) delete “California English Language Development Test (CELDT) Annual Measurable Achievement Objectives AMAOs 1 and AMAOs 2 will increase by 2%. “ The CELDT was replaced by English Language Proficiency Assessment for California and will be in effective spring of 2018 and baseline will be determined, c) change increase of CTE Cornerstone and Concentrators from 2% to 1%.
- ✓ Action 2.01 and (2j) – “EL Reclassification Summer CELDT Class program during Summer School.” CELDT will be replaced by ELPAC in the spring of 2017. Action 2.01 will be modified from CELDT summer schools classes to read summer school support classes for EL students.
- ✓ Metric Indicator (2l) - The metric will be changed from one instructional reading level to a half of 0.5 instructional reading level. After reviewing the data it was deemed that only students who are enrolled in Access, Pre-Access and Access II would be measured.
- ✓ Action 2.08 – Funding will be reduced by \$30,000 for this action due to reallocation of funding.
- ✓ Action 2.09 – Funding will be reduced by \$60,000. There is no projection to offer additional sections.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Goal 3 Priority 7:

(3a.) Broaden course options for students that include intervention classes in literacy and math, STEM, Visual and Performing Arts, CTE, AVID, and dual enrollment opportunities for advancement. All classes, courses, and programs are open to all students of the unduplicated count and to students with exceptional needs. Increase survey responses of agree or strongly agree as they relate to instruction by 5% compared to last year's responses (see pages 75-76).

ACTUAL

Priority 7:



(3a.) Counselors reviewed student transcripts and work with students on their four-year plan in order to determine appropriate course schedules and intervention-class needs. Students may be enrolled in support English and/or math classes or be enrolled in a dual enrollment course for advancement. Students' intervention needs are addressed first, followed by graduation requirements and courses to ensure college/career readiness. In the spring of 2017, KHSD will administer the California Healthy Kids Survey. A new baseline will be established.

(3b.) Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).

(3c.) Increase enrollment rate in GATE, HP, and AP of under-represented student groups by 2%, as measured by previous year's enrollment rate (see pages 76-77).

(3b.)



KHSD Courses Fall 2016-17 Baseline Year	
Literacy Classes (Access, Pre-Access and English Literacy)	143 Sections
Math Intervention Classes (Algebra 10-12, Applied Geometry, Applied Algebra, Consumer Math, Pre-Algebra, and Algebra Lab)	281 Sections
STEM Classes	2,080 Sections
CTE	624 Sections
AVID	65 Sections
Total	3,193 Sections

(3c.)



	2015-16	2016-17
GATE Classes	286	327
Honor / Classes	239	231
AP Classes	298	302

The net increase was 37 sections over the two-year period which was a 4.5% increase.

Priority 8:

(3d.) Decrease Ds and Fs, overall, by 1%, as measured by previous year's grade distribution (see page 18).

**Goal 3 Metrics
Local Priorities**

(3e.) Increase in CTE survey responses of agree or strongly agree by 5% as compared to last year's responses (see pages 77-79)

(3f.) Increase Project BEST college admittance rate by 3% and **increase in participation by 5%**, as measured by previous year's rates (see page 79).



Priority 8:

(3d.) Please refer to Goal 1, Metric (1k.)



**Goal 3 Metrics
Local Priorities**

(3e.) Please refer to Goal 1, Metric (2i.)



(3f.)

Project BEST Graduates	
2015-16	155 (86.5%)
2014-15	126 (87.5%)



Project BEST Participants			
Grade	2014-15	2015-16	2016-17
9 th	33	142	191
10 th	177	107	110
11 th	176	172	181
12 th	145	177	179
Total	531	598 (12% Increase)	661 (10.5% Increase)

ACTIONS / SERVICES for Goal 3

Action

PLANNED

(3.01) Increase Career Technical Education (CTE) programs at the Regional Occupation Center

(ROC) to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. 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. Programs currently being offered at ROC include the following:

- CTE pathway offerings, particularly “concentration” and “capstone” courses
- CTE courses to articulate with local community colleges and meet local industry needs
- Dual Enrollment curriculum alignment, professional development, and materials. (\$175,000)
- California Career Pathways Trust and local industry partnerships at all 18 comprehensive school sites, 5 alternative education school sites, and the Regional Occupational Center.

A Career Technical Education student survey that rendered 21,000+ responses indicated that KHSD students are strongly interested in more CTE courses and programs. Because of this strong interest in increasing CTE from students and various other stakeholders, the KHSD will maintain and expand ROC through LCAP funds, as well as

ACTUAL

✓ **(3.01)** The KHSD Regional Occupational Center (ROC) offers a variety of programs. All courses are designed to prepare students for entry-level employment. Approximately 1,005 students (juniors and seniors) participated in ROC classes in the fall semester 2016. Students enrolled either in a morning or afternoon class session. Of the 1,005 students 58% are unduplicated students, with 323 being classified as RFEP students, 39 EL students, and 5 Foster Youth students. Programs offered at ROC include:

- ✓ CTE pathway offerings, particularly “concentration” and “capstone” courses. (Data provided by E1 Secondary Summary Report for 2015-16 school year)
- ✓ 19,115 students were enrolled in one or more CTE classes.
- ✓ 7,472 students were enrolled in a concentration class.*
- ✓ 1,856 student were enrolled in a capstone class.*
- ✓ CTE courses articulate with local community colleges and meet local industry needs
- ✓ The articulation program, based at Bakersfield College, is an integral part of Career and Technical Education and encourages high school students to continue technical training and education at the college level by offering college credit for high school articulated courses. Articulation provides a smooth transition from high school to a certificate, associate degree or transfer to the community college by eliminating duplication of course work.

Actions/Services

the KHSD general fund. State and national grants will also be procured to supplement costs. Funding will ensure ROC program maintenance and expansion, providing students with essential job-readiness skills and experiences that promote job security in the local economy.

68% of ROC enrollment is of the unduplicated count; hence, LCAP funding for ROC will be principally directed to the students of the unduplicated count. Students are selected for ROC enrollment by their home school counselor, and unduplicated pupils receive priority enrollment.

6 new programs will be offered at the ROC in the fall of 2016, greatly increasing current enrollment opportunities. Each program will require a temporary location to conduct classes. To this end, portable classrooms are needed for each program. The new programs are:

- Robotics Engineering
- Mobile Applications Development and Entrepreneurship
- Physical Therapy and Sports Medicine
- Pharmacy Technician
- 3D Animation and Video Game Design
- Video Game Programming

Allocation for the six new ROC programs:
Certificated staff (6) = \$600,000

- ✓ Dual Enrollment is offered at the following school sites:
Centennial, Golden Valley, Independence, Kern Valley, North, Nueva, ROC, Ridgeview, Shafter, and South High School
- ✓ Classes Offered: Industrial Drawing and Graphics, Introduction to Animal Science, Digital Arts, Introduction to Woodworking, Introduction to Construction, Beginning Floral Design, Introduction to Mechanized Agriculture, Shield Metal Arc Welding, Digital Photography, Student Development, Introductory Composition, Elements of Speech
- ✓ Professional development for dual enrollment is on-going with BC and CSUB.
- ✓ California Career Pathways Trust and local industry partnerships are offered at the following school sites: Arvin, Bakersfield, East, Foothill, Independence, Ridgeview, South, and Stockdale High School.
- ✓ **Arvin High School**
 - Construction Design
 - Health Careers
 - Horticulture
- ✓ **Bakersfield High School**
 - Public Services
- ✓ **East High School**
 - Health Careers
 - Multi-Media
- ✓ **Foothill High School**
 - Agriculture
 - Computer Design
- ✓ **Independence**
 - Energy
- ✓ **Ridgeview**
 - Informational Technology
- ✓ **South**
 - Criminal Justice
 - Engineering
- ✓ **Stockdale**
 - Health Careers

Classes that are offered at ROC

3D Animation	Administrative Office Assistant a-g course	Ag / Diesel Mechanic 2
Ag / Food Service a-g course	Auto Body & Fender Repair	Bookkeeping / Accounting a-g course
Business, Banking & Finance a-g course	CISCO Networking Academy a-g course	Dental Assistant
Early Childhood Education a-g course	Energy and Water Engineering	Fashion Merchandising
Fire Technology a-g course	Introduction to Health Careers	Law Enforcement
Medical Assistant a-g course pending	Metal Fabrication	Mobile App Development a-g course
Nursing Assistant a-g course pending	Pharmacy Tech a-g course	Retail Sales
Robotics Engineering a-g course	Small Business Entrepreneurship a-g course pending	Video Production
Sports Medicine a-g course	Welding	Video Game Design a-g course

In the fall of 2017, ROC is slated to offer 5 additional courses.

- ✓ Energy and Water Engineering
- ✓ Dental Assistant
- ✓ Small Business Ownership
- ✓ Introduction to Health Careers
- ✓ Video Production

***Concentrator:** A secondary CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.

***Capstone Course:** The last course in a PLANNED sequence of CTE courses necessary for employment in an identified occupation. A student who completes this course may exit the program for employment or continue enrollment in the program to prepare for higher level employment or advanced education in the same career path.

Expenditures

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
 X ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
 X ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

BUDGETED
\$5,994,520: S/C,
Certificated and Benefits
\$1,208,480: S/C,
Classified Salaries and Benefits
\$412,000: S/C,
Books and Supplies
\$56,000: S/C,
Capital Outlay
\$280,000: S/C,
Transportation
\$224,000 S/C,
Services and Other Operating Expenses
Total= \$8,175,000 S/C

ESTIMATED ACTUAL
\$5,994,520: S/C,
Certificated and Benefits
\$1,208,480: S/C,
Classified Salaries and Benefits
\$412,000: S/C,
Books and Supplies
\$56,000: S/C,
Capital Outlay
\$280,000: S/C,
Transportation
\$224,000 S/C,
Services and Other Operating Expenses
Total= \$8,175,000 S/C
(General funds and grants pay for all other expenses for ROC.)

Actions/Services

PLANNED
(3.02) Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development.

Schools expected to implement the program in 2016-17 are Liberty, Mira Monte, and Vista.

Scope of Services:
Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, South, Shafter, Stockdale, Nueva, Vista, and Vista West

ACTUAL
(3.02) There are currently 16 comprehensive high schools (Arvin, Bakersfield, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale, and West) and 4 continuation schools (Nueva, Vista, Vista West and Tierra Del Sol) utilizing the semester-long, Career Choices curriculum in 2016-17.

The curriculum includes the following:

- ✓ Development of a 10-year career and educational plan
- ✓ Career identification and planning
- ✓ Life skills, including decision making, perseverance, and goal setting
- ✓ Study skills

There is only one continuation site and two comprehensive sites that have not yet implemented Career Choices.

Expenditures

[Actions/Services](#)

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

BUDGETED
\$134,950 S/C,
Certificated Salaries and Benefits
\$100,050: S/C,
Books and Supplies
Total: \$235,000 S/C

PLANNED
(3.03) Purchase Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.


Scope of Service:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:
_X_Low Income pupils _X_English Learners

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

ESTIMATED ACTUAL
\$238,344: S/C,
Books and Supplies

ACTUAL
 **(3.03)** Naviance is a college/career readiness computer program that allows students the opportunity to use seven different professionally designed career assessments that are evidence-based as well as comprehensive college-search tools to assist students in academic planning, career preparation, and college placement. Naviance is currently implemented at the following school sites (Arvin, East, Golden Valley, Independence, Mira Monte, Shafter and South.) The Naviance program will be expanding to 7 additional sites (Bakersfield, Centennial, Frontier, Highland, Liberty, North and Stockdale) and Kern Learn in the 2017-18 school year.

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English

Expenditures

_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)
African American students, Special Education students

BUDGETED
 \$100,000: S/C,
 Books and Supplies

PLANNED
(3.04) Provide funding to maintain Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following:

- 6 weeks of career development
- 6 weeks of paid work experience (15 hours)

Quest for Success has been supported through the In-School Youth Program, whose funding was cut by 60%.

Instructor (Certificated) and Support Staff (Classified) = \$150,000
 Support staff and supplies = \$50,000
 Total cost to maintain the program = \$200,000

proficient _X_Other Subgroups:(Specify)
African American students, Special Education students

ESTIMATED ACTUAL
 \$100,000: S/C,
 Books and Supplies

ACTUAL
(3.04) Quest for Success is offered at the KHSD Continuation sites. Ninety-four students were enrolled in Quest for Success classes in fall 2016 with 75 (80.6%) completing the program. Quest for Success is offered to students who are enrolled at the 5 continuation sites. 84% of students participating in Quest for Success program are unduplicated students.

Quest for Success Class Fall 2016	
80.6% Completion Rate	
Enrolled	Completed
94 Students	75 Students
Quest for Success Work Experience Fall 2016	
67% Completion Rate	
Enrolled	Completed
94 Students	63 Students

[Actions/Services](#)

Expenditures

Scope of Services:
 Alternative Education Sites
Pupils to be served within identified scope of service
ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: African American students, Special Education students

BUDGETED
 \$90,000: S/C,
 Certificated Salaries and Benefits
 \$60,000: S/C,
 Classified Salaries and Benefits
 \$50,000: S/C,
 Books and Supplies
 Total = \$200,000 S/C

Bakersfield Work Experience Sites	
Kern High School District Sites	CVS Pharmacy
Fallas Department Store	Food Bank
Footlocker	Party City
Petco	Round Up Feed and Supply
Shafter Work Experience Sites	
Apple Market	Carrington of Shafter Assisted Living
Floyd's	La Hacienda Market
Parks and Recreation	Shafter Youth Center
Lamont Work Experience Sites	
Lamont School District	La Mina
Kern County Library	Sunset School
Vineland School District	Super Winnie Diner

Scope of Services:
 Alternative Education Sites
Pupils to be served within identified scope of service
ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: African American students, Special Education students

ESTIMATED ACTUAL
 \$90,000: S/C,
 Certificated Salaries and Benefits
 \$60,000: S/C,
 Classified Salaries and Benefits
 \$50,000: S/C,
 Books and Supplies
 Total = \$200,000 S/C

[Actions/Services](#)

PLANNED

(3.05) Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going culture among African American male students and increase their college-going rate.

- Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year.
- Transportation allotment (districtwide) = \$15,000
- Provide incentives and resources, support mentoring, and coordinate activities/functions with Black Student Union = \$7,500 per site (\$105,000)

Sites currently supporting Project BEST (14):

- Bakersfield
- Centennial
- East
- Foothill
- Frontier
- Golden Valley
- Highland
- Independence
- Liberty
- Mira Monte
- Ridgeview
- South
- Stockdale
- West

ACTUAL

✓ **(3.05)** Project Best is a partnership between the Kern High School District, California State University, the local business community, parents and students. The focus of Project BEST is the following; Guide students through college prep programs so they can successfully enroll and complete college.

Identify young African-American males: 2016-17 Participants	
9 th Grade	191
10 th Grade	110
11 th Grade	181
12 th Grade	179
Total	661

There are 14 BEST facilitators, one each at the following school sites:

- Bakersfield
- Centennial
- East
- Foothill
- Frontier
- Golden Valley
- Highland
- Independence
- Liberty
- Mira Monte
- Ridgeview
- South
- Stockdale
- West

The program offered the following enrichment activities and college trips:

- Scholarship Writing Workshop
- College Expo, Los Angeles
- Black Student Union Conference
- Annual Conference, California State Bakersfield, Northridge and Stanford University

Expenditures

Scope of Services:
 Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, Ridgeview, South, Stockdale, West
Pupils to be served within identified scope of service
ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)African American students

BUDGETED
 \$20,000: S/C, Certificated Salaries and Benefits
 \$34,000: S/C, Classified Salaries and Benefits
 \$15,000: S/C, Transportation
 \$66,000: S/C, Books & Supplies
 Total = \$135,000 S/C


PLANNED
(3.06) Continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students. A focus is to provide avenues for “seamless transitioning” into college or career. One such avenue is the long-term educational plan, currently being developed in partnership with Bakersfield College. Also, the Resource Counselor will work closely with the Foster Youth Liaison to increase FY college-going rate by ensuring priority enrollment in Summer School and in college and by closely monitoring student progress to determine appropriate and timely interventions to close existing achievement gaps, particularly with our underrepresented subgroups: African American and Hispanic.

Actions/Services

Scope of Services:
 Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, Ridgeview, South, Stockdale, West
Pupils to be served within identified scope of service
ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)African American students

ESTIMATED ACTUAL
 \$20,000: S/C, Certificated Salaries and Benefits
 \$34,000: S/C, Classified Salaries and Benefits
 \$15,000: S/C, Transportation
 \$66,000: S/C, Books & Supplies
 Total = \$135,000 S/C

ACTUAL
 **(3.06)** The District Resource Counselor facilitated the following support actions: Coordinated counseling services and planned training workshops for head counselors and guidance technicians as well as organized four different counseling symposiums.

- ✓ Worked with community agencies to increase college-going rates, including Bakersfield College, California State University, Bakersfield, Youth 2 Leaders, Kern Community Foundation, the College Board, and Kern County Superintendent of Schools
- ✓ Encouraged training in college preparation and career exploration through the Career Choices program and Naviance
- ✓ Worked to update the new website for students
- ✓ Examined and promoted the following intervention strategies:
 - Restorative Practices
 - Social-Emotional Learning
 - ACES Training
 - Small Group Work
 - Suicide Prevention

Expenditures

<p>Scope of Services: All School Sites Pupils to be served within identified scope of service <u> X ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>The Resource Counselor also assisted the AB490 Liaison in providing support services for foster youth by working with foster youth liaisons to establish foster youth clubs on high school campuses.</p> <p>Scope of Services: All School Sites Pupils to be served within identified scope of service <u> X ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>
<p>BUDGETED \$127,584: S/C, Certificated Salaries and Benefits</p>	<p>ESTIMATED ACTUAL \$130,224: S/C, Certificated Salaries and Benefits</p>
<p>PLANNED (3.07) Provide professional development to further support and expand AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also, provide professional development through subject-area conferences and workshops. Currently there are 13 AVID sites;</p> <ul style="list-style-type: none"> • Arvin • Bakersfield • Centennial • East Bakersfield • Foothill • Highland • Independence • Kern Valley • Mira Monte • North • South • Stockdale • West 	<p>ACTUAL (3.07) There are 1,367 students participating in Advancement Via Individual Determination (AVID) at the 13 comprehensive school sites (AHS, BHS, CHS, EBHS, FHS, HHS, IHS, KVHS, MMHS, NHS, SHS, StHS, and WHS.)</p> <ul style="list-style-type: none"> ✓ 1056 (77%) students enrolled in AVID are designated unduplicated students compared to 73% in the 2015-16 school year. ✓ 503 (36.7%) students enrolled in AVID are designated RFEP or EL students. ✓ 1005 (73.5%) of AVID students received an “A” in their class. <p><u>KHSD AVID achievements</u></p> <ul style="list-style-type: none"> ✓ 1,413 students participated in AVID last year compared to 1,367 this school year. The slight decrease (3.2%) is attributed to the increase of AVID 11 and 12 grade level students who exit the program to take more honors and Advanced Placement courses. With the increase of dual enrollment courses, the pattern may continue. AVID also competes with other academy classes and/or pathways -- e.g., Project Lead the Way and other STEM pathways, Health Academy and other partnership academies.

Actions/Services

Expenditures

[Actions/Services](#)

Scope of Service:
Arvin, Bakersfield, Centennial, East, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale, West
Pupils to be served within identified scope of service
ALL

OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

BUDGETED
\$25,000: S/C,
Certificated Salaries and Benefits
\$75,000: S/C,
Books and Supplies
Total = \$100,000 S/C


PLANNED
(3.08) Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English.

- ✓ AVID strategies were integrated across the curriculum, increasing rigor and college readiness school wide. This is done through regular PD and through coaching of AVID elective teachers, who then share AVID teaching skills and strategies with other staff.
- ✓ AVID Coordinator trained and placed over 50 EDTE 300 (CSUB course) college students into AVID elective classes to serve as tutors. These students earn university credit rather than pay and then often return as paid tutors, funded through the CAPP grant.
- ✓ Over 100 teachers continue to be trained in AVID strategies per year. School sites fund their teachers' training.
- ✓ 207 seniors graduated from AVID in 2015-16 and a projected 238 students are expected to graduate in 2016-17.

Scope of Service:
Arvin, Bakersfield, Centennial, East, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale, West
Pupils to be served within identified scope of service
ALL

OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

ESTIMATED ACTUAL
\$25,000: S/C,
Certificated Salaries and Benefits
\$75,000: S/C,
Books and Supplies
Total = \$100,000 S/C

ACTUAL
 **(3.08)** 3,640 students are enrolled in Expository Reading and Writing Course (ERWC). Classes are offered at 14 comprehensive sites (Arvin, Bakersfield, Centennial, East, Foothill, Golden Valley, Highland, Independence, Mira Monte,

Students who score “conditionally ready” on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately enroll in a credit bearing class.

Fall of 2015, KHSD students (3,276) enrolled in ERWC classes. Of these students 2293 (70%) were of the unduplicated count.

Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions.
Continue to support ERWC by funding materials and training = \$120,000.

Scope of Services:
15 School Sites
Pupils to be served within identified scope of service
ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)African American students, Special Education students

BUDGETED
\$30,000: S/C,
Certificated Salaries and Benefits
\$90,000: S/C,
Books and Supplies
Total: \$120,000 S/C

PLANNED
(3.09) A dual enrollment statistics course is being developed with BC, which received a College Futures Grant for Dual Enrollment development. KHSD co-wrote the grant with BC.


North, Shafter, South, Stockdale and West) and at one alternative site (Central Valley). 65% of students enrolled are designated as part of the unduplicated count. Enrollment increased by 364 (11.5%) students. Supplies and material were provided for the ERWC classes.

- ✓ 2,362 (64.8%) students enrolled in ERWC classes are designated unduplicated students.
- ✓ 1353 (37.1%) students enrolled in ERWC classes are designated RFEP or EL students.
- ✓ 3340 (91.1%) of ERWC students received a “C” or better in their class for the fall semester and 300 (8.2%) received a “D or F”, for the class.
- ✓ Supplies and Curriculum were purchased

Scope of Services:
15 School Sites
Pupils to be served within identified scope of service
ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)African American students, Special Education students

ESTIMATED ACTUAL
\$30,000: S/C,
Certificated Salaries and Benefits
\$90,000: S/C,
Books and Supplies
Total: \$120,000 S/C

ACTUAL
 **(3.09)** Continuous efforts are underway for a dual enrollment statistics course being developed with BC, which received a College Futures Grant for Dual Enrollment.

Expenditures

Actions/Services

Expenditures

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
 X ALL

OR:
 Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient
 Other Subgroups:(Specify)

BUDGETED
\$10,000: S/C,
Certificated Salaries and Benefits
\$5,000 = CAPP

PLANNED
(3.10) Prepare students to score “Standard Exceeded” or “Standard Met” on the Smarter Balanced assessments in English and math.
Continue to provide professional development in the effective teaching of the Common Core State Standards.

- Continue aligning current practices in instruction and assessment to Smarter Balanced.
- Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.
- A comprehensive monitoring system to collect ongoing student progress is still being developed.

STAR Renaissance and Edmentum assessment programs will provide data to assist in the monitoring process.


Scope of Service:
All School Sites

Actions/Services

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
 X ALL

OR:
 Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient
 Other Subgroups:(Specify)

ESTIMATED ACTUAL
\$10,000: S/C,
Certificated Salaries and Benefits
\$5,000 = CAPP

ACTUAL
 **(3.10)** On-going professional development for Common Core Standards has been available to KHSD staff at the district and site levels (A list of professional development activities can be viewed in Goal 1, Action 1.11.) Certificated staff meet on a regular basis in their Professional Learning Communities to discuss instructional practices in relation to student-learning effectiveness. Department chairs meet to discuss district-wide common practices. District committees have been established to develop Common Core assessments. These efforts will continue with summer professional development at the district and at the school sites.

The following Kern High School District resources are used to monitor student progress:

- **Synergy:** Kern High School District’s Data Management System) (Funded by Base Grant)
- **Illuminate Education:** A tool that allows for real-time, data-informed decisions to positively impact student success (Funded by Base Grant)
- **Attention 2 Attendance:** Monitors attendance

Scope of Service:
All School Sites

Expenditures

Pupils to be served within identified scope of service
 X ALL

OR:
 ___ Low Income pupils ___ English Learners
 ___ Foster Youth ___ Redesignated fluent English proficient X_Other Subgroups:(Specify)

BUDGETED
 \$275,000: S/C,
 Certificated Salaries and Benefits

Pupils to be served within identified scope of service
 X ALL

OR:
 ___ Low Income pupils ___ English Learners
 ___ Foster Youth ___ Redesignated fluent English proficient
 X_Other Subgroups:(Specify)

ESTIMATED ACTUAL
 \$275,000: S/C,
 Certificated Salaries and Benefits

PLANNED
(3.11) Fund summer outreach to retain or recover “at-risk” juniors, seniors, and incoming 9th graders.
 • Determine students with the greatest intervention need.
 • Provide graduation options for 5th year seniors
 \$7,500 each for South, Mira Monte, Arvin, Foothill, West and East
 \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield
 \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty
 \$15,000 for Alternative Education

ACTUAL
(3.11) During the summer 2016 allocations were distributed based on the number of unduplicated students at the school sites. Each school determined students with the greatest intervention need and provided graduation options for 5th year seniors.
 Funding focus typically included recovering out of school youth, ensuring that seniors take appropriate courses in summer to graduate immediately after Summer School, and monitoring the attendance of incoming 9th grade students enrolled in Summer School who have been identified as “at risk.”
 Outreach Efforts made contact with 3,035 students.
 ✓ Office Visits 1,069
 ✓ Home Visits 289
 ✓ Telephone Calls 1,677

Actions/Services

Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200.

Scope of Service:
 All School Sites
Pupils to be served within identified scope of service
 ALL

OR:
 ___ X Low Income pupils ___ X English Learners
 ___ X Foster Youth ___ X Redesignated fluent English

Scope of Service:
 All School Sites
Pupils to be served within identified scope of service
 ALL

OR:
 ___ X Low Income pupils ___ X English Learners

Expenditures

<p>proficient <u> </u> <u> </u> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>
<p>BUDGETED \$148,200: S/C, Certificated Salaries and Benefits \$100,000: S/C Classified Salaries and Benefits Total: \$248,200 S/C</p>

<p><u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Redesignated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>
<p>ESTIMATED ACTUAL \$148,200: S/C, Certificated Salaries and Benefits \$100,000: S/C Classified Salaries and Benefits Total: \$248,200 S/C</p>

Actions/Services

<p>PLANNED (3.14/3.15) Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first.</p> <p>Provide expert vendor to support grant writing and research =\$40,000.</p> <p>Scope of Service: All School Sites Pupils to be served within identified scope of service <u> </u> ALL</p> <hr/> <p>OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Redesignated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>

<p>ACTUAL (3.14/3.15) District grant writer was instrumental in pursuing funding for academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first, as well as proving up to date data for the LCAP via the LCAP annual update and 3 year plan. In December 2016, the 21st Century High School After School Safety and Enrichment for Teens Program grant was submitted on behalf of the following school sites; East, Foothill, Golden Valley, Mira Monte, North and Shafter High School. Results of submission will be available May 2017.</p> <p>KHSD contracted with California Collaborative for grant writing support. Other grant opportunities are being investigated and are expected to be submitted by the end of the fiscal year.</p> <p>Scope of Service: All School Sites Pupils to be served within identified scope of service <u> </u> ALL</p> <hr/> <p>OR: <u> </u> <u> </u> Low Income pupils <u> </u> <u> </u> English Learners <u> </u> <u> </u> Foster Youth <u> </u> <u> </u> Redesignated fluent English proficient <u> </u> <u> </u> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>

Expenditures

<p>BUDGETED \$133,255: S/C, Certificated Salaries and Benefits \$40,000: S/C, Books and Supplies Total: \$173,255: SC</p>

<p>ESTIMATED ACTUAL \$138,931: S/C, Certificated Salaries and Benefits \$40,000: S/C, Books and Supplies Total: \$178,931: SC</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 13 actions and services fully implemented as planned. Goal 3 focuses on KHSD students who will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses that include all core subjects – English, Math, Social Studies, and Science – and Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education. Action 3.01, 3.02, 3, 04 and 3.10 provides KHSD students opportunities to explore job readiness skills. Action 3.03, 3.05, 3.06, 3.07, 3.08, 3.09 and 3.10, provide students options to strengthen their college readiness skills.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All 13 actions and services were deemed to be effective. Action 3.1 highlights CTE course enrollment, which has increased by 24%. 19,115 students were enrolled in one or more CTE classes. Dual Enrollment courses, offered through California State University, Bakersfield, and Bakersfield College, are provided at all 18 school sites and one continuation site. The Career Choices (Action 3.02) curriculum has been infused in 16 comprehensive and 4 continuation sites. Action 3.02, Naviance (college/career readiness computer program) is used at 7 comprehensive sites with an additional 7 sites ready to implement in the 2017-18 school year. Action 3.04, Quest for Success, is serving 75 students, and 84% of those students are unduplicated students. Students enrolled in the Quest for Success program experienced an 80.6% completion rate. Project BEST, Action 3.05, has 661 African American students participating in a program that guides students to be prepared to enter college. Of the 155 Project BEST seniors in 2015-16, 86.5% graduated. Action 3.06 provides a district Resource Counselor to help coordinate counseling programs, including PBIS counseling teams; serves as a liaison with our post-secondary partners and other inter-agency partners; and develops and promotes programs to increase college and career rates. Action 3.07 serves 1,367 Advancement Via Individual Determination (AVID) students. 77% of AVID students are among the unduplicated student count, an increase of 4% from the previous year and are enrolled at 13 comprehensive sites. The Expository Reading and Writing Course (ERWC) is serving 64.8% of unduplicated students and 37.1% RFEP students. ERWC is an intervention class to eliminate the need for remediation in college English. 91% of students enrolled in ERWC received a "C" or better in their fall 2016 ERWC class, which means they will be enrolled in a credit-bearing English course in their first year of college. Action 3.10 provides professional development for staff to meet the challenges of implementing the current standards. An active summer outreach for recovering out of school youth and "at risk" students was implemented in the summer of 2016. Outreach contacted 1,069 students (office visits), made home visits (289) and called 1,677 students/parents. To better serve our students there is an active

search for additional funding (grants) to provide academic and extra-curricular activities focusing on the unduplicated students through Actions 3.14/3.15. KHSD submitted the 21st Century High School After School Safety and Enrichment for Teens Program Grant. It was submitted on behalf of the following school sites; East, Foothill, Golden Valley, Mira Monte, North and Shafter High School. Results of submission will be available May 2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- ✓ Action 2.04: All funding was directed to purchasing materials.
- ✓ Action 3.06 and 3.14: The discrepancies in these actions are due to 2.5% increase of salaries.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

- ✓ Metric indicator (3a.) – The metric will be changed from “Broaden” to “Maintain” course options for students that include intervention classes in literacy and math, STEM, Visual and Performing Arts, CTE, AVID, and dual enrollment opportunities for advancement. All classes, courses, and programs are open to all unduplicated students and to students with exceptional needs.
- ✓ Metric indicator (3a.) – Increase survey responses of agree or strongly agree as they relate to instruction by 5% compared to last year’s responses. After careful analysis of data a more in-depth survey (Quarterly Climate and Healthy Kids Survey) was implemented in the 2016-17 school year.
- ✓ Metric Indicator (3b.) – The Metric will be changed from “Expand” section to “Maintain section” allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).
- ✓ Metric Indicator (3c.) – Analysis of data warrants a change from 2% to 1%.
- ✓ Metric (3f.) – The Metric will reflect increased graduation rate and participation. The college admittance rate will be changed to increase a-g requirements for Project BEST participants.

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

**Goal 4 Metrics
Priority 3**

(4a.) Parents feel welcomed and connected to their student’s school, as measured by parent survey. Baseline numbers will be established in 2016-17.

(4b.) Parents feel supported and engaged in their student’s academic progress, as measured by parent survey. Baseline numbers will be established in 2016-17.

(4c.) Maintain current level of LCAP stakeholder meetings and provide other meetings or resources to support parents – including parents of pupils of the unduplicated count and exceptional needs.

ACTUAL

**Goal 4 Metrics
Priority 3**



KHSD LCAP Parent Survey 889 Parent Response (815 English Survey / 74 Spanish Survey)			
Parents feel that the school values parents/guardians as important partners in their child’s education.			
	2014-15	2015-16	2016-17
Agree or Strongly Agree	76.3%	76.6%	83.5%



Parents feel that they have opportunities to take part in decisions made at their child’s school 889 Parent Response (815 English Survey / 74 Spanish Survey)		
	2015-16	2016-17
Agree or Strongly Agree	63%	69.1%



- (4c.)** KHSD LCAP stakeholder engagement is on-going.
- ✓ Monthly LCAP Advisory Council meetings
 - ✓ Bi-monthly Student Advisory Council meetings

- ✓ Community Public Forums
- ✓ LCAP Annual Survey
 - Certificated responses (650)
 - Classified responses (197)
 - Parent/stakeholder responses (910)
 - Student responses
 - Quarter 1 Climate Survey (19,816)
 - Quarter 2 Climate Survey (22,963)
- ✓ Faculty Association and other faculty groups
- ✓ Principal Advisory Council
- ✓ Assistant Principals of Instruction
- ✓ District Parent Advisory Committee (DPAC)
- ✓ KHSD Community Specialists
- ✓ Head Counselors & Guidance Leadership, KHSD
- ✓ Kern High School Teacher's Association (KHSTA)
- ✓ Classified Association (CSEA)
- ✓ Special Education Parent/Management Advisory
- ✓ Project BEST Advisors, KHSD
- ✓ English Learner Coordinators, KHSD
- ✓ Foster Counselors, KHSD
- ✓ Site Council Chairs/Reps

Priority 5

(4d.) Increase graduation rate by 2% from previous year's rate (see page 103).

(4e.) Increase attendance rate by .5% from previous year's rate (see page 101).

Priority 5

(4d.) Please refer to Goal 2, Metric (2h.)



✓ **(4e.)**

KHSD Annual Attendance Percentage	
2012-13	94.26%
2013-14	94.80%
2014-15	95.01%
2015-16	95.55%

(4f.) Decrease chronic absenteeism rate by .5% from previous year's rate (see page 101).

(4g.) Decrease dropout rate (by cohort) by 1% from previous year's rate and African American and Hispanic by 4% in order to close existing achievement gaps (see page 104).

Priority 6

(4h.) Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.



KHSD Chronic Absenteeism (A student who has been absent more than 10% of the school year)	
2012-13	17.1%
2013-14	14.1%
2014-15	12.8%
2015-16	9.2%

CDE has not released 2015-16 data

(4g.)


KHSD Dropout Rate (by Cohort)			
	2012-13	2013-14	2014-15
District	14.5%	11.1%	9.0%
African American	17.7%	14%	9.9%
Hispanic	15.2%	12%	9.3%
White	12.7%	8.4%	8.7%

Priority 6

(4h.)



KHSD Suspension and Expulsion Rates				
	Students suspended	Suspension rate	Students expelled	Expulsion Rate
2012-13	6,536	16.3%	256	0.6%
2013-14	Data unavailable because CDE is working on data reconfiguration this year.			
2014-15	4,734	12.0%	66	0.2%
2015-16	Data has not been released by the CDE.			



(4i.) Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.

(4i.)

KHSD Suspension and Expulsion Numbers Expulsion by Federal Offense Expulsion Counts by Ethnicity				
	2012-13	2013-14	2014-15	2015-16
Hispanic Or Latino Any Race	146	The district has notified the CDE that they have inaccurately reported data for one or more cells on this report.	45	CDE has not released data for this year
Filipino, Not Hispanic	2		8	
African American	56		9	
White, Not Hispanic	46		1	
Two Or More Race, Not Hispanic	7		3	



The state has not disaggregated data identity African American with special needs.

(4j.) Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 5% compared to last year's responses (see page 105).

~~**(4j.)**~~ In the 2016-17 school year KHSD students participated in a quarterly Climate Survey.

KHSD LCAP Student Climate Survey

2015-16 Survey Question
Students agree or strongly agree that they feel safe at school.

2016-17 Climate Survey Question
I feel safe at school.

	2014-15	2015-16	2016-17
Agree or Strongly Agree	71.58%	68.2%	86%



2015-16 Survey Question
Students look forward to coming to school each day.

2016-17 Climate Survey Question
I am happy to be at this school.

	2014-15	2015-16	2016-17
Agree or Strongly Agree	48.53%	52.1%	75%



2015-16 Survey Question
Students feel that staff treats them with respect.

2016-17 Climate Survey Question
The teachers at this school treat students fairly.

	2014-15	2015-16	2016-17
Agree or Strongly Agree	69.3%	71.5%	72%



KHSD LCAP Parent Survey

Parents feel that the school actively seeks their input about decisions related to their child's education.

	2014-15	2015-16	2016-17
Agree or Strongly Agree	63%	76.6%	67.3%



Parents feel that they have opportunities to take part in decisions made at their child's school.

	2014-15	2015-16	2016-17
Agree or Strongly Agree	63%	76.6%	70.9%



(4k.) A Multi-Tiered System of Supports (MTSS) is established to foster positive student relations, student connectedness, and culturally responsive school environments.



KHSD Student Climate Survey Fall Semester 2016	
Students on my campus care about me.	72%
I feel as though activities I participate in at school make the school or community a better place.	74%
I am happy to be at this school.	75%
I know where to go for help with my problems at this school.	79%
I feel unsafe on campus.	14%
The teachers at this school treat students fairly.	72%

(4l.) Program effectiveness is measured by student, staff, and parent surveys. A system to collect, analyze, and report school and student data will be established to monitor and measure program effectiveness and student progress.



(4l.) KHSD's comprehensive system (to monitor and measure program effectiveness.)

- ✓ **Synergy-** Kern High School District's Data Management System
- ✓ **Illuminate Education**
A tool to help make real-time, data-informed decisions
- ✓ **Attention 2 Attendance**
A monitoring system for attendance
- ✓ **California Department of Education Data Quest and Ed-Data**
Reporting accountability for school district
- ✓ **California LCAP Dashboard**
Reporting accountability to identify strengths, weaknesses and areas of improvement

**Goal 4 Metrics
Local Priorities**

(4m.) Increase course completion rate with a C or better as compared to previous year's completion rate (see page 19).

(4n.) Decrease truancy rate by 1% from previous year's rate (see page 101).



**Goal 4 Metrics
Local Priorities**

(4m.) Please refer to Goal 1, Metric (1k.)



(4n.)

KHSD Truancy Rates			
	KHSD	County	Statewide
2012-13	26.19%	27.61%	29.28%
2013-14	30.49%	30.23%	31.14%
2014-15	29.81%	31.34%	None Reported

This report provides a count of students who were reported as being truant at least one time during the academic year. Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant."

ACTIONS / SERVICES for Goal 4

Actions/Services

PLANNED
<p>(4.01) In 2016-2017, KHSD will continue its second year of implementation for Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS). Year one included the participation of 15 school sites and year 2 will include the participation of 8 additional school sites, to total 23 sites participating, districtwide.</p> <p><u>Focus areas and professional development topics will include:</u></p> <ul style="list-style-type: none">• PBIS-MTSS student support work, for Tiers 1-3• School Climate & School Climate Survey Administration• Connectedness and Student Voice to include the KHSD Student Advisory Council• Social Emotional Learning• Restorative Practices• Administrator and staff training for harassment and anti-discrimination policies and procedures for all students• Trauma Informed Care• Adverse Childhood Experiences (ACEs)• Behavior 101/Classroom Management• Youth Mental Health 101/First Aid• Interagency Collaboration• Parent & Family Engagement• Signage and Incentives <p><u>PBIS-MTSS site teams will focus on:</u></p> <ol style="list-style-type: none">1. Acceptance of learning as the fundamental purpose of school and willingness to examine all practices in light of their impact on learning2. Commitment to working together to achieve a collective purpose and cultivation of collaborative culture through development of high-performing teams3. Assessment of effectiveness on the basis of results rather than only intentions; individuals, teams, and schools seeking relevant data and

ACTUAL
<p>(4.01) Kern High School District (KHSD) is working to implement the second and third year (Cohorts A and B) of the Positive Behavior Intervention and Supports (PBIS) framework district wide, and that would include all 23 school sites in KHSD. This LCAP action provides fiscal support for professional development, site coaching, technical assistance, and related data reports and structures for school climate and student wellness. Efforts will continue in 2017-2018.</p> <p>PBIS stands for Positive Behavior Intervention and Supports. PBIS is not a program, rather it is a “<i>systems approach</i>” for establishing the social culture and individualized behavior supports needed for schools to achieve both social and academic success for ALL students. Evidence based features include:</p> <ul style="list-style-type: none">✓ Defined expectations and explicit instruction of those behavior/social expectations✓ Acknowledgement of positive behavior✓ Ongoing collection and use of data for decision making✓ Administrative Leadership/Structures (coordination of services and alignment of systems) <p>We believe that all core instruction (and intervention and supports) start in the general education classroom setting, and the counselors, faculty, and teachers in KHSD are supportive. We think that all students can learn and that all educators want to make a difference. In addition, KHSD believes that most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of pro-social skills is acknowledged.</p> <p>When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student’s behavior is used to:</p> <ol style="list-style-type: none">(a) understand why the problem behavior is occurring (function);

information and use that data/information to promote ongoing and continuous improvement

SYSTEM/Framework OVERVIEW

MTSS: Multi-Tiered Systems of Support

MTSS is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every Kern High student through a layered continuum of evidence-based practices and systems. MTSS areas of focus will include the following:

1. Shared Leadership
2. Data-Based Problem Solving and Decision Making
3. Layered Continuum of Supports
4. Evidence Based Instruction, Intervention, and Assessment Practices
5. Universal Screening and Progress Monitoring
6. Family, School, and Community Partnership/Engagement

PBIS: Positive Behavioral Intervention & Supports

PBIS is not a program but, rather it is a “systems approach” for establishing the social culture and individualized behavior supports needed for schools to achieve both social and academic success for all students. Evidence based features include:

1. Explicit instruction of social expectations
2. Acknowledgement of positive behavior
3. Ongoing collection and use of data for decision making
4. Administrative Leadership/structures for student support

COHORT A PBIS Implementation Fall 2015
Bakersfield (2nd year of Implementation)
Independence

- (b) strengthen more acceptable alternative behaviors (social skills);
- (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and
- (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.

The Department of Student Support Services is working closely with all 23 school sites in KHSD and focus areas are centered on the following main ideas:

- ✓ School sites (and District Office) will work to implement PBIS evidence-based tenets, and strive to create more restorative spaces on campus when possible, within a preventative and proactive framework for student support structures.
- ✓ There is a collective commitment to coordinate services and align systems and professional development (eliminate barriers to learning and break down silos when possible.)
- ✓ Use data to guide decisions and monitor significant disproportionate patterns/trends (academic and behavior) on campus
- ✓ PBIS-MTSS sites are working on professional development and structural alignment to support Tiers 1-3 for intervention and supports. The sites have been given an allocation for professional development (site leadership teams and Tier I teams comprised of classified and certificated faculty) and also signage, incentives, supplies and equipment.

Extensive training has been provided to school sites to help the implementation of PBIS-MTSS.

PBIS-MTSS Workshops:

- ✓ Trauma Informed Care
- ✓ Adolescent Brain/Cognitive Research Theory
- ✓ Social Emotional Learning
- ✓ Tier II intervention & support with Collaborative Learning Solutions (CLS)
- ✓ Aggression Replacement Therapy
- ✓ West Ed Equity Exchange for MTSS
- ✓ Parent and Family Engagement
- ✓ Forward Thinking/Interactive Journaling

Highland
Arvin
East
South
Golden Valley
Ridgeview
Foothill
West
Stockdale
Frontier
North
Vista
Mira Monte

COHORT B PBIS Implementation Fall 2016
Centennial
Shafter
Liberty
Kern Valley
Tierra Del Sol
Vista West
Central Valley
Nueva

- ✓ Youth Level of Service/Case Management Inventory (YLS/CMI) for at risk student youth inventory
- ✓ Small groups/facilitation in coping skills, grief, anxiety, substance abuse, etc.
- ✓ Mindfulness Training
- ✓ Restorative Practices
- ✓ Anxiety Disorders in Children & Adolescents
- ✓ Brief Intervention
- ✓ 8 Hour Mental Health

In August 2016, the California PBIS Coalition recognized four KHSD schools for Outstanding Achievement.

Bakersfield High School – Gold Recognition
 Independence High School – Silver Recognition
 Highland High School – Bronze Recognition
 South High School - Bronze Recognition

School Site	Suspension Rates 2012-13	Suspension Rates 2013-14 Data Inaccurately reported to CDE	Suspension Rates 2014-15
Arvin	11.3		7.4
Bakersfield	25.2		14.1
Centennial	8.3		7.3
Central Valley	24.5		29
East	39.7		16
Foothill	11.3		6
Frontier	13.2		6
Golden Valley	12.7		9.3
Highland	8.9		7.9
Independence	8		10.5
Kern Valley	25.6		16.1
Kern Workforce	6.5		5.7

In addition to the LCAP investment for PBIS-MTSS, Kern High will also use \$844,000.00 from our Coordinated Early Intervening Services (CEIS) plan to focus on additional student support efforts in the general education program. KHSD will fund up to five pilot sites for an Alternate to Suspension (ATS) program, one PBIS Coordinator to facilitate and coordinate PBIS efforts district wide to include site coaching and professional development and a pilot Tier III (PBIS-MTSS) team to work on student wellness and mental health efforts within the framework of PBIS-MTSS. The pilot Tier III team will consist of one Coordinator for Restorative Practices/Social Emotional-Learning, one School Social Worker, and one Mental Health Clinician/Psychologist.

Liberty	7		12.5
Mira Monte	17.3		10.7
North	20.5		20.7
Nueva	5.3		6.9
Ridgeview	17.4		11
Shafter	13.8		11.4
South	20.5		19.4
Stockdale	5.8		4.5
Tierra Del Sol	0.3		14.8
Vista	23		18.3
Vista West	36.9		31.5
West	12.3		14.1
District	16.3		12.0

School Site	Expulsion Rates 2012-13	Expulsion Rates 2013-14 Data Inaccurately reported to CDE	Expulsion Rates 2014-15
Arvin	1.5		0.2
Bakersfield	0.5		0.2
Centennial	0.1		0.1
Central Valley	0		0
East	0.5		0.1
Foothill	0.2		0.2
Frontier	0.1		0.2
Golden Valley	0.1		0.1
Highland	0.8		0.3
Independence	0.3		0.1

Kern Valley	0.4		0.4
Kern Workforce	0.1		0
Liberty	0.5		0
Mira Monte	0.6		0
North	1.3		0.1
Nueva	0		0
Ridgeview	0.5		0.1
Shafter	1.2		0.5
South	1.2		0.1
Stockdale	0.2		0.3
Tierra Del Sol	0		0
Vista	0		0
Vista West	0		0
West	1.3		0.5
District	0.6		0.2

KHSD also hired a PBIS Administrator using CEIS money. The administrator works closely with PBIS sites and provides technical assistance, direction, and site coaching expertise working collaboratively with our respective consultant.

Scope of Service:
 All School Sites
Pupils to be served within identified scope of service
 ALL


OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

Scope of Service:
 All School Sites
 Pupils to be served within identified scope of service
 ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

Expenditures

BUDGETED
 \$293,500: S/C,
 Certificated Salaries and Benefits
 \$614,145: S/C, Services and Other Operating Expenses
 \$182,500: S/C, Books & Supplies
 TOTAL = \$1,090,145 S/C
 \$844,000: CEIS Funding


ESTIMATED ACTUAL
 \$293,500: S/C,
 Certificated Salaries and Benefits
 \$614,145: S/C, Services and Other Operating Expenses
 \$182,500: S/C, Books & Supplies
 TOTAL = \$1,090,145 S/C
 \$844,000: CEIS Funding 

Actions/Services

PLANNED
(4.02) KHSD will provide MTSS-PBIS Intervention Specialists for Tier II small group support for sites, and direct student services. Intervention Specialists may provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment of CEIS and PBIS plans. A Tier II intervention specialist will be assigned to two school sites.

Mira Monte	Foothill
Centennial	North
Frontier	Liberty
West	Ridgeview
Arvin	Nueva
South	Golden Valley
Independence	Stockdale
East	Highland
Vista	Bakersfield
Vista West	Tierra Del Sol
Kern Valley (half-time)	
Shafter	Central Valley

In addition, KHSD will staff one district student support services coordinator to help manage professional development, evidence based interventions, coordination, and framework implementation for 23 sites in cohorts A and B.

ACTUAL
 **(4.02)** In August 2015, 4 PBIS Intervention Specialists were hired and assigned to a region consisting of 3 schools. The school sites were at different levels of implementation of PBIS and required their PBIS Intervention Specialists to be located at their site more regularly. After careful analysis, the need to hire additional PBIS Intervention Specialists became evident, and KHSD have hired twelve total (one each for two sites as a regional assignment). Interventionists are eight-hour employees split between two with the exception of Kern Valley due to its geographic distance from other sites. Kern Valley's Intervention Specialist works 5 hours daily solely at one site.

The PBIS-MTSS Intervention Specialists work as Tier II small group intervention specialists and use evidence based-interventions to help establish and lead small groups on campus.

In addition, they act as a liaison between the school sites, facilitate student support teams at the sites, and provide district leadership for MTSS-PBIS and student support services. The PBIS-MTSS Intervention Specialists are responsible for providing information and establishing communication links with school sites, community partners, and district staff. The responsibilities include the following:

- ✓ Expand and sustain implementation of Multi-Tiered System of Student Support (MTSS) and Positive Intervention and Support (PBIS) throughout Kern High School District and/or sites.
- ✓ Work with data teams and PBIS support/leadership teams at all KHSD sites

Expenditures

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
 X ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

BUDGETED
\$926,559: S/C,
Classified Salaries and Benefits

PLANNED
(4.03) Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.

Scope of Service:
All School Sites
 X ALL
Pupils to be served within identified scope of service

OR:
 Low Income pupils English Learners

[Actions/Services](#)

- that have MTSS and PBIS and/or support programs.
- ✓ Assess training needs and connect with district and school sites.
- ✓ Synthesize and report on student support, restoration practices, MTSS and PBIS research, and provide technical assistance (TA) and intervention to PBIS site teams.

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
 X ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

ESTIMATED ACTUAL
\$878,425: S/C,
Classified Salaries and Benefits

ACTUAL
✓ **(4.03)** The Deans of Students facilitated implementation of Student Study Teams (SST), coordinated services to establish tiers of intervention, and worked with district to ensure that the “significant disproportionality” corrective measures are met. They also integrally worked at their site to promote and establish the determined PBIS practices.


Scope of Service:
All School Sites
 X ALL
Pupils to be served within identified scope of service

OR:
 Low Income pupils English Learners

Expenditures

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)
BUDGETED \$312,080: S/C, Certificated Salaries and Benefits
PLANNED (3.12) Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites. Facilitate truancy-prevention programs/practices at comprehensive and continuation KHSD sites, assessing needs and focusing on the needs of highest “at risk” students first. The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program for the following: <ul style="list-style-type: none"> • Monitor student’s attendances • Analyze truancy and chronic absenteeism and truancy rates. • Provide parents with up to date information on their student’s attendances. Attention 2 Attendance (A2A) Program = \$210,000 Scope of Service: All School Sites <input checked="" type="checkbox"/> ALL Pupils to be served within identified scope of service <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)

Actions/Services

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)
ESTIMATED ACTUAL \$322,062: S/C Certificated Salaries and Benefits
ACTUAL  (3.12) Retained Education Options Administrator worked with “at risk” students by monitoring and evaluating daily attendance patterns and worked with school-site and district staffs to provide appropriate and timely interventions to reduce truancy and absenteeism and retain and/or re-enroll students. Intervention strategies included parent and community outreach. The Education Options Administrator also oversaw the operation of Kern Learn, the Discovery Program for 5th-year seniors, attendance and accounting, parent classes (Parent on a Mission and Parent Project) and the Independent Studies Program (ISP). A2A was purchased in the 2016-17 school year and will be renewed for the 2017-18 school year. Scope of Service: All School Sites <input checked="" type="checkbox"/> ALL Pupils to be served within identified scope of service <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)

Expenditures

BUDGETED
 \$151,544: S/C,
 Certificated Salaries and Benefits
 \$210,000: S/C,
 Books and Supplies
 Total = \$361,544: S/C

ESTIMATED ACTUAL
 \$154,783: S/C,
 Certificated Salaries and Benefits
 \$221,000: S/C,
 Books and Supplies
 Total = \$375,783: S/C


PLANNED
(3.13) Provide additional support at school sites for truancy-prevention, intervention for chronic absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.

- Administrative sections = \$385,075
 Classified sections, half FTE per site,
 9 total = \$448,215

Scope of Service:
 All School Sites
 ALL

Pupils to be served within identified scope of service

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

ACTUAL
 **(3.13)** Provided additional administrative and classified sections were utilized by the school sites to assist in the implementation of PBIS.
 In order to increase parent communication and engagement, school sites utilized the A2A management system to reach out to parents/guardians to communicate absences and truancy issues. 61,906 parent communications were sent as of January 27, 2017. Each weekly communication averages 3,876 letters, informing parents of the importance of regular school attendance:

STEP I Truancy Notification	20,644
STEP II Truancy Notification	6,743
STEP III Truancy Notification	2,851
STEP IV Truancy Notification	910
Excessive Excused Absence Notification L1	12,434
Excessive Excused Absence Notification L2	1,972
Email Notification	12,816
Conference Notifications	3,536

Scope of Service:
 All School Sites
 ALL

Pupils to be served within identified scope of service

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

Actions/Services

Expenditures

BUDGETED
 \$385,075: S/C,
 Certificated Salaries and Benefits
 \$448,215 S/C,
 Classified Salaries and Benefits
 Total = \$833,290 S/C

ESTIMATED ACTUAL
 \$399,798: S/C,
 Certificated Salaries and Benefits
 \$420,908: S/C,
 Classified Salaries and Benefits
 Total = \$820,706 S/C

PLANNED
(4.04) KHSD will maintain 8 Parent & Family Centers that opened in 2015-2016 and will work to open 4 new centers at the following sites in the 2016-2017 school year:

- Bakersfield
- North
- Ridgeview
- Highland

ACTUAL
(4.04) Kern High School District (KHSD) will continue to operate 12 Parent & Family Centers in KHSD. All sites have hired a School Community Specialist to oversee the Parent & Family Centers. Parent and Family Centers are located at the following highest need unduplicated student school sites:

The mission of the Kern High School District is to provide programs and services to allow all students to graduate from high school prepared to succeed in the workplace or at the postsecondary level.

- ✓ Arvin
- ✓ Bakersfield
- ✓ East
- ✓ Foothill
- ✓ Golden Valley
- ✓ Highland
- ✓ Mira Monte
- ✓ North
- ✓ Ridgeview
- ✓ Shafter
- ✓ South
- ✓ West

KHSD School Site Parent & Family Centers are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:

Daytime/evening workshops/classes for parents/guardians have included:

- Support and monitor their student's academic success
- Use technology to support student learning
- Learn how to promote positive behaviors in the home and at school
- Become an active volunteer/parent leader for KHSD
- Learn how to navigate school, district, and community services and resources
- Promote communication and collaboration between parents and site.

- ✓ English as a Second Language
 - Rosetta Stone
 - Bakersfield Adult School
- ✓ Computer skills
 - Basic Computer Skills
 - ParentVUE (Parent Synergy Program)
- ✓ Literacy
 - GED classes
 - Book club
- ✓ Health and Nutrition
 - Health Fair
 - Diabetes workshop
 - Zumba Classes/Dance Therapy
 - Affordable Care Act
 - Nutrition classes
- ✓ School operation/education information
- ✓ Budgeting/Finances

The following school sites: Arvin, Bakersfield, East Foothill, Golden Valley, Highland, Mira Monte, North, Ridgeview, Shafter, South, West.

- United Way Kern Vita
- Every Dollar Counts
- ✓ Couponing 101
- ✓ Immigration issues
 - Deferred Action Workshops
- ✓ Parenting Classes
 - Parenting Partners
 - Parent Project
 - Parents On a Mission
 - Parent Institute for Quality Education
 - Cash For College
 - Drug Awareness
 - Internet Safety
 - Family Well-Being workshops
 - Citizenship
- ✓ Parent and Student
 - Bakersfield College
 - Cal State University Bakersfield
 - Exploration of Cal State University options out of area
 - Exploration of University of California options

Community Specialists receive extensive training to help facilitate parent involvement at their school site.

- ✓ Monthly Professional Development
- ✓ Google Training
- ✓ PBIS
- ✓ Safety training
- ✓ ParentVUE
- ✓ Rosetta Stone training
- ✓ Parent Liaison Certificate Program
- ✓ Family Resource Centers Core Training
- ✓ Using Parent Involvement to Increase Student Success
- ✓ Bakersfield Youth to Leadership Conference
- ✓ California Association for Bilingual Education Conference

There has been some discussion within the LCAP Advisory Council, KHSD staff/employee groups, and/or stakeholder engagement sessions about whether or not to stay with only these high need LCFF sites for the Parent/Family Centers or whether or not we should continue to open and operate new centers in the coming years.

Expenditures

Scope of Service:
 All School Sites X ALL
Pupils to be served within identified scope of service

OR:
 ___ Low Income pupils ___ English Learners
 ___ Foster Youth ___ Redesignated fluent English proficient
 ___ Other Subgroups:(Specify)

Scope of Service:
 All School Sites
X ALL
Pupils to be served within identified scope of service

OR:
 ___ Low Income pupils ___ English Learners
 ___ Foster Youth ___ Redesignated fluent English proficient Other
 Subgroups:(Specify)

BUDGETED
 \$722,521: S/C,
 Classified Salaries and Benefits
 \$199,160: S/C,
 Books and Supplies
 Total = \$921,681 S/C

ESTIMATED ACTUAL
 \$713,890: S/C,
 Classified Salaries and Benefits
 \$236,651: S/C,
 Books and Supplies
 Total = \$950,541 S/C

Actions/Services

PLANNED
(4.05) Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include:

- Learning about college enrollment and career opportunities
- Learning to use Synergy ParentVUE to monitor their student’s grades and academic progress
- Learning about Common Core and other curriculum, including state testing and elective and CTE programs
- Learning how to provide an effective study environment for their student at home
- Learning how to set and attain goals for post-secondary careers and/or education

Funds will be allocated per site application in the form of mini-grants with priority given to schools with the highest number of unduplicated pupils. = \$245,000.00

- South, Mira Monte, Arvin, Foothill, West, East, and Golden Valley = \$15,000 per site (\$100,000)
- Shafter, North and Ridgeview= \$11,000 per site (\$33,000)

ACTUAL
(4.05) KHSD is working to coordinate services, align systems, and leverage funding to provide optimal student and family support. With the opening of the 12 Parent and Family Centers, the district is working with site parent advisory groups, staff, and site administrators to implement this action.

Several school sites have provided the following workshops:

- ✓ ParentVUE Training
- ✓ Health and Nutrition
- ✓ College Information
- ✓ Computer Classes
- ✓ GED Classes
- ✓ Rosetta Stone Classes
- ✓ 4-Year Educational Planning Meeting with Students and Parents
- ✓ Parent Project
- ✓ Parent University
- ✓ FAFSA Night
- ✓ Parent on a Mission
- ✓ Neighborhood Watch
- ✓ Internet Safety for All
- ✓ Parent and Student College Tours
- ✓ UC California Freshmen Workshop, How to Make Every Dollar Count
- ✓ Teen Violence Presentation by Kern County Sheriff’s Department
- ✓ Tax Preparation by Volunteer Income Tax Assistance (VITA)

- Bakersfield, Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, and Liberty = \$7,000 per site (\$56,000)
- Parent and Family Centers and other applications = \$41,000
- Central Valley, Nueva, Tierra Del Sol, Vista and Vista West = \$2,000 per site (\$10,000)

All school sites will adhere to regulations governing the use of S/C grants.

Scope of Service:
All School Sites
ALL

Pupils to be served within identified scope of service
OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

- ✓ Book Club - How To Raise Emotionally Healthy Children / Como Criar Ninos Emocionalmente Sanos

All school sites adhered to regulations governing the use of S/C grants.

Scope of Service:
All School Sites
ALL

Pupils to be served within identified scope of service
OR:
_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

Expenditures

BUDGETED
 \$241,000: S/C, Certificated Salaries and Benefits
 \$4,000: S/C, Books and Supplies
 Total: \$245,000 S/C

ESTIMATED ACTUAL
 \$241,000: S/C, Certificated Salaries and Benefits
 \$4,000: S/C, Books and Supplies
 Total: \$245,000 S/C

Actions/Services

PLANNED
(4.06) Continue to provide 10 full-time counselors with 3 additional counselors (2 full time and 1 part-time) to begin in the 2016-17 school year. At the school sites listed below the counselors will help to “increase and improve” services to students of the “unduplicated count.” Focus of services may include caseload reduction for general student support services overall within the site guidance and counseling program, PBIS implementation, specific or co-facilitation tiers 2 and 3 interventions within the mentioned PBIS-MTSS, and FY and EL support.

School Sites:
Arvin, Bakersfield, East, Foothill, Golden Valley, Highland,

ACTUAL
 ✓ **(4.06)** Eleven full-time and two part-time counselors were designated to work as additional counselors to support intervention and PBIS implementation, focusing on the unduplicated students at their school sites.

The counselors have proven to be a key component to the following PBIS implementation practices:

- Overseeing and assisting with building and implementing Tier II and 2 structures
- Additional Pupil Personnel Services (PPS) Guidance Counselor for some highest need unduplicated students

Independence, North, Mira Monte, Ridgeview, Shafter, South, and West

Scope of Service:
Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West

Pupils to be served within identified scope of service
ALL

OR:

_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

- Facilitating/co-facilitating the implementation of Tier II and 2 groups on campus – ART (Aggression Replacement Training), Rebound (small group utilization of strategies such as: Social Emotional Learning, Restorative Practice, Forward Thinking, Positive Decision Making and Cognitive Processing)

Scope of Service:
Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West

Pupils to be served within identified scope of service
ALL

OR:

_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

Expenditures

BUDGETED
\$1,409,937: S/C,
Certificated and Benefits Salaries


ESTIMATED ACTUAL
\$1,452,266: S/C,
Certificated and Benefits Salaries

Actions/Services

PLANNED
(4.07) KHSD will continue to maintain all staffing time for Community Specialists at school sites to provide outreach to students of the “unduplicated count” and their families. Community Specialists (most sites include a full time and some include a part time employee) works with Guidance Counselors, Tier 1 PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re- enroll students, assisting with PBIS implementation strategies, and supporting MTSS (Multi-Tiered Systems of Support).

Scope of Service:
All School Sites
X ALL

Pupils to be served within identified scope of service

ACTUAL
 **(4.07)** Using the baseline staffing year of 2013-2014 for this action in the LCAP, KHSD will continue to maintain all staffing time for Community Specialists at school sites to provide outreach to unduplicated students and their families. Community Specialists (in 2013-2014, most sites included a full time and some include a part time employee) work with Guidance Counselors. Tier 1 PBIS site teams and other intervention staff provide appropriate services to students – e.g., identifying “at risk” students, working with truancy- prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting MTSS (Multi-Tiered Systems of Support).


Scope of Service:
All School Sites
X ALL

Pupils to be served within identified scope of service

Expenditures


[Actions/Services](#)

<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)</p>
<p>BUDGETED \$1,368,531: S/C, Classified Salaries and Benefits</p>
<p>PLANNED (4.08) Continue to provide 2 (additional) district MTSS-PBIS Intervention Specialists to work with Education Options Administrator. Actions to include the following:</p> <ul style="list-style-type: none">• Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.• Support programs and strategies to reduce chronic absenteeism.• Provide truancy intervention to the most chronically absent.• Participate in SARB• Lead parenting meetings and classes• Dropout recovery and prevention <p>Parent engagement classes at the District Office on a continual basis = \$95,000 Parents on a Mission = \$35,000</p> <ul style="list-style-type: none">• Parenting classes and staff trainings provides guidance on how to overcome and win the battle for the loyalty of their children as a best practice to prevent children from joining negative lifestyles <p>Parent Project = \$35,000</p> <ul style="list-style-type: none">• Parenting classes and staff trainings• Parent training program for raising difficult and challenging teens <p>Development and implementation of one-day intervention courses = \$25,000</p> <ul style="list-style-type: none">• Programs overview and intervention strategies for parents• Used as a diversion for truancy court• Parent engagement and education

<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)</p>
<p>ESTIMATED ACTUAL \$1,380,749: S/C, Classified Salaries and Benefits</p>
<p>ACTUAL  (4.08) The 2 MTSS-PBIS Intervention Specialists who work with Education Options Administrator are housed at the district. Their scope of services is to provide the following:</p> <ul style="list-style-type: none">✓ Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.<ul style="list-style-type: none">○ Gather data○ Provide outreach○ Community messaging/Partnerships○ Parenting classes○ Home visits✓ Support programs and strategies to reduce chronic absenteeism / Provide truancy intervention to the most chronically absent.✓ Outreach to chronically absent students<ul style="list-style-type: none">○ Connecting students services in the community○ Lead parenting meetings and classes○ Parent Project (3 classes)○ Parent on a Mission (5 classes)✓ Dropout recovery and prevention<ul style="list-style-type: none">○ Fall 2016 - 323 home visits

Expenditures

[Actions/Services](#)

<p>Scope of Services: All School Sites Pupils to be served within identified scope of service <u>ALL</u></p> <hr/> <p>OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>Scope of Services: All School Sites Pupils to be served within identified scope of service <u>ALL</u></p> <hr/> <p>OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>
<p>BUDGETED \$129,126: S/C, Classified Salaries and Benefits \$95,000: S/C, Books and Supplies Total = \$224,126: S/C</p>	<p>ESTIMATED ACTUAL \$146,513: S/C, Classified Salaries and Benefits \$95,000: S/C, Books and Supplies Total: \$241,513 S/C</p>
<p>PLANNED (4.09/ 4.10) Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring, as well as foster parent involvement. The Student Outreach Liaison and Parent Education Liaison will work to achieve the following:</p> <ul style="list-style-type: none"> • Seek grant funding that improves academic achievement, enriches services that reinforce and complement the academic program, and provides family literacy and related educational services. (California Department of Education [CDE] program description for 21st Century Community Learning Centers). • Assist in the building of the Parent Centers, which may include developing after-school programs – e.g., submit ASSET (After School Safety and Enrichment for Teens program) grant. • “Improve and increase” services for Foster Youth that will include working closely with community and education agencies to coordinate delivery of appropriate services, monitor student progress and delivery of available services, determine needs, and provide smooth transitioning out of the FY system. <p>KHSD will fund 7 sites for start-up foster outreach programs and mentoring clubs, with \$2,000.00 given per site. The district foster youth liaison and site</p>	<p>ACTUAL  4.09/4.10 Continue to maintain the Foster Youth, Student Outreach, and Parent Liaisons are vital support resources for the district’s unduplicated students and their families. Their specific actions include the following:</p> <p>Foster Youth Liaison</p> <ul style="list-style-type: none"> ✓ Provide PD for students, parents, and staff through monthly and quarterly meetings ✓ Work closely with the Education Liaison at the Department of Human Services ✓ Hold quarterly meetings with designated foster counselors at each school site ✓ Participate in California Youth Connect pilot program at Bakersfield High ✓ Develop and implement a Foster Youth Education Planning Worksheet – 4 Year Plan for counselors ✓ Attend monthly meetings with the Group Home Coalition ✓ Attend regular meetings with the Foster Family Agency Consortium ✓ Attend Department of Human Services meetings and Team Decision Meetings for foster youth ✓ Attend district meetings with foster youth ✓ Represent foster youth at IEP meetings ✓ Coordinate BC Day for foster youth – tour of campus, application for admission, financial aid ✓ Plan College Night for foster youth ✓ In-service school employees about foster youth legislation ✓ Review AB 167 graduates for approval

foster liaisons/counselors will work collaboratively to develop and implement the targeted outreach and mentoring mentioned, and these sites below are pilot sites. Funding will provide supplies and resources, incentives, outreach, College Night and at least one field trip to visit a college.

\$2,000.00 per site for foster student mentoring program (\$18,000 total):

- BHS
- Independence
- Liberty
- North
- South
- West
- Alternative Education (\$6,000.00) all five sites

Certificated Salaries = \$236,620

Services and other Operating Expenses = \$75,000

Book and Supplies = \$25,000

- ✓ Facilitate priority enrollment in summer school and college

Kern High School District Foster Youth (FY) Count	
	2014-15
All	396
FY English Learner	29
FY Special Education	68

Parent Education Liaison

- ✓ Provide professional development to parents and site staff, educating them on school/parent/community partnerships
- ✓ Oversee the District English Learner Advisory Council (DELAC) / English Learner Advisory Council (ELAC) monthly meetings
- ✓ Provide appropriate trainings and materials to assist parents to carry out their advisory responsibilities
- ✓ Facilitate on-going communication with school, parents, and community partnerships
- ✓ Meet monthly with 12 Community Specialists that are assigned at the Parent Centers
- ✓ Help develop and foster Parent Center protocol
- ✓ Provide resources for school site regarding parent involvement
- ✓ Train KHSD staff on the federal parent regulations regarding Title I, Migrant and English Learner Programs

Student Outreach Liaison

- ✓ Attend all regional, local and state meetings and conferences to learn about and support after-school programs and grants -- e.g., ASSETS (After School Safety and Enrichment for Teens Program)
- ✓ Provide assistances in completing mandated reports for the ASSETS Program
- ✓ Development of the ASSESTS Grant
- ✓ Assist in the Students Advisory Council
- ✓ Create monthly Student and Counselor Newsletter
- ✓ Serves as Liaison Latina Leaders Program
- ✓ Assist with Foster Youth Activities

Expenditures

Scope of Services:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:
X Low Income pupils X English Learners
X Foster Youth X Redesignated fluent English
proficient X Other Subgroups:(Specify) African American
students, Special Education students

BUDGETED
\$236,620: S/C,
Certificated Salaries and Benefits
\$75,000: S/C,
Services and other Operating Expenses
\$25,000: S/C,
Book and Supplies
Total = \$336,620: S/C

PLANNED
(4.11) Provide on-going training in unconscious bias, cultural responsiveness, and equity per CEIS plan. In addition, this action will provide allocation for professional development in the areas of:

- Student Support Team(s)
- Welcoming Environment/Customer Service within site office teams

Include training to improve “customer service” at school sites.

- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from “additional training in customer services.
- Parents have requested that schools provide a more “welcoming environment.”

Scope of Services:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:

Actions/Services

Scope of Services:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:
X Low Income pupils X English Learners
X Foster Youth X Redesignated fluent English
proficient X Other Subgroups:(Specify) African American
students, Special Education students

ESTIMATED ACTUAL
\$254,183: S/C,
Certificated Salaries and Benefits
\$75,000: S/C,
Services and other Operating Expenses
\$25,000: S/C,
Book and Supplies
Total = \$354,183: S/C

ACTUAL
(4.11) The following KHSD action in the LCAP will continue to provide fiscal support for relevant professional learning topics that include the following items related to student support and district programming:

- ✓ Unconscious Bias Training offered by EPOCH
 - Classified Employees (144 Participants)
 - Certificated Employees (120 Participants)
- ✓ On-going School Office Supervisors, Parent Education Liaison and Wellness Coordinator meetings to plan for professional development, addressing issue of providing a more “welcoming environment.”

Scope of Services:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:


_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English
proficient _X_Other Subgroups:(Specify)African American
students, Special Education students

BUDGETED
\$95,000: S/C,
Certificated Salaries and Benefits

PLANNED
(4.12) KHSD will maintain the currently employed KHSD School Social Worker and plans to employ 3 additional KHSD School Social Workers, MTSS-PBIS for tiers 2 and 3 MTSS-PBIS support. Assignments will likely be regional and will be based on site readiness based on the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions.

_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English
proficient _X_Other Subgroups:(Specify)African
American students, Special Education students

ESTIMATED ACTUAL
\$95,000: S/C,
Certificated Salaries and Benefits

ACTUAL
 **(4.12)** KHSD hired one MSW/SSW employee and this first-ever School Social Worker started at Bakersfield High School in January 2016. An additional 3 School Social Workers were hired in the 2016-17 school year. School Social Workers are trained mental health professionals with a master's degree in social work and a pupil personnel service credential. SSW's provide services related to the student's social-emotional adjustment to school, family, community and society. SSW's are the link between the home, school and community. They provide direct as well as indirect services to students, families and school personnel to promote and support the academic and social success of students.

School Social Workers have a multifaceted role. SSW's provide interventions and support at all Tier levels for PBIS/MTSS schools. SSW's provide services unique to school settings. There are assessment and consultation services within the school team. There is direct work with students and parents individually and in groups. The key to all services is the assessment. The assessment is a systematic way of understanding what is taking place in relationships in the classroom, within the family, and between the family and school. The SSW looks for units of attention-places where intervention will be most effective.

Though three additional social workers were planned, four additional Social Workers were employed based upon site readiness on the Tiered Fidelity Inventory (TFI). The additional social worker position was created using Coordinated Early Intervention Services (CEIS) funding. Three of the social workers are split between two school sites, one social worker continues to work solely with Bakersfield High School and the final social worker is split between a school site and the district office. At the district level from within Student Support Services, the Social Worker collaborates with District Special Ed School Psychologists and Collaborative Learning Solutions to develop Tier II and Tier III structures.

Social Worker Assignments:

- ✓ Bakersfield High School
- ✓ Vista / South
- ✓ West / Mira Monte
- ✓ Frontier / Highland
- ✓ Independence / District Office

In addition, in an effort to continually increase and improve efforts and services related to overall student wellness, KHSD may also explore the addition of additional KHSD School Nurses, to be housed on regional assignments within designated high need LCFF school sites in the future. KHSD currently only has School Nurses working in the Special Education Department and one general education School Nurse for the regular education population in KHSD. The mission of the Kern High School District is to provide programs and services to allow ALL students to graduate from high school prepared to succeed in the workplace or at the post-secondary level, and overall student wellness is a priority for all relevant stakeholders in the KHSD community. KHSD School Site Parent & Family Centers are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism; and Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. Our continued focus on “whole child” and student wellness issues is important for student, as these can be barriers to learning is important for student success.

Scope of Service:

Available to All School Sites

Pupils to be served within identified scope of service

ALL

OR:

X Low Income pupils X English Learners

Scope of Service:

Available to All School Sites

Pupils to be served within identified scope of service

ALL

OR:

X Low Income pupils X English Learners

Expenditures

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u>
BUDGETED \$413,128: S/C, Classified Salaries and Benefits
PLANNED (4.14) Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by increasing adult ESL classes to serve more areas. Currently classes are being offered at the following locations: <ul style="list-style-type: none"> ● Lamont Family Resource Center; day and evening ● South Chester Partnership; day ● Stine Elementary; evening ● Paramount Farms, Lost Hills; evening ● Kern High School Sites: <ul style="list-style-type: none"> ○ Bakersfield ○ Foothill ○ Golden Valley ○ Mira Monte ○ North ○ South ○ West \$100,000 (approximate cost) per teacher X 2 =\$200,000
Scope of Service: All School Sites Pupils to be served within identified scope of service <u>ALL</u>
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)

[Actions/Services](#)


<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u>
ESTIMATED ACTUAL \$441,596: S/C, Classified Salaries and Benefits
ACTUAL (4.14) The Bakersfield Adult school offers English As a Second Language (ESL) classes to the KHSD parents. Currently there are 167 parents enrolled. In the 2014-15 school year only 4 sites offered ESL classes. An additional 7 sites were added in 2016-17 to accommodate the needs of the KHSD parents. The 7 locations include the following school sites. <ul style="list-style-type: none"> ✓ Bakersfield High School - 1 Section ✓ Fairfax School – 1 Section ✓ Foothill High School - 1 Section ✓ Golden Valley School - 1 Section ✓ Mira Monte High School - 2 Sections ✓ South High School - 3 Sections ✓ West High School - 1 Section The teacher storage has impacted the ability to recruit teachers for the ESL classes. A joint project pilot with Quest for Success will be implemented in the summer of 2017.
Scope of Service: All School Sites Pupils to be served within identified scope of service <u>ALL</u>
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)

Expenditures

\$150,000: S/C,
 Certificated Salaries and Benefits
 \$50,000: S/C, Classified Salaries and Benefits
 Total = \$200,000

\$150,000: S/C,
 Certificated Salaries and Benefits
 \$50,000: S/C, Classified Salaries and Benefits
 Total = \$200,000

PLANNED
(4.15) Provide translating services at meetings where non-English speaking parents are present – district and school sites.

ACTUAL
 **(4.15)** Kern High School provides a translator/interpreter at all meetings for non-English speaking parents. The KHSD translators are highly qualified and must pass a reading, writing and speaking exam to verify that they are proficient in the language

Actions/Services

Scope of Services:
 All School Sites
Pupils to be served within identified scope of service
ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)

Scope of Services:
 All School Sites
Pupils to be served within identified scope of service
ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)


Expenditures

BUDGETED
 \$10,000: S/C, Classified Salaries and Benefits
 \$10,000: S/C, Certificated Salaries and Benefits
 \$20,000: S/C,
 Services and Other Operating Expenses
 Total = \$40,000 S/C

ESTIMATED ACTUAL
 \$10,000: S/C, Classified Salaries and Benefits
 \$10,000: S/C, Certificated Salaries and Benefits
 \$20,000: S/C,
 Services and Other Operating Expenses
 Total = \$40,000 S/C

Actions/Services

PLANNED
(4.16) Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations.
 The group's composition will continue to represent the district's stakeholders. It will monitor data and progress of the LCAP goals and actions through regular convening.

ACTUAL
 **(4.16)** LCAP Advisory Council meets on a monthly basis and is comprised of the following stakeholders:

- ✓ Students (5 members)
- ✓ Parents (12 members)
- ✓ Kern High School District Teachers Association (4 members)
- ✓ Kern High School District Counselors Association (3 members)
- ✓ CSEA Chapter 81 Unit B KHSD (1 member)
- ✓ CSEA Chapter 747 Unit A Transportation KHSD (1 member)
- ✓ Skilled Trades Unit D Maintenance & Operations KHSD (1 member)
- ✓ Supervisors Unit F (KHSD) (1 member)

Expenditures

	<p>✓ Community Members & Partners (21 members)</p> <p>The Kern High School District (KHSD) Superintendent appoints the LCAP Advisory Council and membership is reviewed annually. Terms for members are 2 years and can be extended if necessary and/or approved. The LCAP Advisory Council is independent, nonpartisan, and a broadly representative body consisting of a balanced mix of the diverse interests that are affected by community needs within the KHSD, specifically related to include representation of unduplicated students, representative parents, KHSD employee groups, and community partners. The charge of the Advisory Council is to offer advice and counsel for the Kern High School District to create an effective Local Control Accountability Plan (LCAP) that includes the school/community's voice and knowledge.</p> <p>As requested, the Advisory Council will provide informed recommendations and advice to KHSD staff as the plan is drafted and monitored annually.</p>
<p>Scope of Service: All School Sites Pupils to be served within identified scope of service <u>ALL</u></p>	<p>Scope of Service: All School Sites Pupils to be served within identified scope of service <u>ALL</u></p>
<p><u>OR:</u> _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p><u>OR:</u> _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>
<p>BUDGETED \$5,000: S/C, Services and Other Operating Expenses</p>	<p>ESTIMATED ACTUAL \$5,000: S/C, Services and Other Operating Expenses</p>
<p>PLANNED (4.17) Retain Supervising Administrator of Student Support Services & LCAP to supervise and manage the following operations of the Department of Student Support</p>	<p>ACTUAL ✓(4.17) KHSD hired a Supervising Administrator for Student Support Services & LCAP as of July 1, 2015 (formerly LCAP Administrator for KHSD) and added new student support projects</p>

[Actions/Services](#)

Services in the Instruction Division:

- Multi-Tiered System of Supports
- Positive Behavioral Intervention & Supports (PBIS)
- Parent & Family Engagement
- School-Community Partnerships
- Student Outreach & Engagement
- Interagency Facilitation/Partnership
- Local Control Accountability Plan (LCAP)
- Consultant Liaison for KHSD around PBIS-MTSS work

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:

_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesigned fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

to the department. The position provides oversight, coordination, and supervision for the following projects:

- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Intervention & Supports (PBIS)
- Parent & Family Engagement
- School-Community Partnerships
- Student Outreach & Engagement
- Restorative Practices and Social-Emotional Learning
- Interagency Facilitation/Partnerships
- Local Control Accountability Plan (LCAP)

LCAP Clerical Support and Budget management positions were filled and being paid out of the Base grant.

Scope of Service:
All School Sites
Pupils to be served within identified scope of service
ALL

OR:

_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesigned fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students


Expenditures

BUDGETED
\$155,928: S/C,
Certificated Staff and Benefits

ESTIMATED ACTUAL
\$159,276: S/C,
Certificated Salaries and Benefits

PLANNED
(4.18) Support the following leadership and mentoring programs, principally serving “at risk” youth:

- AmeriCorps = \$110,000
- Latina Leaders = \$40,000
- Fine Art Projects = \$75,000
- Garden Pathways/Sons & Brothers = \$25,000
- School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000

ACTUAL
 **(4.18)** The following leadership mentoring programs were continued and implemented in the 2016-17 school year.

[Actions/Services](#)

AmeriCorps is currently serving students through mentoring (which includes Tier 1-3 for PBIS) and goal-setting at Golden Valley, Mira Monte, Nueva, South, and Tierra Del Sol and expand to other Kern High School District school sites will be implemented in the 2016-17 school year. AmeriCorps is a civil society/community based mentoring program supported by the Kern High School District and Kern County Superintendent of Schools engaging adults in involved public service work with a goal of "helping others and meeting critical needs in the community.

<http://www.nationalservice.gov/programs/ Americops>

Latina Leaders funding will enable the program to expand to all school sites. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community. Participating students' academic progress will be monitored, particularly focusing on their college going rates.

<http://kernlatinas.com/about/>

Fine Art Projects will be offered in the form of mini grants to school sites interested in developing fine arts projects that will enhance the enrichment of the unduplicated pupil.

AmeriCorps currently serves Golden Valley, Mira Monte, Nueva, South and Tierra Del Sol. AmeriCorps has 204 students who participate in weekly mentoring activities. These activities include academic support, behavior support, building relationships /social skills, college and career exploration.

Latina Leaders

101 Sophomores and Juniors and 67 Senior students are participating in Latina Leaders. The participants represent 16 comprehensive campuses and 1 alternative education campus. They meet 4 hours once a month throughout the school year. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community

Fine Art Projects is geared towards the Performing/Fine Arts for KHSD student engagement and outreach for leadership, and mentoring programs/projects, principally serving "at risk" youth, with an emphasis on student outreach and engagement, with specific focus on enrichment for the arts. Funded projects included:

- ✓ Earth Day Project
- ✓ Critical Thinking and Problem Solving via the Arts
- ✓ Concert Performance and Art Show
- ✓ Video Production Project
- ✓ Multi School Art Show (Theme, Tolerance)
- ✓ Music, Diversity and Tolerance through Performance and Visual Arts
- ✓ Visual and Performing Arts Day
- ✓ Gallery Program
- ✓ Festival of the Arts

Sons and Brothers funding will enable Garden Pathways to deliver a trauma-informed approach for “building community from the inside out,” incorporating prevention activities for high-risk youth (including mentoring, education, violence prevention, and career development). This program is currently serving students at Mira Monte, Arvin, Golden Valley and Nueva.

School Climate and Student Leadership and/or ATS/OCI Projects

KHSD will offer mini grants and opportunities for Activity Directors and KHSD outreach staff to work with PBIS-MTSS site coordinators and PBIS site teams to increase and improve efforts related to campus climate, school connectedness, kindness and compassion projects, and engagement opportunities for ALL students, with a primary focus on unduplicated students in KHSD will explore Alternate to Suspension (ATS) or On Campus Intervention (OCI) student support programs in 2016-2019 and will likely need start-up or seed money for curriculum and/or related supplies and equipment

Scope of Service:
All School Sites

Pupils to be served within identified scope of service
ALL

OR:

_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesigned fluent English proficient _X_Other Subgroups:(Specify)African American students, Special Education students

BUDGETED

\$45,000: S/C,
Certificated Salaries and Benefits
\$225,000: S/C,
Books and Supplies
Total = \$270,000

Sons and Brothers serves 250 students at the following school sites: Mira Monte, Arvin, Golden Valley and Nueva. Sons and Brothers fosters the healing process for healthy, productive community members growing in education, leadership and advocacy. The focus is on one- to- one mentoring, group mentoring, and mentoring workshop and enrichment activities.

School Climate and Student Leadership and/or

Alternate to Suspension (ATS) / On Campus Intervention (OCI)
The Office of School Support Services will offer mini-grants from March-June 2017 to site activity leaders in an effort to support school climate work and student support. The emphasis for investment will be **high-need** LCFF sites for related leadership and mentoring programs, principally directed to serve at-risk and unduplicated student(s) in KHSD. In **prior years**, sites worked closely with leadership and PBIS site teams for related projects.

Scope of Service:
All School Sites

Pupils to be served within identified scope of service
ALL

OR:

_X_Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesigned fluent English proficient _X_Other Subgroups:(Specify) African American students, Special Education students

ESTIMATED ACTUAL

\$45,000: S/C,
Certificated Salaries and Benefits
\$225,000: S/C,
Books and Supplies
Total = \$270,000

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 18 actions and services were fully implemented as planned. Goal 4: “KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.” The goal addresses State Priority 5 “Pupil Engagement” and Priority 6 “School Climate.” Stakeholders were enthusiastically supportive of all of the 14 Measurable Outcomes in Goal 4. The majority of the Measurable Outcomes and Actions were focused on Positive Behavior Intervention and Support (PBIS). The foundation of PBIS began in 2014-15 with Bakersfield High School being the pilot program for PBIS. For the 2016-17 school year all comprehensive high schools (18) and all continuation schools (5) are implementing the PBIS program. Measurable Outcome 4a, 4l, and Action 4.04, 4.05, 4.09, 4.14, 4.15, 4.16 are directed to parent and stakeholder engagement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All 18 actions were deemed to be effective. Measurable Outcomes show positive effects from PBIS. (See Actions 4.01, 4.02, 4.03, 4.04, 3.12, 3.13, 4.06, 4.07, 4.08, 4.11, and 4.17). Measurable Outcome 4d (increase graduation rates by 2%) has exceeded its targeted increase for all students and sub-groups. The California Dashboard lists all groups increasing their graduation rates (a performance level blue): “All” students, 4.6%; English Learners, 9.4%; Socioeconomically Disadvantaged, 6%; Students with Disabilities, 4.7%; African American, 7.5%; and Hispanic, 5.1%. Attendance has increased from 95.01% to 95.55%. Chronic Absenteeism has dropped from 12.8% to 9.2% from 2014-15 to 2015-16. Dropout rates have dropped from 11.1% to 9.0% from the 2015-16. Suspension rates have dropped from 16.3% in 2012-13 to 12.0% in 2014-15. Expulsion rates have also dropped from 0.6% in 2012-2013 to 0.2% in 2015-16. Action 4.01 list individual school sites’ suspension rates. It should be noted that the KHSD suspension rate dropped from 16.3% to 12%. Expulsion rates can be found in Action 4.01 for the individual school sites. There are 7 school sites that had a 0% expulsion rate while the remaining school sites are less than 1%. Unfortunately, California Dashboard does not reflect KHSD data. Data that is being utilized reflects the calculation of the 2014-2015 suspension rate through the 2013-2014 suspension rate. KHSD has unreported data for 2013-14. An error in inputting data for that year has not been corrected by CDE. This matter will be corrected in the fall 2017 when the California Dashboard will up-date their data.

Parent engagement is a vital factor in student success in Goal 4. Actions 3.12, 4.04, 4.05, 4.08, 4.09, 4.10, 4.14, 4.15, and 4.16 are dedicated to engaging parents by providing parents

education classes, parent liaisons, language translations, and educational field trips for students and parents/guardians. Measurable Outcomes indicate an increase in parent engagement. Measurable Outcome 4a displays an increase from 76.6% in 2015-16 to 83.5% in 2016-17 where parents feel welcome and connected to their student's school. In Measurable Outcome 4b, we see a similar increase -- 63% to 69.1% -- from the previous year from 2015-16; parents feel that they have opportunities to take part in decision making at their schools. The opening of the 12 Parent and Family Centers in the last two years can be attributed to these increases. Stakeholder feedback confirms the positive impact of the Parent and Family Centers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

- ✓ Action 3.12: The discrepancy can be attributed to the increase of 2.5% in salary and an increase of \$11,000 in the software.
- ✓ Action 4.02: The discrepancy can be attributed to not hiring a classified position.
- ✓ Action 4.03, 4.04, 4.06, 4.07, 4.08, 4.09, 4.12 and 4.17: The discrepancies in these actions are due to 2.5% increase of salaries.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

- ✓ Metric Indicator (4a.) A baseline was established in 2016-17 school year. An increase of 1% of "parents who felt welcomed and connected to their student's school."
- ✓ Metric Indicator (4b.) A baseline was established in 2016-17 school year. An increase of 1% of "parents who feel engaged their student's academic progress."
- ✓ Metric Indicator (4c.) No baseline existed in this measurement one will be established in the 2017-18 school year.
- ✓ Metric Indicator (4d.) Analysis of the California Dashboard revealed that "All, English Learners, Socioeconomically Disadvantage, Students with Disabilities, Hispanic, and African American Students increased significantly. The 2% increase will be changed to 1% because of the substantial growth already measured.
- ✓ Metric Indicator (4h.) - Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.
- ✓ Metric Indicator (4i.) - Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.
- ✓ Metric Indicator (4j.) After careful analysis of data a more in-depth survey (Quarterly Climate and Healthy Kids Survey) was implemented in the 2016-17 school year.
- ✓ Metric Indicator (4k.) After careful analysis of data a more in-depth survey (Quarterly Climate and Healthy Kids Survey) was implemented in the 2016-17 school year.
- ✓ Action 4.01 – Funding will be increase to pilot another OCI class.
- ✓ Action (4.02) – The position of Student Support Coordinator was not hired this year.

- ✓ Action (4.04) - As we build capacity to implement Parent and Family Centers we will change the number of Parent and Family Centers opening in 2017-18 to 3 instead of 4. The remaining 3 will be scheduled to open in the 2018-19 school year.
- ✓ Action 4.06) - A correction in the number of counselors reported as full time and part time.
- ✓ Action (4.14) – A pilot program will be launched to work with Quest for Success to expand service to the unduplicated students. Due to the teacher shortage, qualified teachers were unable to fill the ESL classes for parents beyond 7 school sites.

Stakeholder Engagement

LCAP
Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LCAP Involvement Process (2017-2018)

Regular stakeholder engagement remains a high priority for the Kern High School District (KHSD) in order to foster mutually respectful, supportive, and collaborative environments for 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 underserved and/or at risk, and to provide the necessary means to maximize their learning.

Over the course of the 2016-2017 school year, KHSD has provided various public venues for stakeholders to convene and provide input. Specific groups that met are listed below:

- LCAP Advisory Council (Monthly)
- Student Advisory Council (Quarterly)
- District Parent Advisory Council (Semiannual)
- District English Learner Advisory Council (Quarterly)
- Principal Advisory Council (PAC) (Quarterly)
- Assistant Principals of Instruction and Administration (Quarterly)
- Guidance Leadership (Semiannual)
- Head Counselors and Counselors, including Foster Youth Liaisons (Semiannual)
- KHSD Community Counselors (Semiannual)
- Kern High Teachers' Association (KHSTA) (Semiannual)
- Classified Association (CSEA) (Semiannual)
- Special Education Parent/Management Advisory (Semiannual)
- KHSD Project BEST Advisors (Semiannual)
- English Learner Coordinators (Semiannual)
- Kern High Schools District Webpage (<http://kernhigh.edlioschool.com/>)
- Annual Parent, Certificated and Classified Staff Surveys
- Student Quarterly Climate Surveys
- California Healthy Kids Survey
- KHSD LCAP's Infographic

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

The Advisory Council is appointed by the KHSD Superintendent and membership is reviewed annually. Members typically serve two years; however, time may be extended with the approval of the Superintendent.

The Student Advisory Council is a student-led, district wide group that gives voice to the students' interests and needs. Each of the 18 comprehensive sites, plus the 5 continuation sites, may enlist up to 4 representatives on the Council. Students are chosen to represent a cross-section of the student body, including Foster Youth, English Learners, low income students, and students with exceptional needs. KHSD recognizes that its students have the intrinsic desire for the following:

- A sense of influence
- A sense of competency

- A sense of belonging
- 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.

DATE	NOTES
October 1- March 15	Stakeholder Engagement <ul style="list-style-type: none"> • Community Public Forums (10 meetings) • Remote Teleconference) (1 meeting) • KHSD Employee Groups (Classified and Certificated) • KHSD Parent Advisory Groups • KHSD Student Advisory Council • LCAP Advisory Council • District English Language Learner Advisory Committee (DELAC) • Student Climate Surveys • California Healthy Kids Survey • Parent Surveys • Certificated and Classified Surveys
March 14	Share LCAP Annual Update with LCAP Advisory Council
March 14	LCAP Advisory Council meeting (6:00 pm) to discuss stakeholder feedback, surveys, and recap any notes from the past year for the draft version of 16-17 Annual Update LCAP.
April 20	LCAP Annual Update to District Superintendent for review
April 24	2016-2017 DRAFT REVIEW: DELAC/DPAC review & comment
April 27	Draft proposed budget to LCAP Advisory Council
April 27	LCAP Advisory Council to discuss proposed budget and possible notes for draft version of the 17-18 LCAP
April 27	2017-2020 DRAFT REVIEW: LCAP Advisory Council review & comment, details

May 11	2017-2020 DRAFT REVIEW: DELAC/DPAC review & comment
May 1-20	KHSD will update draft after May Budget revise, as needed.
May 15	POST DRAFT: KHSD to tentatively post initial draft version of 2017-2020 LCAP on KHSD website; initial edit window (May 16-June 5) for consultation and engagement, solicitation of feedback, comments, and recommendations from all relevant stakeholders of the school community before formal submission to the KHSD Board of Trustees for discussion, edits, and/or final adoption; KHSD to work with KCSOS to monitor rubric updates, template revisions and/or budget adjustments per May revise.
May 31	DELAC/DPAC Meeting- All questions and comments given by the DELAC/DPAC was answered in writing by Superintendent Dr. Schaefer.
May 1- June 5	Stakeholder engagement and ongoing consultation through additional meetings offered for DELAC/DPAC and LCAP Advisory Council as needed. Public comments sessions were held on May 18, May 25, May 30 and June 5, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Impact on LCAP (2017-18)

KHSD stakeholders continue to provide valuable feedback and counsel on the district's educational issues. From the various meetings held throughout the 2016-17 school year, the following needs were identified, and KHSD has provided courses of action that are expected to address them:

From meetings and conversations with KHSD's various stakeholders, the following needs were identified:

Instruction

- Reduce class size.

- Increase technology use to enhance learning.
- Strengthen literacy skills.
- Increase support for English Learners and Foster Youth.

Human Resources

- Hire to build a diverse teaching staff.
- Provide cultural awareness training for all staff.
- Provide training for foster student support and family support.

Student Support Services

- Build student support structures like PBIS/MTSS to create positive campus climates, increase student engagement, and improve student learning outcomes.
- Implement programs like Restorative Practice to develop positive and healthy student relationships.
- Increase the number of counselors, mentors, and adults on campus to support students' social-emotional needs.
- Provide greater transportation options, especially for students residing in unsafe neighborhoods or walking through unsafe neighborhoods.
- Provide more food options for students.
- Open additional Parent and Family Centers to provide parent support and other meaningful resources to inform and engage parents.

College and Career Readiness

- Teach job readiness, "soft skills," goal setting, time management, and financial planning.
- Increase opportunities for Career Technical Education (CTE).

The district maintains its strong commitment to reducing class size by providing yearly increases to the staffing formula and by prioritizing its efforts to serve the schools with the highest number of unduplicated students first. The district's goal is to restore and maintain all schools to the staffing ratios that were in place before the recession of 2007.

Increasing the use of technology to enhance student learning remains a mainstay of the district's priorities. Technology infrastructure was improved last year by providing Internet access to all classrooms and high-traffic student areas. In the coming year technology will be integrated into daily instructional practices through the higher use of Chromebooks and other technology devices. Technology also supports various alternative education programs and bolsters existing programs and facilities in Career Technical Education (CTE), including the Regional Occupation Center (ROC).

The critical importance of literacy skills to secure educational equity for all students, as well as provide the targeted support for English Learners and Foster Youth, cannot be emphasized enough; thus, KHSD has developed Access, a literacy course that delivers focused reading instruction to all students reading below grade level as measured by STAR Renaissance, a diagnostic reading test that is used to identify the Instructional Reading Level (IRL) of all students, grades 9-12, and to assess the students' progress regularly. In addition to Access, Access 2, and Pre-Access was implemented in the fall of 2016 to reinforce reading skills, between 4th and 6th IRL and address students' reading skills that fall below grade 4 IRL.

To respond to the need for a diversified and strong teaching staff, the district has maintained efforts to recruit, hire, develop, and retain properly credentialed and assigned teaching staff that represents the demographically varied student body. Based on stakeholder feedback, KHSD will continue to expanded recruitment in California and to other parts of the country.

Also based on stakeholder feedback, the district will increase cultural awareness training for staff to engender a greater sense of understanding of the district's unique community issues and provide adequate and appropriate support for students, parents, and families.

KHSD will continue to build strong student support systems that will improve the academic learning and social-emotional well-being of all students. KHSD will continue implementing evidence-based practices, such as Positive Behavior Intervention and Supports (PBIS), to create positive school climates, further supported by professionals who will provide appropriate and timely student interventions. Last year, 2015-16, 15 sites implemented PBIS; this year, 2016-17, 23 sites implemented PBIS. In addition, additional Parent Centers (4 for a total of 12, districtwide) were opened last year, 2016-17, to help parents become strong educational advocates for their students.

Finally, stakeholders felt strongly about building students' job-readiness skills through Career Technical Education (CTE). As a result, CTE course offerings will increase at the school sites, through the Regional Occupational Center (ROC), and through dual enrollment opportunities with Bakersfield College (BC) and California State University, Bakersfield (CSUB). In addition, Career Choices, a career-exploration, dual enrollment course, will be expanded to more sites, complemented by Naviance, a career-readiness computer program that will reinforce college and career planning, grades 9-12.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Modified

Unchanged

Goal 1

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

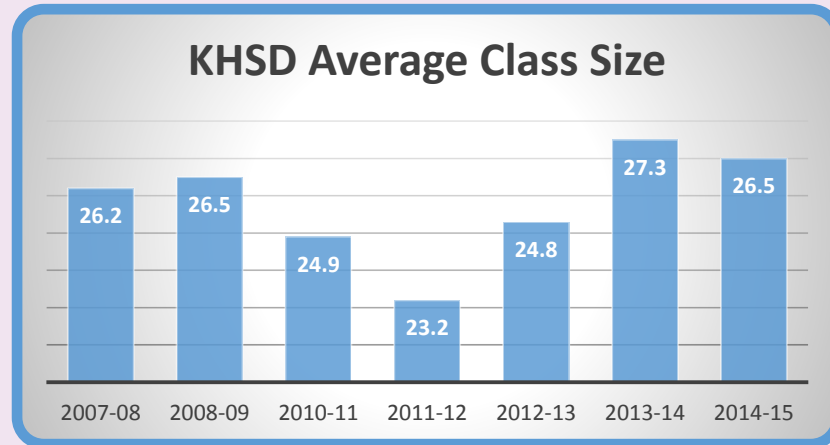
LCFF ranking of the “unduplicated count,” per CALPADS, October 1, 2016

Kern High School Comprehensive High Schools 2016-17 Unduplicated Pupil %			
South	92.6%	Ridgeview	71.3%
Mira Monte	91.7%	Bakersfield	68.5%
Arvin	88.9%	Highland	65.1%
Foothill	84.0%	Kern Valley	64.0%
West	82.6%	Independence	55.3%
East Bakersfield	82.3%	Stockdale	33.1%
Golden Valley	82.3%	Centennial	25.2%
Shafter	82.0%	Frontier	23.9%
North	74.4%	Liberty	21.6%

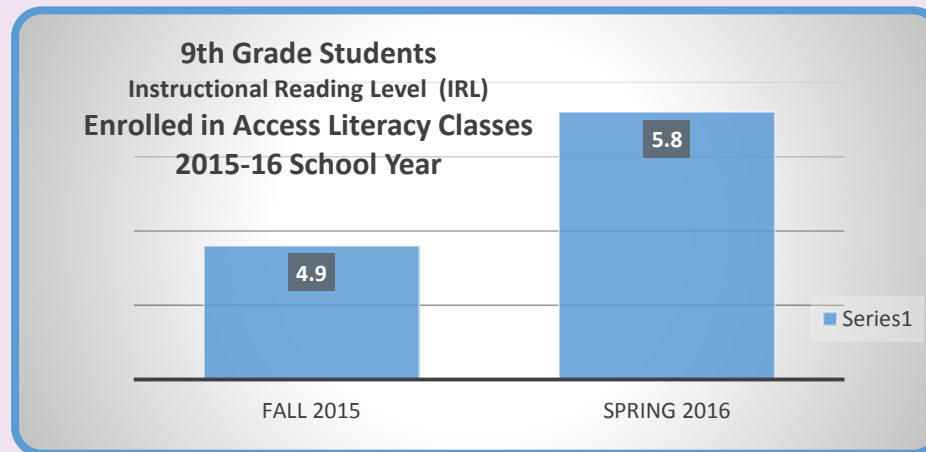
Kern High School Alternative Education High Schools 2016-17 Unduplicated Pupil %	
Tierra del Sol	88.3%
Central Valley	87.7%
Nueva	87.0%
Vista	84.1%
Vista West	64.0%

The district is committed to using a substantial portion of its LCFF Supplemental and Concentration (S/C) Grant funding to reduce class size, districtwide. Using a model designed to provide more staffing to schools with higher numbers of unduplicated students, over 2/3 of all new staffing for the 2017-18, 2018-19, and 2019-20 school years will be allocated based on each school’s unduplicated pupil count. Remaining staffing increases will be allocated to restore all schools to the staffing ratios that were in place before the recession began in 2007.

Following the Governor's commitment to restore school funding to the 2007-2008 level by 2021, KHSD will target full staffing restoration by 2021, and will continue its commitment to reducing class size at all schools, prioritizing its efforts to serve the schools with the highest number of unduplicated students first.



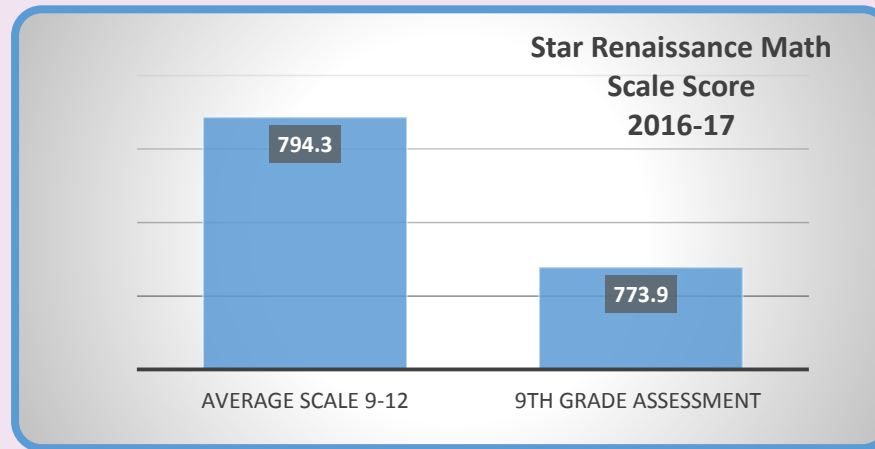
(2015-16 data pending.) This graph presents the average class size for this district. Average class size is the number of students enrolled in classes divided by the number of classes. The data in this table are calculated using the California Department of Education's "filtered" definition of average class size, which excludes certain counts such as classes with enrollment of more than 50 students. No data was reported 2009-2010.



An average IRL growth of .9

The Instructional Reading Level is a criterion-referenced score that indicates the highest reading level at which the student can most effectively be taught. In other words, IRLs indicate the reading level at which students can

recognize words and comprehend written instructional material with some assistance. (STAR Renaissance)



Grade distribution, districtwide, for all students for semester 1, 2014-15, 2015-16 and 2016-17.

Fall Grade Distribution 2014, 2015 and 2016 Fall Semester			
	2014-15 Fall Semester	2015-16 Fall Semester	2016-17 Fall Semester
A's	31%	33%	34%
B's	27%	27%	27%
C's	22%	21%	21%
D's	11%	11%	10%
F's	8%	8%	8%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 1a) Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2017-2018. (Priority 1a)	100%	Maintain	Maintain	Maintain
(Priority 1a) Maintain English Learner (EL) authorization for 100% of EL teachers.	100%	Maintain	Maintain	Maintain
(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	Maintain	Maintain	Maintain
(Priority 1c) Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	Maintain at a “good” or “exemplary” rating	Maintain	Maintain	Maintain
(Priority 2a) Implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Standards and/or Curriculum Framework survey adopted by CDE).	Baseline will be established in the spring of 2017.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.

<p>(Priority 8) 100% of English Learners will be enrolled in appropriate level of designated ELD classes or classes designated per their Individual Learning Plan (IEP). EL students in core classes will be taught by teachers with EL certification.</p>	100%	Maintain	Maintain	Maintain
<p>(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 as indicated by Administrative observation.</p>	Baseline will be established in the spring of 2017.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.
<p>(Priority 4c) Increase a-g rate by 1%, district wide and 2% for all significant subgroups, as measured by previous year's a-g rate. Achievement gaps between sub groups will be closely monitored so that those gaps can be narrowed.</p>	<p>All 32.2% African American 25.3% Hispanic 28.5%</p>	<p>All 33.2% African American 27.3% Hispanic 30.5%</p>	<p>All 34.2% African American 29.3% Hispanic 32.5%</p>	<p>All 35.2% African American 31.3% Hispanic 34.5%</p>
<p>(Priority 8) Provide at least one Instructional Assistant (IA) in English Language Development (ELD) classes and one Bilingual Instructional Assistant (BIA) in core classes to provide support for English Learners to access the Common Core State Standards (CCSS).</p>	100%	Maintain	Maintain	Maintain
<p>(Priority 8) Hire teachers that reflect the</p>	74 Teachers	76 Teachers	77 Teachers	79 Teachers

demographic student groups of the district at an increase of 2% per year.				
(Priority 8) Increase a half of year Instructional Reading Level (IRL), per year, in reading per STAR Renaissance assessment. The baseline will be established each year with the testing 9 th grade students in Access Literacy Classes.	Access 9 th Grade Student's IRL Fall 2015 4.8 IRL Spring 2016 5.8 IRL	Access 9 th Grade Student's IRL Fall 2016 4.7 IRL Spring 2017 (Data will be obtained spring 2017)	Access 9 th Grade Student's IRL Fall 2017 (Data will be obtained fall 2017) Spring 2018 (Data will be obtained spring 2018)	Access 9 th Grade Student's IRL Fall 2018 (Data will be obtained fall 2018) Spring 2019 (Data will be obtained spring 2019)
(Priority 8) Increase a half year of growth in math per STAR Renaissance assessment. The baseline measurement will be established each year with students enrolled in Foundation classes.	Baseline will be established in fall 2017 with students enrolled in Foundation Classes	Goal will be determined once baseline is established	Goal will be determined once baseline is established	Goal will be determined once baseline is established
(Priority 8) Decrease Ds and Fs, overall, by 0.5% to reduce need for remediation, increase course completion rates, and increase a-g rates.	Fall 2016 "D"s = 10% Fall 2017 "F"s = 8.0%	"D"s = 9.5% "F"s = 7.5%	"D"s = 9.0% "F"s = 7.0%	"D"s = 8.5% "F"s = 6.5%

PLANNED ACTIONS / SERVICES

Action **1.01**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: <u>All Comprehensive School Sites</u> <u>(Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West)</u>		
	<input type="checkbox"/> Specific Grade spans: _____	<input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2021. This funding includes additional 99 class sections for restoration (1.01), extended day 26 sections (1.01), Access 70 sections (1.05), Science classes 55 sections (1.09), and related teaching sections and administrative costs at the Alternative Education Sites (1.02/1.03). Following are the total number of teaching sections provided to each school site. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count. Included in the total number of sections are the periods for

2018-19

New Modified Unchanged

Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2021. This funding includes additional 99 class sections for restoration (1.01), extended day sections 26 sections (1.01), Access 70 sections (1.05), Science classes (1.09), and related teaching sections and administrative costs at the Alternative Education Sites (1.02/1.03). Following are the total number of teaching sections provided to each school site. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated

2019-20

New Modified Unchanged

Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2021. This funding includes additional 99 class sections for restoration (1.01), extended day sections 26 sections (1.01), Access 70 sections (1.05), Science classes (1.09), and related teaching sections and administrative costs at the Alternative Education Sites (1.02/1.03). Following are the total number of teaching sections provided to each school site. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated

extended day, Access literacy, additional science, and library (2.07).

The total section allocation per site below includes the sections funded by the Supplemental and Concentration (S/C) Grant, given proportionately to the site's LCFF "unduplicated count" of students.

School Site	LCFF Sections	Restoration Sections
Arvin	45	3
Bakersfield	37	2
Centennial	10	1
East	34	2
Foothill	33	1
Frontier	11	1
Golden Valley	38	1
Highland	25	2
Independence	22	1
Kern Valley	5	2
Liberty	8	5
Mira Monte	40	6
North	24	4
Ridgeview	35	7
Shafter	25	4
South	36	5
Stockdale	14	6
West	33	6

pupil count. Included in the total number of sections are the periods for extended day, Access literacy, additional science, and library (2.07).

The total section allocation per site below includes the sections funded by the Supplemental and Concentration (S/C) Grant, given proportionately to the site's LCFF "unduplicated count" of students.

pupil count. Included in the total number of sections are the periods for extended day, Access literacy, additional science, and library (2.07).

The total section allocation per site below includes the sections funded by the Supplemental and Concentration (S/C) Grant, given proportionately to the site's LCFF "unduplicated count" of students.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$8,887,800
	(b) \$4,012,200
	Total- \$12,900,000
Source	(a) Sup/Con

2018-19

Amount	(a) \$8,908,800
	(b) \$4,291,200
	Total- \$13,200,000
Source	(a) Sup/Con

2019-20

Amount	(a) \$9,166,680
	(b) \$4,633,320
	Total- \$13,800,000
Source	(a) Sup/Con

Budget Reference	(b) Sup/Con	Budget Reference	(b) Sup/Con	Budget Reference	(b) Sup/Con
	(a) Teachers' Salaries (1100) (b) Benefits (3xxx)		(a) Teachers' Salaries (1100) (b) Benefits (3xxx)		(a) Teachers' Salaries (1100) (b) Benefits (3xxx)

Action **1.02/1.03**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Continuation Sites (Central Valley, Nueva, Tierra Del Sol, Vista and Vista West)	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain teaching sections or administrative sections to support the intervention efforts of the continuation sites to deliver services to identified "at risk" students. The sections, both teaching and administrative, will be distributed according to need and in coordination with the Supervising Administrator of Alternative Education.

2018-19

New Modified Unchanged

Maintain teaching sections or administrative sections to support the intervention efforts of the continuation sites to deliver services to identified "at risk" students. The sections, both teaching and administrative, will be distributed according to need and in coordination with the Supervising Administrator of Alternative Education.

2019-20

New Modified Unchanged

Maintain teaching sections or administrative sections to support the intervention efforts of the continuation sites to deliver services to identified "at risk" students. The sections, both teaching and administrative, will be distributed according to need and in coordination with the Supervising Administrator of Alternative Education.

Kern High School Alternative Education High Schools 2016-17 Unduplicated Pupil %	
Tierra del Sol	88.3%
Central Valley	87.7%
Nueva	87.0%
Vista	84.1%
Vista West	64.0%

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$113,052 (b) \$219,151 (c) \$140,873 Total -\$473,076
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Supervisors' and Administrators' Salaries (1300) (b) Certificated Teachers' Salaries (1100) (c) Benefits (3xxx)

2018-19

Amount	(a) \$118,404 (b) \$224,010 (c) \$153,158 Total - \$495,572
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Supervisors' and Administrators' Salaries (1300) (b) Certificated Teachers' Salaries (1100) (c) Benefits (3xxx)

2019-20

Amount	(a) \$140,597 (b) \$235,674 (c) \$171,504 Total - \$547,775
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Supervisors' and Administrators' Salaries (1300) (b) Certificated Teachers' Salaries (1100) (c) Benefits (3xxx)

Action **1.04**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups. Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.</p>	<p>Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups. Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.</p>	<p>Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups. Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.</p>

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	(a) \$9,965 (b) \$2,035 (c) \$88,000 Total - \$100,000	Amount (a) \$9,815 (b) \$2,185 (c) \$88,000 Total- \$100,000	Amount (a) \$9,668 (b) \$2,332 (c) \$88,000 Total- \$100,000

Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)	Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)	Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)

Action **1.05**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: All Comprehensive School Sites Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to focus on literacy by providing additional staffing formula (70 sections) for Access, the literacy course, which provides

2018-19

New Modified Unchanged

Continue to focus on literacy by providing additional staffing formula (70 sections) for Access, the literacy course, which provides

2019-20

New Modified Unchanged

Continue to focus on literacy by providing additional staffing formula (70 sections) for Access, the literacy course, which provides

necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.

- Test grade 9 students in English and math.
- Test twice annually, once at the beginning of year and once at the end of the year.

Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count.

necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.

- Test grade 9 students in English and math.
- Test twice annually, once at the beginning of year and once at the end of the year.

Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count.

necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.

- Test grade 9 students in English and math.
- Test twice annually, once at the beginning of year and once at the end of the year.

Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count.

School Site	LCFF Sections
South	7
Mira Monte	7
Arvin	7
Foothill	7
West	6
East	6
Golden Valley	6
Shafter	4
North	4
Ridgeview	6
Bakersfield	3
Kern Valley	1
Highland	1
Independence	1
Stockdale	1
Centennial	1
Frontier	1
Liberty	1

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$1,036,910 (b) \$468,090 Total- \$1,505,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)

2018-19

Amount	(a) \$1,039,360 (b) \$500,640 Total- \$1,540,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)

2019-20

Amount	(a) \$1,069,460 (b) \$540,540 Total- \$1,610,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)

Action **1.06**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Renew STAR Renaissance contract to continue to test all students in all grades, 9-12, and all incoming grade 9 students (current grade 8). The test diagnoses reading and math levels, as well as provides ongoing assessment for instructional intervention.

Renew STAR Renaissance contract to continue to test all students in all grades, 9-12, and all incoming grade 9 students (current grade 8). The test diagnoses reading and math levels, as well as provides ongoing assessment for instructional intervention.

Renew STAR Renaissance contract to continue to test all students in all grades, 9-12, and all incoming grade 9 students (current grade 8). The test diagnoses reading and math levels, as well as provides ongoing assessment for instructional intervention.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

(a) \$270,000

Amount

(a) \$270,000

Amount

(a) \$270,000

Source

(a) Sup/Con

Source

(a) Sup/Con

Source

(a) Sup/Con

Budget Reference

(a) Services and Operating Expenditures (5800)

Budget Reference

(a) Services and Operating Expenditures (5800)

Budget Reference

(a) Services and Operating Expenditures (5800)

Action **1.07**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Renew Edmentum contract, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects.

Renew Edmentum contract, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects.

Renew Edmentum contract, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount (a) \$215,000

Amount (a) \$215,000

Amount (a) \$215,000

Source (a) Sup/Con

Source (a) Sup/Con

Source (a) Sup/Con

Budget Reference (a) Services and Operating Expenditures (5800)

Budget Reference (a) Services and Operating Expenditures (5800)

Budget Reference (a) Services and Operating Expenditures (5800)

Action

1.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.

2018-19

New Modified Unchanged

Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.

2019-20

New Modified Unchanged

Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.

BUDGETED EXPENDITURES

2017-18

Amount

(a) \$70,586
(b) \$14,414
Total- \$85,000

Source

(a) Sub/Con
(b) Sub/Con

2018-19

Amount

(a) \$69,518
(b) \$15,482
Total- \$85,000

Source

(a) Sub/Con
(b) Sub/Con

2019-20

Amount

(a) \$68,482
(b) \$16,518
Total- \$85,000

Source

(a) Sub/Con
(b) Sub/Con

Budget Reference

(a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Budget Reference

(a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Budget Reference

(a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Action **1.09**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: Comprehensive Sites Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science. Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially underrepresented and disadvantaged youth.

2018-19

New Modified Unchanged

Continue to reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science. Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially

2019-20

New Modified Unchanged

Continue to reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science. Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially

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

underrepresented and disadvantaged youth.

underrepresented and disadvantaged youth.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

(a) \$814,715
(b) \$367,785
Total- \$1,182,500

Amount

(a) \$816,640
(b) \$393,360
Total- \$1,210,000

Amount

(a) \$840,290
(b) \$424,710
Total- \$1,265,000

Source

(a) Sup/Con
(b) Sup/Con

Source

(a) Sup/Con
(b) Sup/Con

Source

(a) Sup/Con
(b) (a) Sup/Con

Budget Reference

(a) Certificated Teachers' Salaries (1100)
(b) (b) Benefits (3xxx)

Budget Reference

(a) Certificated Teachers' Salaries (1100)
(b) Benefits (3xxx)

Budget Reference

(a) Certificated Teachers' Salaries (1100)
(b) Benefits (3xxx)

Action **1.10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced labs per lab science class. The funding may also include professional development in conducting effective and engaging lab experiments. The funding will be principally directed to unduplicated pupils to increase their success in science

2018-19

New Modified Unchanged

Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced labs per lab science class. The funding may also include professional development in conducting effective and engaging lab experiments. The funding will be principally directed to unduplicated pupils to increase their success in science.

2019-20

New Modified Unchanged

Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced labs per lab science class. The funding may also include professional development in conducting effective and engaging lab experiments. The funding will be principally directed to unduplicated pupils to increase their success in science.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	(a) \$200,000	Amount	(a) \$200,000	Amount	(a) \$200,000
Source	(a) Sup/Con	Source	(a) Sup/Con	Source	(a) Sup/Con
Budget Reference	(a) Materials and Supplies (4300)	Budget Reference	(a) Materials and Supplies (4300)	Budget Reference	(a) Materials and Supplies (4300)

Action 1.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Retain district Resource Teachers in English, EL, Math, Science and AVID. An additional Resource Teacher will be hired for Literacy.	Retain district Resource Teachers in English, EL, Math, Science, Literacy and AVID.	Retain district Resource Teachers in English, EL, Math, Science, Literacy and AVID.

- Provide professional development for teachers, focusing on intervention strategies for unduplicated pupils.
- Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Continue development of Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.

- Provide professional development for teachers, focusing on intervention strategies for unduplicated pupils.
- Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Continue development of Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.

- Provide professional development for teachers, focusing on intervention strategies for unduplicated pupils.
- Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Continue development of Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$509,296 (b) \$206,536 (c) \$164,008 (d) \$33,492 (e) \$52,500 Total- \$965,832
Source	(a) Sup/Con (b) Sup/Con (c) Base Grant (d) Base Grant (e) Base Grant
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Other Certificated Salaries (1900) (d) Benefits (3xxx) (e) Materials and Supplies (4300)

2018-19

Amount	(a) \$517,512 (b) \$221,620 (c) \$161,526 (d) \$35,974 (e) \$52,500 Total- \$989,132
Source	(a) Sup/Con (b) Sup/Con (c) Base Grant (d) Base Grant (e) Base Grant
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Other Certificated Salaries (1900) (d) Benefits (3xxx) (e) Materials and Supplies (4300)

2019-20

Amount	(a) \$529,912 (b) \$238,199 (c) \$159,119 (d) \$38,381 (e) \$52,500 Total- \$1,018,111
Source	(a) Sup/Con (b) Sup/Con (c) Base Grant (d) Base Grant (e) Base Grant
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Other Certificated Salaries (1900) (d) Benefits (3xxx) (e) Materials and Supplies (4300)

Action **1.13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to fund the Kern High School Induction Program (KHIP), formerly Beginning Teacher Support and Assessment (BTSA) Induction Program, and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials and to obtain cultural proficiency training to effectively teach the diverse student populations at the KHSD high schools.

2018-19

New Modified Unchanged

Continue to fund the Kern High School Induction Program (KHIP), formerly Beginning Teacher Support and Assessment (BTSA) Induction Program, and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials and to obtain cultural proficiency training to effectively teach the diverse student populations at the KHSD high schools.

2019-20

New Modified Unchanged

Continue to fund the Kern High School Induction Program (KHIP), formerly Beginning Teacher Support and Assessment (BTSA) Induction Program, and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials and to obtain cultural proficiency training to effectively teach the diverse student populations at the KHSD high schools.

All eligible first and second year teachers must be enrolled in TIP/CESIP to complete a clear California credential. Each new teacher is

All eligible first and second year teachers must be enrolled in TIP/CESIP to complete a clear California credential. Each new teacher is assigned a Support Provider which provides coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards teaching expertise.

All eligible first and second year teachers must be enrolled in TIP/CESIP to complete a clear California credential. Each new teacher is assigned a Support Provider which provides coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards teaching expertise.

assigned a Support Provider which provides coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards teaching expertise.

Projected for the 2017-18 School Year Numbers of KHSD Teachers In Kern High School Induction Program		
	2016-17	2017-18
KHIP – General Ed Teachers	113	120
KHIP– Special Ed Teachers	12	12
Intern General Education Teachers	13	16
Intern Special Education Teachers	10	12
Career Technical Education Teachers	32	30
PIP/STSP Teachers	16 (PIP) 5 (STSP)	20 (PIP) 8 (STSP)

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$417,969 (b) \$121,972 Total- \$539,941
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

2018-19

Amount	(a) \$417,209 (b) \$131,364 Total- \$548,573
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

2019-20

Amount	(a) \$421,069 (b) \$136,441 Total- \$557,510
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

PLANNED ACTIONS / SERVICES

Action **1.14/1.15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

(1.14/1.15) Continue efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.

- Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.
- Increase recruitment in California.

Provide hours for the Recruitment Administrator to coordinate recruitment efforts.

2018-19

New Modified Unchanged

(1.14/1.15) Continue efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.

- Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.
- Increase recruitment in California.

Provide hours for the Recruitment Administrator to coordinate recruitment efforts.

2019-20

New Modified Unchanged

(1.14/1.15) Continue efforts to recruit hire, develop, and retain a fully credentialed, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.

- Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.
- Increase recruitment in California.
- Provide hours for the Recruitment Administrator to coordinate recruitment efforts.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
 (a) \$65,000
 (b) \$35,000
 Total- \$100,000

Source
 (a) Sup/Con
 (b) Sup/Con

Budget Reference
 (a) Travel and Conferences (5200)
 (b) Certificated Supervisors' and Administrators' Salaries (1300)

Amount
 (a) \$65,000
 (b) \$35,000
 Total- \$100,000

Source
 (a) Sup/Con
 (b) Sup/Con

Budget Reference
 (a) Travel and Conferences (5200)
 (b) Certificated Supervisors' and Administrators' Salaries (1300)

Amount
 (a) \$65,000
 (b) \$35,000
 Total- \$100,000

Source
 (a) Sup/Con
 (b) Sup/Con

Budget Reference
 (a) Travel and Conferences (5200)
 (b) Certificated Supervisors' and Administrators' Salaries (1300)

Action **1.16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.

2018-19

New Modified Unchanged

Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.

2019-20

New Modified Unchanged

Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.

BUDGETED EXPENDITURES

2017-18

Amount: N/A
Source: Base Grant
Budget Reference: N/A

2018-19

Amount: N/A
Source: Base Grant
Budget Reference: N/A

2019-20

Amount: N/A
Source: Base Grant
Budget Reference: N/A

Action 1.17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).

2018-19

New Modified Unchanged

Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).

2019-20

New Modified Unchanged

Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).

[BUDGETED EXPENDITURES](#)

2017-18

Amount	N/A
Source	Base Grant
Budget Reference	N/A

2018-19

Amount	N/A
Source	Base Grant
Budget Reference	N/A

2019-20

Amount	N/A
Source	Base Grant
Budget Reference	N/A

New Modified Unchanged

Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

- ✓ 72.4% of the district's English Learners (EL) are Long-Term English Learners (LTELs) in 2015-16 per CDE Data Quest. Though extra support and resources have been provided to reduce the LTELs, additional interventions must be provided to accomplish the following: increase the reclassification rate of LTELs in order for all students to have full access to the core curriculum; increase the achievement level of EL students in core classes; and increase enrollment in Gifted and Talented Education (GATE), Honors (HP), and Advanced Placement (AP) of under-represented subgroups to close the achievement gaps.

Kern High School District 2015-16 Long Term English Learners (LTEL)					
School Site	Total Number of EL Students (A)	EL Students for 6+ Years (B)	EL for 6+ Years as % of ALL EL's (B/A)	LTEL Students (C)	LTEL as % of EL for 6+ Years (C/B)
Arvin	609	501	82.3%	387	77.2%
Bakersfield	263	229	87.1%	177	77.3%
Centennial	43	30	69.8%	21	70.0%
Central Valley	25	23	92.0%	11	47.8%
East	298	248	87.2%	191	73.7%

Foothill	297	259	87.2%	191	73.7%
Frontier	35	28	80.0%	22	78.6%
Golden Valley	295	230	78.0%	177	77.0%
Highland	180	155	86.1%	122	78.7%
Independence	93	69	74.2%	38	78.7%
Kern Valley	3	2	66.7%	2	100%
Liberty	32	24	75.0%	16	66.7%
Mira Monte	414	353	85.3%	237	67.1%
North	46	38	82.6%	29	76.3%
Nueva	33	32	97.0%	19	59.4%
Ridgeview	202	164	81.2%	97	59.1%
Shafter	342	299	87.4%	226	75.6%
South	298	229	76.8%	166	72.5%
Stockdale	47	29	61.7%	14	48.3%
Tierra Del Sol	71	70	98.6%	54	77.1%
Vista	41	40	97.6%	33	82.5%
Vista West	11	9	81.8%	6	66.7%
West	226	178	78.8%	127	71.3%
District	13,523	11,847	87.6%	7,637	72.7%

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply:

(1) enrolled on Census Day (the first Wednesday in October) in grades 6 -12, inclusive; and (2) has been enrolled in a U.S. school for 6 or more years; (3) remained at the same English language proficiency level for 2 or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of determination for students in grades 10 – 12, inclusive, is based solely on the CELDT (criteria outlined above.) For more information see Education Code 313.1

- ✓ Gifted and Talented Education (GATE), Honors (HP/IB), and Advanced Placement (AP); Fall 2016 Sections.

KHSD Number of AP, GATE, and Honors Sections Fall 2016	
AP	383 Sections
GATE	328 Sections
Honors	218 Sections

- ✓ Please refer to Goal 2, Metric Indicator 2g. for California Assessment of Student Performance and Progress (CAASPP) English Language Arts and Math by Ethnicity Results.

- ✓ Reclassification Rates and # of EL students

Kern High School District Students Reclassified Rate		
2013-14	2014-15	2015-16
268 (8.5%)	594 (17.9%)	75 (2.3%)

- ✓ Continue to focus on literacy and numeracy so that all students have full access to the core curriculum. (Refer to Goal 1, 1j. page for Star Renaissance data.)

- ✓ Kern High School a-g completion

a-g Completion Rates			
	2013-14	2014-15	2015-16
African American	32.5%	25.3%	27.9%
Hispanic	30.7%	28.5%	30.0%
White	41.6%	37.5%	41.7%
District	35.6%	32.2%	34.6%
County	33.3%	30.7%	33.0%
State	41.9%	43.4%	45.4%

- ✓ Kern High School Advanced Placement (AP)

AP Scores 3 or Better		
	Number of Exam Takers Tested	Scores a 3 or Better
2013-14	3,185	2,825 (51%)
2014-15	3,407	2,911 (49%)

Number of Exam Takers Tested			
	2013-14	2014-15	2014-15
Number of Exam Takers Tested	3,185	3,407	3,826
AP Score = 1	1,176	1,500	2,205
AP Score = 2	1,529	1,575	2,765
AP Score = 3	1,392	1,392	2,462
AP Score = 4	867	892	1,527
AP Score = 5	566	539	1,000

- ✓ Early Assessment Program (EAP) to determine college readiness – English and Mathematics

Early Assessment Program (EAP) to determine college readiness ELA		
Ethnicity	Ready / Ready - Conditional for CSU/CCC ELA -CAASPP 2015	Ready / Ready - Conditional for CSU/CCC ELA-CAASPP 2016
All Students	49%	52%
African American	33%	40%
Hispanic	43%	46%
White	60%	63%

Early Assessment Program (EAP) to determine college readiness Mathematics		
Ethnicity	Ready / Ready - Conditional for CSU/CCC Mathematics -CAASPP 2015	Ready / Ready - Conditional for CSU/CCC Mathematics CAASPP 2016
All Students	23%	23%
African American	13%	15%
Hispanic	18%	17%
White	34%	33%

Ready

Students who score at the highest performance level (“Standard Exceeded” [Level 4]) are considered *ready for English and/or mathematics college-level coursework* and are *exempt* from taking the CSU English Placement Test (EPT) and/or Entry Level Mathematics (ELM) exam. These students will be able to register in college degree-bearing courses upon entering the CSU or a participating CCC. Students are encouraged to continue preparation during the twelfth grade.

Conditionally Ready

Students who score at the “Standard Met” (Level 3) performance level are considered *conditionally ready for English and/or mathematics college-level coursework* and are *exempt* from taking the EPT and/or ELM exam. However, they must take an approved English and/or mathematics course in the twelfth grade and receive a grade of “C” or better. Students who do not meet the conditional requirement will need to participate in the CSU’s Early Start Program, unless exemption was met through another pathway.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 2a) Deliver 85% implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by the CDE).	Baseline will be established in the spring of 2017.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.
(Priority 4a) Increase California Assessment of Student Performance and Progress (CAASPP) scores by 1%, as measured by previous year's scores rate.	All – ELA Standards Met and Exceeded (52%) All – Math Standards Met and Exceeded (23%)	All – ELA Standards Met and Exceeded (53%) All – Math Standards Met and Exceeded (24%)	All – ELA Standards Met and Exceeded (54%) All – Math Standards Met and Exceeded (25%)	All – ELA Standards Met and Exceeded (55%) All – Math Standards Met and Exceeded (26%)
(Priority 4b) Academic Performance Index (API) - N/A	N/A	N/A	N/A	N/A
(Priority 4c) Career and Technical Education (CTE) Cornerstones and Concentrators will increase by 1%.	Cornerstone 19,115 Concentrator 7,472	Cornerstone 19,306 Concentrator 7,547	Cornerstone 19,499 Concentrator 7,622	Cornerstone 19,694 Concentrator 7,698
(Priority 4c) Increase CTE completion rate by 1% for all levels and all categories, as measured by previous year's participation rate.	50% 19,115	51%	52%	53%
(Priority 4d) English Language Proficiency Assessment of California (ELPAC.)	Baseline will be established in 2017-18	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.
(Priority 4e) Increase the reclassification rate of EL students by 0.5% each year, based on previous year's reclassification rate.	2.3%	2.8%	3.3%	3.8%
(Priority 4f) AP scores 3 or better will increase by 1%.	32%	33%	34%	35%

<p>(Priority 4g) EAP percentages of “ready” and “conditionally ready”, as measured by the previous year’s scores will increase by 1%.</p>	<p><u>ELA</u> Ready 19% Conditional Ready 33%</p> <p><u>Mathematics</u> Ready 7% Conditional Ready 16%</p>	<p><u>ELA</u> Ready 20% Conditional Ready 34%</p> <p><u>Mathematics</u> Ready 8% Conditional Ready 17%</p>	<p><u>ELA</u> Ready 21% Conditional Ready 35%</p> <p><u>Mathematics</u> Ready 9% Conditional Ready 18%</p>	<p><u>ELA</u> Ready 22% Conditional Ready 36%</p> <p><u>Mathematics</u> Ready 10% Conditional Ready 19%</p>
<p>(Priority 5e) Increase graduation rate by 1%, districtwide and for all significant subgroups, as measured by previous year’s graduation rate.</p>	<p>All - 86.9% African American - 84.4% Hispanics – 86.6%</p>	<p>All - 87.9% African American - 85.4% Hispanics – 87.6%</p>	<p>All - 88.9% African American - 86.4% Hispanics – 88.6%</p>	<p>All - 89.9% African American - 87.4% Hispanics – 89.6%</p>
<p>Increase college and career readiness, as measured by the following; (Priority 8) a-g completion rates will increase by 1% and African American and Hispanic subgroups completion rates and will increase by 2%.</p>	<p>All 32.2% African American 25.3% Hispanic 28.5%</p>	<p>All 33.2% African American 27.3% Hispanic 30.5%</p>	<p>All 34.2% African American 29.3% Hispanic 32.5%</p>	<p>All 35.2% African American 31.3% Hispanic 34.5%</p>



Action **2.01**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income RFEP Students

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide EL intervention classes during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for EL intervention classes.

To further meet the needs of “at risk” youth, particularly EL, FY, and low income, additional sections will be allocated to Summer School to provide appropriate intervention and support to build skills, particularly in the areas of math, literacy, and science, so that students may complete the next level of learning – e.g., complete a 4th year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.

The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first. They will be distributed proportionately per the sites’

2018-19

New Modified Unchanged

Provide EL intervention classes during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for EL intervention classes.

To further meet the needs of “at risk” youth, particularly EL, FY, and low income, additional sections will be allocated to Summer School to provide appropriate intervention and support to build skills, particularly in the areas of math, literacy, and science, so that students may complete the next level of learning – e.g., complete a 4th year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.

The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first. They will be distributed proportionately per the sites’

2019-20

New Modified Unchanged

Provide EL intervention classes during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for EL intervention classes.

To further meet the needs of “at risk” youth, particularly EL, FY, and low income, additional sections will be allocated to Summer School to provide appropriate intervention and support to build skills, particularly in the areas of math, literacy, and science, so that students may complete the next level of learning – e.g., complete a 4th year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.

The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first. They will be distributed proportionately per the sites’ unduplicated count. The following priority needs

unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.

- Credit recovery
- Literacy, math, and STEM intervention and support (especially in light of the new math placement protocol)
- Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders
- A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps
- Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses

unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.

- Credit recovery
- Literacy, math, and STEM intervention and support (especially in light of the new math placement protocol)
- Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders
- A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps
- Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses

will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.

- Credit recovery
- Literacy, math, and STEM intervention and support (especially in light of the new math placement protocol)
- Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders
- A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps
- Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$572,160 (b) \$116,840 Total- \$689,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)

2018-19

Amount	(a) \$563,502 (b) \$125,498 Total- \$689,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)

2019-20

Amount	(a) \$555,103 (b) \$133,897 Total- \$689,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)

2.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: Arvin, Bakersfield, East, Mira Monte, Ridgeview, South and Shafter Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Apex (42 sections for credit recovery) a-g completion, and/or academic advancement. The purchase of Apex licenses, resources and professional development are also included in this action. The funding will be principally directed to unduplicated pupils to increase their success. Regulations required for S/C grant expenditures will be followed at individual school sites.

2018-19

New Modified Unchanged

Provide Apex (42 sections for credit recovery) a-g completion, and/or academic advancement. The purchase of Apex licenses, resources and professional development are also included in this action. The funding will be principally directed to unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.

2019-20

New Modified Unchanged

Provide Apex (42 sections for credit recovery) a-g completion, and/or academic advancement. The purchase of Apex licenses, resources and professional development are also included in this action. The funding will be principally directed to unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18		2018-19		2019-20
Amount	(a) \$622,146 (b) \$8,305 (c) \$282,549 (d) \$250,000 Total- \$1,163,000	Amount	(a) \$623,616 (b) \$8,179 (c) \$302,205 (d) \$250,000 Total- \$1,184,000	Amount	(a) \$641,676 (b) \$8,057 (c) \$326,267 (d) \$250,000 Total- \$1,226,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Other Certificated Salaries (1900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800)	Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Other Certificated Salaries (1900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800)	Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Other Certificated Salaries (1900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800)

Action **2.03**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Comprehensive Schools Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide 79 intervention classes for students who need additional support in English and math – e.g. Foundations in Math, literacy classes, and Academic Performance classes that support “at risk” grade 9-12 students.

2018-19

New Modified Unchanged

Provide 79 intervention classes for students who need additional support in English and math – e.g. Foundations in Math, literacy classes, and Academic Performance classes that support “at risk” grade 9-12 students.

2019-20

New Modified Unchanged

Provide 79 intervention classes for students who need additional support in English and math – e.g. Foundations in Math, literacy classes, and Academic Performance classes that support “at risk” grade 9-12 students.

BUDGETED EXPENDITURES

2017-18

Amount (a) \$1,170,227

2018-19

Amount (a) \$1,172,992

2019-20

Amount (a) \$1,206,962

	(b) \$528,273 Total- \$1,698,500		(b) \$565,008 Total- \$1,738,000		(b) \$610,038 Total- \$1,817,000
Source	(a) Sup/Con (b) Sup/Con	Source	(a) Sup/Con (b) Sup/Con	Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)	Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)	Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)

Action **2.04/2.05**
/2.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
 Redesignated fluent English proficient (RFEP)

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-1	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the EL 1s and	Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the EL 1s and EL 2s	Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the EL 1s and EL 2s students first.

EL 2s students first.

(2.05) Retain the EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation. Strengthen EL Coordinator professional learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support, and improve coordination of services to enhance quality of EL services to students and their parents.

(2.06) Retain Bilingual Technicians (BT) and add an additional Bilingual Technician to be housed at the district to translate informational materials for dissemination to parents of LEP students. District BT may also assist in completing state and local reports and monitoring progress data

Total Number of English Learners = 2,847 (6%) of total student enrollment
Continue to provide professional development for BIAs, IAs, and BT's to improve instructional support practices in the classroom and improve coordination of EL services, including parent support services. IAs, BIAs and BTs are assigned to school sites based on the number of EL students.

- Projected # of IA, BIA periods (68 IA periods and 254 BIA periods)

students first.

(2.05) Retain the EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation. Strengthen EL Coordinator professional learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support, and improve coordination of services to enhance quality of EL services to students and their parents.

(2.06) Retain Bilingual Technicians (BT) and add an additional Bilingual Technician to be housed at the district to translate informational materials for dissemination to parents of LEP students. District BT may also assist in completing state and local reports and monitoring progress data

Total Number of English Learners = 2,847 (6%) of total student enrollment
Continue to provide professional development for BIAs, IAs, and BT's to improve instructional support practices in the classroom and improve coordination of EL services, including parent support services. IAs, BIAs and BTs are assigned to school sites based on the number of EL students.

(2.05) Retain the EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation. Strengthen EL Coordinator professional learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support, and improve coordination of services to enhance quality of EL services to students and their parents.

(2.06) Retain Bilingual Technicians (BT) and add an additional Bilingual Technician to be housed at the district to translate informational materials for dissemination to parents of LEP students. District BT may also assist in completing state and local reports and monitoring progress data

Total Number of English Learners = 2,847 (6%) of total student enrollment)

Continue to provide professional development for BIAs, IAs, and BT's to improve instructional support practices in the classroom and improve coordination of EL services, including parent support services. IAs, BIAs and BTs are assigned to school sites based on the number of EL students.

- Projected # of BT periods = (124 periods)
- Projected # EL Coordinator periods = (20 periods)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

(a) \$1,801,471
(b) \$1,317,776
(c) \$352,672
Total- \$3,471,919

Amount

(a) \$1,877,129
(b) \$1,398,193
(c) \$366,911
Total- \$3,642,233

Amount

(a) \$1,901,299
(b) \$1,461,446
(c) \$410,284
Total- \$3,773,029

Source

(a) Sup/Con
(b) Sup/Con
(c) Sup/Con

Source

(a) Sup/Con
(b) Sup/Con
(c) Sup/Con

Source

(a) Sup/Con
(b) Sup/Con
(c) Sup/Con

Budget Reference

(a) Classified Support Salaries (2200)
(b) Benefits (3xxx)
(c) Certificated Teachers' Salaries (1100)

Budget Reference

(a) Classified Support Salaries (2200)
(b) Benefits (3xxx)
(c) Certificated Teachers' Salaries (1100)

Budget Reference

(a) Classified Support Salaries (2200)
(b) Benefits (3xxx)
(c) Certificated Teachers' Salaries (1100)

Action 2.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: Comprehensive Sites Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

2017-18

New Modified Unchanged

Continue to maintain Teacher-Librarians at each site. Teacher- Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.

2018-19

New Modified Unchanged

Continue to maintain Teacher-Librarians at each site. Teacher- Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.

2019-20

New Modified Unchanged

Continue to maintain Teacher-Librarians at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$1,584,828 (b) \$653,205 Total- \$2,238,033
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)

2018-19

Amount	(a) \$1,660,296 (b) \$715,810 Total- \$2,376,106
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)

2019-20

Amount	(a) \$1,735,764 (b) \$782,031 Total- \$2,517,795
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)

Action **2.08**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: Comprehensive Sites Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites.

South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter (\$14,000 per site = \$112,000)
North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence = (\$10,000 per site = \$60,000)
Stockdale, Centennial, Frontier and Liberty

Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites.

Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may be open late in the evenings and on Saturdays) to fulfill the primary

Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites.

Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may be open late in the evenings and on Saturdays) to fulfill the

(\$7,000 per site = \$28,000)

Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may be open late in the evenings and on Saturdays) to fulfill the primary expectation of serving the students of the “unduplicated count.” The funding may also include bilingual literacy support for EL students.

expectation of serving the students of the “unduplicated count.” The funding may also include bilingual literacy support for EL students.

primary expectation of serving the students of the “unduplicated count.” The funding may also include bilingual literacy support for EL students.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$166,084 (b) \$33,916 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

2018-19

Amount	(a) \$163,570 (b) \$36,430 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

2019-20

Amount	(a) \$161,134 (b) \$38,866 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

Action **2.09**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses. Access is the redesigned literacy course. Access was developed and implemented in 2015-16 school year. Pre-Access and Access 2 were developed in the 2016-17 school year.

2018-19

New Modified Unchanged

Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses. Access is the redesigned literacy course. Access was developed and implemented in 2015-16 school year. Pre-Access and Access 2 were developed in the 2016-17 school year.

2019-20

New Modified Unchanged

Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses. Access is the redesigned literacy course. Access was developed and implemented in 2015-16 school year. Pre-Access and Access 2 were developed in 2016-17 the school year.

BUDGETED EXPENDITURES

2017-18

Amount

(a) \$60,000

Source

(a) Sup/Con

Budget Reference

(a) Materials and Supplies (4300)

2018-19

Amount

(a) \$60,000

Source

(a) Sup/Con

Budget Reference

(a) Materials and Supplies (4300)

2019-20

Amount

(a) \$60,000

Source

(a) Sup/Con

Budget Reference

(a) Materials and Supplies (4300)

Action **2.10/**
2.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Support site level technology lead teachers in the utilization of technology and the technology programs in the classroom to enhance student engagement and learning. Site level leads will also support professional development activities related to technology at their sites.
Continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the

2018-19

New Modified Unchanged

Support site level technology lead teachers in the utilization of technology and the technology programs in the classroom to enhance student engagement and learning. Site level leads will also support professional development activities related to technology at their sites.
Continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.

2019-20

New Modified Unchanged

Support site level technology lead teachers in the utilization of technology and the technology programs in the classroom to enhance student engagement and learning. Site level leads will also support professional development activities related to technology at their sites.
Continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.

students and parents of the unduplicated pupil count first.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount (a) \$132,867
(b) \$27,133
Total- \$160,000

Source (a) Sup/Con
(b) Sup/Con

Budget Reference (a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Amount (a) \$130,856
(b) \$29,144
Total- \$160,000

Source (a) Sup/Con
(b) Sup/Con

Budget Reference (a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Amount (a) \$128,906
(b) \$31,094
Total- \$160,000

Source (a) Sup/Con
(b) Sup/Con

Budget Reference (a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Action 2.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom. Focus of support is on the District infrastructure, such as providing upgrades to servers, switches, and hardware. Currently KHSD has over 11,048 computers, and as many as 20% need to be replaced each year.
School sites with the highest number of unduplicated pupils will be served first.

This action may include the following sub actions:

- Replacing server equipment, switches and other hardware
- Increasing computer access
- Supporting Science, Technology, Engineering, and Math (STEM) classes
- Expanding labs
- Increasing the use of portable devices in the classroom (Chromebooks)
- Supporting the use of instructional technologies
- Expanding bandwidth to support a robust network

2018-19

New Modified Unchanged

Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom. Focus of support is on the District infrastructure, such as providing upgrades to servers, switches, and hardware. Currently KHSD has over 11,048 computers, and as many as 20% need to be replaced each year.
School sites with the highest number of unduplicated pupils will be served first.

This action may include the following sub actions:

- Replacing server equipment, switches and other hardware
- Increasing computer access
- Supporting Science, Technology, Engineering, and Math (STEM) classes
- Expanding labs
- Increasing the use of portable devices in the classroom (Chromebooks)
- Supporting the use of instructional technologies
- Expanding bandwidth to support a robust network

2019-20

New Modified Unchanged

Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom. Focus of support is on the District infrastructure, such as providing upgrades to servers, switches, and hardware. Currently KHSD has over 11,048 computers, and as many as 20% need to be replaced each year.
School sites with the highest number of unduplicated pupils will be served first.

This action may include the following sub actions:

- Replacing server equipment, switches and other hardware
- Increasing computer access
- Supporting Science, Technology, Engineering, and Math (STEM) classes
- Expanding labs
- Increasing the use of portable devices in the classroom (Chromebooks)
- Supporting the use of instructional technologies
- Expanding bandwidth to support a robust network

BUDGETED EXPENDITURES

2017-18

Amount

(a) \$890,348
(b) \$1,094,219
(c) \$515,433

2018-19

Amount

(a) \$890,348
(b) \$1,094,219
(c) \$515,433

2019-20

Amount

(a) \$890,348
(b) \$1,094,219
(c) \$515,433

	Total- \$2,500,000		Total- \$2,500,000		Total- \$2,500,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Materials and Supplies (4300) (b) Noncapitalized Equipment (4400) (c) Equipment (6400)	Budget Reference	(a) Materials and Supplies (4300) (b) Noncapitalized Equipment (4400) (c) Equipment (6400)	Budget Reference	(a) Materials and Supplies (4300) (b) Noncapitalized Equipment (4400) (c) Equipment (6400)

Action 2.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to build technology-based common core assessments so that all technology-based lessons have a

2018-19

New Modified Unchanged

Continue to build technology-based common core assessments so that all technology-based lessons have a corresponding

2019-20

New Modified Unchanged

Continue to build technology-based common core assessments so that all technology-based lessons have a

corresponding assessment and are ensuring that the needs of the below-grade-level-learner are being met.

assessment and are ensuring that the needs of the below-grade-level-learner are being met.

corresponding assessment and are ensuring that the needs of the below-grade-level-learner are being met.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$5,200
Source	(a) Sup/Con
Budget Reference	(a) Services and Operating Expenditures (5800)

2018-19

Amount	(a) \$5,200
Source	(a) Sup/Con
Budget Reference	(a) Services and Operating Expenditures (5800)

2019-20

Amount	(a) \$5,200
Source	(a) Sup/Con
Budget Reference	(a) Services and Operating Expenditures (5800)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

- ✓ Provide access to the core curriculum through high quality instruction to all students with an emphasis on closing the achievement gaps.
- ✓ Encourage students to take the most challenging courses, and encourage all students

to achieve their highest potential.

- ✓ Expand section allocation, per highest-need schools first, to maintain course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).

KHSD Courses Fall 2016	
Literacy Classes (Access, Pre-Access and English Literacy)	143 Sections
Math Intervention Classes (Algebra 10-12, Applied Geometry, Applied Algebra, Foundations, Consumer Math, Pre-Algebra, and Algebra Lab)	281 Sections
STEM Classes	2,080 Sections
CTE	624 Sections
AVID	65 Sections
Total	3,193 Sections



- ✓ Grade distribution for all students for semester 1, 2016-17: (Please refer to Goal 1, 1g.)
- ✓ Project BEST college-going rate
- ✓ CAASPP scores (Please refer to Goal 1, 2g.)
- ✓ Broaden CTE course offerings, career exploration classes, and career experiences to develop both college and career readiness
- ✓ KHSD and BC Dual Enrollment courses commenced in the fall of 2015-16 school year, with 25 course sections

KHSD Dual Enrollment Sites Fall 2016		
Centennial	Golden Valley	Independence
Kern Valley	North	Nueva

ROC	Ridgeview	Shafter
	South	
Dual Enrollment Classes (KHSD and Bakersfield College) Fall 2016		
Industrial Drawing and Graphics	Introduction to Animal Science	Digital Arts
Beginning Floral Design	Introduction to Mechanized Agriculture	Shield Metal Arc Welding
Introduction to Woodworking	Introductory Composition	Elements of Speech
Digital Photography	Introduction to Construction	Digital Photography
Dual Enrollment Classes (KHSD and Cal State University Bakersfield) Fall 2016		
Pre-calculus	Geology	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 7a) Maintain section allocation, per highest-need schools first, to maintain course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).	3,193 Sections	Maintain	Maintain	Maintain

<p>(Priority 7b) Increase enrollment for unduplicated students for course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).</p>	<p>Baseline will be established in 2017-18)</p>	<p>Goal will be determined once baseline is established.</p>	<p>Goal will be determined once baseline is established.</p>	<p>Goal will be determined once baseline is established.</p>	
<p>(Priority 7c) Increase enrollment for special needs students for course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).</p>	<p>Baseline will be established in 2017-18)</p>	<p>Goal will be determined once baseline is established.</p>	<p>Goal will be determined once baseline is established.</p>	<p>Goal will be determined once baseline is established.</p>	
<p>(Priority 8) Decrease Ds and Fs, overall, by 0.5%, as measured by previous year's grade distribution.</p>	<p>Fall 2016 "D"s = 10% Fall 2017 "F"s = 8%</p>	<p>Fall 2017 "D"s = 9.5% Fall 2018 "F"s = 7.5%</p>	<p>Fall 2018 "D"s = 9.0% Fall 2019 "F"s = 7%</p>	<p>Fall 2019 "D"s = 8.5% Fall 2020 "F"s = 6.5%</p>	
<p>(Priority 8) Increase in CTE survey responses of agree or strongly agree by 1% as compared to last year's responses. “My Student’s school is preparing my student for a future career path.”</p>	<p>79%</p>	<p>80%</p>	<p>81%</p>	<p>82%</p>	
<p>(Priority 8) Increase Project BEST graduation rate and participation by 2%, as measured by previous year's rates.</p>	<p>Graduates 86.5% Participation 661</p>	<p>Graduates 88.5% Participation 674</p>	<p>Graduates 90.5% Participation 688</p>	<p>Graduates 92.5% Participation 701</p>	

Action **3.01**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career (currently there are 14 a-g courses offered), and allow them to complete courses and/or a degree in a timely and efficient manner. 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. Programs currently being offered at ROC include the following:

- CTE pathway offerings,

2018-19

New Modified Unchanged

Increase Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. 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. It is also projected that an additional 6 new programs will be offered in 2018-19.

2019-20

New Modified Unchanged

Maintain Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. 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.

particularly “concentration” and “capstone” courses

- CTE courses to articulate with local community colleges and meet local industry needs
- Dual Enrollment curriculum alignment, professional development, and materials (\$175,000)
- California Career Pathways Trust and local industry partnerships at all 18 comprehensive school sites, 5 alternative education school sites, and the Regional Occupational Center

A Career Technical Education student survey that rendered 21,000+ responses indicated that KHSD students are strongly interested in more CTE courses and programs. Because of this strong interest in increasing CTE from students and various other stakeholders, the KHSD will maintain and expand ROC through LCAP funds, as well as the KHSD general fund. State and national grants will also be procured to supplement costs. Funding will ensure ROC program maintenance and expansion, providing students with essential job-readiness skills and experiences that promote job security in the local economy.

68% of ROC enrollment is of the unduplicated count; hence, LCAP funding for ROC will be principally directed to the students of the unduplicated count. Students are selected for ROC enrollment by their home school counselor, and unduplicated pupils receive priority enrollment.

Five new programs will be offered at the ROC in the fall of 2017, greatly increasing current enrollment opportunities. Each program will require a temporary location to conduct classes. To this end, portable classrooms will be needed for each program. Listed below are the new programs to be offered.

- Energy and Water Process Operator
- Dental Assistant
- Small Business Ownership
- Introduction to Health Careers
- Video Production

BUDGETED EXPENDITURES

2017-18

Amount

(a)	\$4,722,153
(b)	\$219,921
(c)	\$281,393
(d)	\$15,290
(e)	\$341,753
(f)	\$362,946
(g)	\$159,129
(h)	\$1,892,757
(i)	\$ 20,307
(j)	\$ 258,461
(k)	\$ 44,731
(l)	\$22,876
(m)	\$227,094
(n)	\$38,347
(o)	\$675,910
(p)	\$27,815
(q)	\$555
(r)	\$23,562
Total- \$9,335,000	

Source

(a)	Sup/Con
-----	---------

2018-19

Amount

(a)	\$ 5,383,443
(b)	\$241,912
(c)	\$309,532
(d)	\$16,819
(e)	\$375,929
(f)	\$399,241
(g)	\$175,042
(h)	\$2,177,460
(i)	\$ 20,338
(j)	\$ 284,307
(k)	\$ 49,204
(l)	\$25,163
(m)	\$249,804
(n)	\$42,182
(o)	\$743,498
(p)	\$30,596
(q)	\$611
(r)	\$25,919
Total- \$10,551,000	

Source

(a)	Sup/Con
-----	---------

2019-20

Amount

(a)	\$ \$5,568,909
(b)	\$266,104
(c)	\$340,485
(d)	\$18,501
(e)	\$413,522
(f)	\$439,165
(g)	\$192,547
(h)	\$2,372,584
(i)	\$ 20,371
(j)	\$312,738
(k)	\$54,125
(l)	\$27,680
(m)	\$274,784
(n)	\$46,400
(o)	\$817,847
(p)	\$33,656
(q)	\$672
(r)	\$28,510
Total- \$11,228,600	

Source

(a)	Sup/Con
-----	---------

- (b) Sup/Con
- (c) Sup/Con
- (d) Sup/Con
- (e) Sup/Con
- (f) Sup/Con
- (g) Sup/Con
- (h) Sup/Con
- (i) Sup/Con
- (j) Sup/Con
- (k) Sup/Con
- (l) Sup/Con
- (m) Sup/Con
- (n) Sup/Con
- (o) Sup/Con
- (p) Sup/Con
- (q) Sup/Con
- (r) Sup/Con

- (b) Sup/Con
- (c) Sup/Con
- (d) Sup/Con
- (e) Sup/Con
- (f) Sup/Con
- (g) Sup/Con
- (h) Sup/Con
- (i) Sup/Con
- (j) Sup/Con
- (k) Sup/Con
- (l) Sup/Con
- (m) Sup/Con
- (n) Sup/Con
- (o) Sup/Con
- (p) Sup/Con
- (q) Sup/Con
- (r) Sup/Con

- (b) Sup/Con
- (c) Sup/Con
- (d) Sup/Con
- (e) Sup/Con
- (f) Sup/Con
- (g) Sup/Con
- (h) Sup/Con
- (i) Sup/Con
- (j) Sup/Con
- (k) Sup/Con
- (l) Sup/Con
- (m) Sup/Con
- (n) Sup/Con
- (o) Sup/Con
- (p) Sup/Con
- (q) Sup/Con
- (r) Sup/Con

Budget
Reference

- (a) Certificated Teachers' Salaries (1100) Certificated Pupil Support Salaries (1201)
- (b) Certificated Supervisors' and Administrators' Salaries (1301)
- (c) Other Certificated Salaries (1901)
- (d) Classified Support Salaries (2200)
- (e) Clerical, Technical, and Office Staff Salaries (2400)
- (f) Other Classified Salaries (2900)
- (g) Benefits (3xxx)
- (h) Books and Reference Materials
- (i) (4200)
- (j) Materials and Supplies (4300)
- (k) Noncapitalized Equipment (4400)
- (l) Travel and Conferences (5200)
- (m) Operations and Housekeeping Services (5500)
- (n) Rentals, Leases, Repairs, and Noncapitalized Improvements (5600)
- (o) Transfers of Direct Costs (57xx)
- (p) Professional/Consulting Services And Operating Expenditures (5800)
- (q) Communications (5900)
- (r) Capital Outlay - Equipment (6400)

Budget
Reference

- (a) Certificated Teachers' Salaries (1100) Certificated Pupil Support Salaries (1201)
- (b) Certificated Supervisors' and Administrators' Salaries (1301)
- (c) Other Certificated Salaries (1901)
- (d) Classified Support Salaries (2200)
- (e) Clerical, Technical, and Office Staff Salaries (2400)
- (f) Other Classified Salaries (2900)
- (g) Benefits (3xxx)
- (h) Books and Reference Materials
- (i) (4200)
- (j) Materials and Supplies (4300)
- (k) Noncapitalized Equipment (4400)
- (l) Travel and Conferences (5200)
- (m) Operations and Housekeeping Services (5500)
- (n) Rentals, Leases, Repairs, and Noncapitalized Improvements (5600)
- (o) Transfers of Direct Costs (57xx)
- (p) Professional/Consulting Services And Operating Expenditures (5800)
- (q) Communications (5900)
- (r) Capital Outlay - Equipment (6400)

Budget
Reference

- (a) Certificated Teachers' Salaries (1100) Certificated Pupil Support Salaries (1201)
- (b) Certificated Supervisors' and Administrators' Salaries (1301)
- (c) Other Certificated Salaries (1901)
- (d) Classified Support Salaries (2200)
- (e) Clerical, Technical, and Office Staff Salaries (2400)
- (f) Other Classified Salaries (2900)
- (g) Benefits (3xxx)
- (h) Books and Reference Materials
- (i) (4200)
- (j) Materials and Supplies (4300)
- (k) Noncapitalized Equipment (4400)
- (l) Travel and Conferences (5200)
- (m) Operations and Housekeeping Services (5500)
- (n) Rentals, Leases, Repairs, and Noncapitalized Improvements (5600)
- (o) Transfers of Direct Costs (57xx)
- (p) Professional/Consulting Services And Operating Expenditures (5800)
- (q) Communications (5900)
- (r) Capital Outlay - Equipment (6400)

Action **3.02**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development.
Schools expected to implement the program in 2017-18 are Liberty, Mira Monte, and Vista.

2018-19

New Modified Unchanged

Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development.
Schools expected to implement the program in 2017-18 are Liberty, Mira Monte, and Vista.

2019-20

New Modified Unchanged

Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development.
Schools expected to implement the program in 2017-18 are Liberty, Mira Monte, and Vista.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	(a) \$112,065 (b) \$22,885 (c) \$100,050 Total- \$235,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Services and Operating Expenditures (5800)

Amount	(a) \$110,370 (b) \$24,580 (c) \$100,050 Total- \$235,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Services and Operating Expenditures (5800)

Amount	(a) \$108,725 (b) \$26,225 (c) \$100,050 Total- \$235,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Services and Operating Expenditures (5800)

Action 3.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.

2018-19

New Modified Unchanged

Purchase Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.

2019-20

New Modified Unchanged

Purchase Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.

BUDGETED EXPENDITURES

2017-18

Amount (a) \$100,000

Source (a) Sup/Con

Budget Reference (a) Materials and Supplies (4300)

2018-19

Amount (a) \$100,000

Source (a) Sup/Con

Budget Reference (a) Materials and Supplies (4300)

2019-20

Amount (a) \$100,000

Source (a) Sup/Con

Budget Reference (a) Materials and Supplies (4300)

Action **3.04**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Continuation Schools Specific Grade spans: _____

[ACTIONS/SERVICES](#)

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Provide funding to maintain Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following student opportunities:</p> <ul style="list-style-type: none"> • 6 weeks of career development • 6 weeks of paid work experience (15 hours) <p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding was cut by 60% in 2014.</p>	<p>Provide funding to maintain Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following student opportunities:</p> <ul style="list-style-type: none"> • 6 weeks of career development • 6 weeks of paid work experience (15 hours) <p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding was cut by 60% in 2014.</p>	<p>Provide funding to maintain Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following student opportunities:</p> <ul style="list-style-type: none"> • 6 weeks of career development • 6 weeks of paid work experience (15 hours) <p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding was cut by 60% in 2014.</p>

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount</p> <p>(a) \$74,738 (b) \$49,825 (c) \$25,437 (d) \$50,000 Total- \$200,000</p>	<p>Amount</p> <p>(a) \$73,607 (b) \$49,071 (c) \$27,322 (d) \$50,000 Total- \$200,000</p>	<p>Amount</p> <p>(a) \$72,510 (b) \$48,340 (c) \$29,150 (d) \$50,000 Total- \$200,000</p>
<p>Source</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p>	<p>Source</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p>	<p>Source</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p>
<p>Budget Reference</p> <p>(a) Certificated Teachers' Salaries (1100)</p>	<p>Budget Reference</p> <p>(a) Certificated Teachers' Salaries (1100)</p>	<p>Budget Reference</p> <p>(a) Certificated Teachers' Salaries (1100)</p>

(b) Classified Support Salaries
(2200)
(c) Benefits (3xxx)
(d) Materials and Supplies (4300)

(b) Classified Support Salaries
(2200)
(c) Benefits (3xxx)
(d) Materials and Supplies (4300)

(b) Classified Support Salaries
(2200)
(c) Benefits (3xxx)
(d) Materials and Supplies (4300)

Action **3.05**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, Ridgeview, South, Stockdale and West
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going culture among African American male students and increase their college-going rate.

- Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year
- Transportation allotment (districtwide) = \$15,000
- **Provide incentives and resources, support mentoring, and coordinate**

Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going culture among African American male students and increase their college-going rate.

Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going culture among African American male students and increase their college-going rate.

activities/functions with Black Student Union =\$10,000 per site (\$140,000)

Sites currently supporting Project BEST (14):

- BHS
- Centennial
- East
- Foothill
- Frontier
- Golden Valley
- Highland
- Independence
- Liberty
- Mira Monte
- Ridgeview
- South
- Stockdale
- West

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$16,609 (b) \$28,234 (c) \$9,157 (d) \$15,000 (e) \$101,000 Total- \$170,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Support (2900) (c) Benefits (3xxx)

2018-19

Amount	(a) \$16,357 (b) \$27,807 (c) \$9,836 (d) \$15,000 (e) \$101,000 Total- \$170,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Support (2900) (c) Benefits (3xxx)

2019-20

Amount	(a) \$16,113 (b) \$27,393 (c) \$10,494 (d) \$15,000 (e) \$101,000 Total- \$170,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Support (2900) (c) Benefits (3xxx)

(d) Services and Operating Expenditures (5800)
(e) Materials and Supplies (4300)

(d) Services and Operating Expenditures (5800)
(e) Materials and Supplies (4300)

(d) Services and Operating Expenditures (5800)
(e) Materials and Supplies

Action **3.06**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students.

2018-19

New Modified Unchanged

Continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce

2019-20

New Modified Unchanged

Continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce

A main focus is to provide avenues for “seamless transitioning” into college or career. One such avenue is the long-term educational plan, currently being developed in partnership with Bakersfield College. Also, the Resource Counselor will work closely with the Foster Youth Liaison to increase FY college-going rate by ensuring priority enrollment in Summer School and in college and by closely monitoring student progress to determine appropriate and timely interventions to close existing achievement gaps, particularly with our underrepresented subgroups: African American and Hispanic.

inefficiencies and improve overall services to students.

A main focus is to provide avenues for “seamless transitioning” into college or career. One such avenue is the long-term educational plan, currently being developed in partnership with Bakersfield College. Also, the Resource Counselor will work closely with the Foster Youth Liaison to increase FY college-going rate by ensuring priority enrollment in Summer School and in college and by closely monitoring student progress to determine appropriate and timely interventions to close existing achievement gaps, particularly with our underrepresented subgroups: African American and Hispanic.

inefficiencies and improve overall services to students.

A main focus is to provide avenues for “seamless transitioning” into college or career. One such avenue is the long-term educational plan, currently being developed in partnership with Bakersfield College. Also, the Resource Counselor will work closely with the Foster Youth Liaison to increase FY college-going rate by ensuring priority enrollment in Summer School and in college and by closely monitoring student progress to determine appropriate and timely interventions to close existing achievement gaps, particularly with our underrepresented subgroups: African American and Hispanic.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$101,422 (b) \$39,020 Total- \$140,442
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)

2018-19

Amount	(a) \$111,947 (b) \$44,156 Total- \$156,103
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)

2019-20

Amount	(a) \$111,947 (b) \$47,188 Total- \$159,135
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)

Action **3.07**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Arvin, Bakersfield, Centennial, East, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale and West Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide professional development to further support AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also provide professional development through subject-area conferences and workshops. Currently there are 13 AVID sites; Arvin, Bakersfield, Centennial, East Bakersfield, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale and West.

2018-19

New Modified Unchanged

Provide professional development to further support AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also provide professional development through subject-area conferences and workshops. Currently there are 13 AVID sites; Arvin, Bakersfield, Centennial, East Bakersfield, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale and West.

2019-20

New Modified Unchanged

Provide professional development to further support AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also provide professional development through subject-area conferences and workshops. Currently there are 13 AVID sites; Arvin, Bakersfield, Centennial, East Bakersfield, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale and West.

BUDGETED EXPENDITURES

2017-18

Amount

(a) \$20,761
(b) \$4,239

2018-19

Amount

(a) \$20,446
(b) \$4,554

2019-20

Amount

(a) \$20,142
(b) \$4,858

	(c) \$75,000 Total- \$100,000		(c) \$75,000 Total- \$100,000		(c) \$75,000 Total- \$100,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)	Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)	Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)

Action **3.08**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Arvin, Bakersfield, Centennial, Central Valley, East, Frontier, Golden Valley, Highland, Independence, Kern Learn, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need

2018-19

New Modified Unchanged

Continue to support ERWC (Expository Reading and Writing Course) sections in

2019-20

New Modified Unchanged

Continue to support ERWC (Expository Reading and Writing Course) sections in

for remediation in college English. Students who score “conditionally ready” on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately enroll in a credit-bearing class. Fall of 2016 KHSD students (3,640) enrolled in ERWC classes. Of these students 2,362 (64.8%) were of the unduplicated count. Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. Continue to support ERWC by funding materials and training = \$120,000.

order to reduce the need for remediation in college English. Students who score “conditionally ready” on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately enroll in a credit-bearing class. Fall of 2016 KHSD students (3,640) enrolled in ERWC classes. Of these students 2,362 (64.8%) were of the unduplicated count. Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. Continue to support ERWC by funding materials and training = \$120,000.

order to reduce the need for remediation in college English. Students who score “conditionally ready” on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately enroll in a credit-bearing class. Fall of 2016 KHSD students (3,640) enrolled in ERWC classes. Of these students 2,362 (64.8%) were of the unduplicated count. Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. Continue to support ERWC by funding materials and training = \$120,000.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$24,913 (b) \$5,087 (c) \$90,000 Total- \$120,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Books and Reference Materials (4200)

2018-19

Amount	(a) \$24,536 (b) \$5,464 (c) \$90,000 Total- \$120,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Books and Reference Materials (4200)

2019-20

Amount	(a) \$24,170 (b) \$5,830 (c) \$90,000 Total- \$120,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Books and Reference Materials (4200)

Action **3.09**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Comprehensive School Sites Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continuous efforts are underway for a dual enrollment statistics course being developed with BC, which received a College Futures Grant for Dual Enrollment.

Continuous efforts are underway for a dual enrollment statistics course being developed with BC, which received a College Futures Grant for Dual Enrollment.

Continuous efforts are underway for a dual enrollment statistics course being developed with BC, which received a College Futures Grant for Dual Enrollment.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
(a) \$8,304
(b) \$1,696
Total- \$10,000

Amount
(a) \$8,179
(b) \$1,821
Total- \$10,000

Amount
(a) \$8,057
(b) \$1,943
Total- \$10,000

Source
(a) Sup/Con
(b) Sup/Con

Source
(a) Sup/Con
(b) Sup/Con

Source
(a) Sup/Con
(b) Sup/Con

Budget Reference (a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Budget Reference (a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Budget Reference (a) Other Certificated Salaries (1900)
(b) Benefits (3xxx)

Action **3.10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Prepare students to score “Standard Exceeded” or “Standard Met” on the Smarter Balanced assessments in English and math.
Continue to provide professional development in the effective teaching of the Common Core State Standards.

- Continue aligning current practices in instruction and assessment to Smarter Balanced.
- Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.

2018-19

New Modified Unchanged

Prepare students to score “Standard Exceeded” or “Standard Met” on the Smarter Balanced assessments in English and math.
Continue to provide professional development in the effective teaching of the Common Core State Standards.

- Continue aligning current practices in instruction and assessment to Smarter Balanced.
- Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.

2019-20

New Modified Unchanged

Prepare students to score “Standard Exceeded” or “Standard Met” on the Smarter Balanced assessments in English and math.
Continue to provide professional development in the effective teaching of the Common Core State Standards.

- Continue aligning current practices in instruction and assessment to Smarter Balanced.
- Monitor progress in all student groups and in all subgroups using Synergy

- STAR Renaissance and Edmentum assessment programs will provide data to assist in the monitoring process.

- STAR Renaissance and Edmentum assessment programs will provide data to assist in the monitoring process.

- and/or other assessment programs or tools to provide appropriate intervention.
- STAR Renaissance and Edmentum assessment programs will provide data to assist in the monitoring process.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	(a) \$228,271 (b) \$46,729 Total- \$275,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

Amount	(a) \$224,910 (b) \$50,090 Total- \$275,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

Amount	(a) \$221,558 (b) \$53,442 Total- \$275,000
Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)

Action 3.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Fund summer outreach to retain or recover “at- risk” juniors, seniors, and incoming 9th graders.

- Determine students with the greatest intervention need
- Provide graduation options for 5th year seniors

\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East
 \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield
 \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty
 \$15,000 for Alternative Education/Other

Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200.

Fund summer outreach to retain or recover “at- risk” juniors, seniors, and incoming 9th graders.

- Determine students with the greatest intervention need
- Provide graduation options for 5th year seniors

Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200.

Fund summer outreach to retain or recover “at- risk” juniors, seniors, and incoming 9th graders.

- Determine students with the greatest intervention need
- Provide graduation options for 5th year seniors

Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

(a) \$206,110
 (b) \$42,090
 Total- \$248,200

Amount

(a) \$202,992
 (b) \$45,208
 Total- \$248,200

Amount

(a) \$199,966
 (b) \$48,234
 Total- \$248,200

Source	(a) Sup/Con (b) Sup/Con	Source	(a) Sup/Con (b) Sup/Con	Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)	Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)	Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)

Action **3.14/**
3.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first.

Provide expert vendor to support grant writing and research = \$60,000.

2018-19

New Modified Unchanged

Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first.

Provide expert vendor to support grant writing and research.

2019-20

New Modified Unchanged

Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first.

Provide expert vendor to support grant writing and research.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
 (a) \$106,265
 (b) \$39,820
 (c) \$60,000
 Total- \$206,085

Amount
 (a) \$108,123
 (b) \$43,305
 (c) \$60,000
 Total- \$211,428

Amount
 (a) \$109,977
 (b) \$46,714
 (c) \$60,000
 Total- \$216,691

Source
 (a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Source
 (a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Source
 (a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

New Modified Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE
 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

- ✓ Areas of “significant disproportionality” per root-cause report of 2014-15 (using the New York University Data Analysis Workbook), compiled by expert, consultant and trainer for Collaborative Learning Solutions are as follows:
- ✓ American Indian students enter Special Education at a higher rate than other subgroups.
- ✓ African American students, specifically those in Special Education, constitute a higher rate of discipline incidents.
- ✓ African American students display an elevated risk for being served in highly restrictive settings.
- ✓ Males account for the greatest number of students appearing in the discipline file (61%) and account for 68% of all discipline incidents.
- ✓ A majority of discipline events originate from students in grade 9.
- ✓ Over 68% of the leading discipline events are found to be low-level behavioral incidents – i.e., disruption, defiance, tardy, and improper use of electronics.
- ✓ Out-of-school suspensions constitute 18% of discipline events.
- ✓ 56% of discipline events, combined, are found to be low-level incidents – i.e., California Education Code §48900K violations, classroom disruption, profanity, probation, electronics, and other.
- ✓ The following actions are recommended to improve the district’s “significant disproportionality” in discipline:
 - Coordinate a system for identifying students in need of intervention.
 - Coordinate a system for providing behavior and/or mental health interventions.
 - Construct a consistent procedure for holding student study teams.
 - Monitor strategies for effective discipline practices.
 - Provide training and professional development around equity and cultural responsiveness.

Attendance Rates

KHSD Annual Attendance Percentage	
2012-13	94.26%
2013-14	94.80%
2014-15	95.01%
2015-16	95.55%

Chronic Absenteeism

KHSD Chronic Absenteeism (A student who has been absent more than 10% of the school year)	
2012-13	17.1%
2013-14	14.1%
2014-15	12.8%
2015-16	9.2%

Truancy Rates

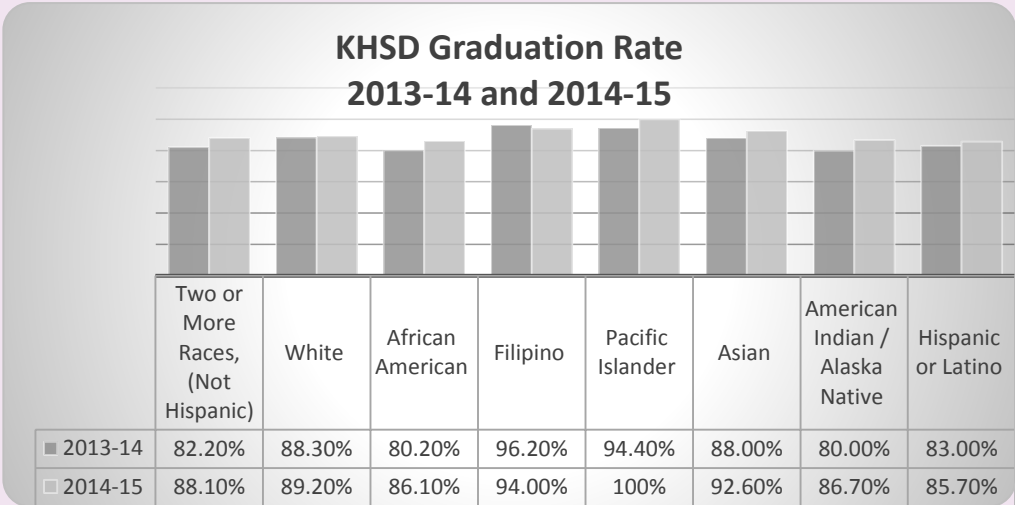
KHSD Truancy Rates		
	KHSD	County
2012-13	26.19%	27.61%
2013-14	30.49%	30.23%
2014-15	29.81%	31.34%

Suspension and Expulsion Rate

KHSD Suspension and Expulsion Numbers Expulsion by Federal Offense Expulsion Counts by Ethnicity				
	2012-13	2013-14	2014-15	2015-16
Hispanic Or Latino Any Race	146	This district has notified the CDE that they have inaccurately reported data for one or more cells on this report.	45	CDE has not released data for this school year
Filipino, Not Hispanic	2		8	
African American	56		9	
White, Not Hispanic	46		1	
Two Or More Race, Not Hispanic	7		3	

KHSD Suspension and Expulsion Rates				
	Students suspended	Suspension rate	Students expelled	Expulsion Rate
2012-13	6,536	16.3%	256	0.6%
2013-14	Data unavailable because CDE is working on data reconfiguration this year.			
2014-15	4,734	12.0%	66	0.2%
2015-16	Data has not been released by the CDE.			

Graduation Rate



African Americans, Hispanics, Asians Two or more Races and American Indians students all surpassed the 2% increase.

Dropout Rate (by Cohort)

KHSD Dropout Rate (by Cohort)			
	2012-13	2013-14	2014-15
District	14.5%	11.1%	9.0%
African American	17.7%	14%	9.9%
Hispanic	15.2%	12%	9.3%
White	12.7%	8.4%	8.7%

Grade distribution, districtwide, for all students for semester 1

Fall Grade Distribution 2014, 2015, 2016 Fall Semester			
	2014-15 Fall Semester	2015-16 Fall Semester	2016-17 Fall Semester
A's	31%	33%	34%
B's	27%	27%	27%
C's	22%	21%	21%
D's	11%	11%	10%
F's	8%	8%	8%

Student Climate Survey Responses 2016-17 (per 22,963 students)

KHSD Student Climate Survey Fall Semester 2016	
Students on my campus care about me.	72%
I feel as though activities I participate in at school make the school or community a better place.	74%
I am happy to be at this school.	75%
I know where to go for help with my problems at this school.	79%
I feel unsafe on campus.	14%
The teachers at this school treat students fairly.	72%

Parent/Guardian LCAP Responses, 2016-17

KHSD LCAP Parent Survey			
Parents feel that the school actively seeks their input about decisions related to their child's education.			
	2014-15	2015-16	2016-17
Agree or Strongly Agree	63%	76.6%	67.3%
Parents feel that they have opportunities to take part in decisions made at their child's school.			
	2014-15	2015-16	2016-17
Agree or Strongly Agree	63%	76.6%	70.9%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 3a) Increase by 1% the number of “parents that feel welcomed and connected to their student’s school”, as measured by LCAP parent survey.	83.5%	84.5%	85.5%	86.5%
(Priority 3b) Increase by 1% the number of “parents that feel supported and engaged in their student’s academic Progress”, as measured by LCAP parent survey.	69.1%	70.1%	71.1%	72.1%
(Priority 3c) Maintain current level of LCAP	Please refer	Maintain	Maintain	Maintain

stakeholder meetings and provide other meetings or resources to support parents – including parents of pupils of the unduplicated count and exceptional needs.	to Stakeholder Summary			
(Priority 5e) Increase graduation rate by 1% from previous year's rate.	86.9%	87.9%	88.9%	89.9%
(Priority 5c) Middle School Dropout Rate	N/A	N/A	N/A	N/A
(Priority 5b) Increase attendance rate by 0.5%, from previous year's rate.	95.55%	96.05%	96.55	97.05
(Priority 5a) Decrease chronic absenteeism rate by .5% from previous year's rate.	9.2%	8.7%	8.2%	7.7%
(Priority 5d) Decrease dropout rate (by cohort) by 1% from previous year's rate and African American and Hispanic by 1% in order to close existing achievement gaps.	All- 9% African American – 9.9% Hispanic – 9.3%	All- 8% African American – 8.9% Hispanic – 8.3%	All- 7% African American – 7.9% Hispanic – 7.3%	All- 6% African American – 6.9% Hispanic – 6.3%
(Priority 6a) Decrease suspension rate by 0.5%, districtwide and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.	12.0% <hr/> Data for subgroups will be established in 2017-18	11.5% <hr/> Goal will be determined once baseline is established.	11% <hr/> Goal will be determined once baseline is established.	10.5% <hr/> Goal will be determined once baseline is established.
(Priority 6b) Decrease expulsion rate districtwide, and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.	.02 <hr/> Data for sub groups will be established in 2017-18	Maintain <hr/> Goal will be determined once baseline is established.	Maintain <hr/> Goal will be determined once baseline is established.	Maintain <hr/> Goal will be determined once baseline is established.



<p>Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 2% compared to last year's responses.</p> <p>(Priority 6c) Student's Responses" I feel safe at school." (Priority 6)</p>	86%	88%	90%	92%
<p>(Priority 6c) I am happy to be at this school.</p>	75%	77%	79%	81%
<p>(Priority 6c) The teachers at the school treat me fairly.</p>	72%	74%	76%	78%
<p>Parent - Increase LCAP parent survey responses by 2%.</p> <p>(Priority 3a) Parents feel that the school actively seeks their input about decisions related to their child's education and parent participation at the district and site levels.</p>	70.9%	72.9%	74.9%	76.9%
<p>(Priority 3b) Parents of unduplicated students feel that they have opportunities to take part in decisions made at their child's school by increasing parent participation.</p>	67.3%	69.3%	71.3%	73.3%
<p>(Priority 3c) Parents of exceptional need students feel that they have opportunities to take part in decisions made at their child's school by increasing parent participation.</p>	Baseline will be established in 2017-18	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.

Student – Increase student survey (climate survey) responses by 2% or decrease 2% for students feeling unsafe on campus. (Priority 6c) Students on my campus care about me.	72%	74%	76%	78%
(Priority 6c) I feel as though activities I participate in at school make the school or community a better place.	74%	76%	78%	80%
(Priority 6c) I know where to go for help with my problems at this school.	79%	81%	83%	85%
(Priority 6c) I feel unsafe on campus.	14%	12%	10%	8%
(Priority 6c) The teachers at this school treat students fairly.	72%	74%	76%	78%
(Priority 8) Increase course completion rate with a C or better by .5% or as compared to previous year's completion rate.	21%	21.5%	22%	22.5%
(Priority 5b) Decrease truancy rate by 1% from previous year's rate.	26.19%	25.19%	24.19%	23.19%



PLANNED ACTIONS / SERVICES

Action **4.01**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

In 2017-2018, Kern High School District (KHSD) will continue district-wide implementation of Positive Behavior Intervention and Supports (PBIS) and work towards Multi-Tiered Systems of Support (MTSS) at all KHSD school sites. KHSD began exploring related topics in 2013-2014 and in the first year, 2014-2015, a pilot program was launched at Bakersfield High School. In 2015-16, 14 additional school sites began PBIS implementation: Arvin, East, Foothill, Frontier, Golden Valley, Highland, Independence, Mira Monte, North, Ridgeview, South, Stockdale, West and Vista. In 2016-2017, 8 additional school sites began PBIS: Centennial, Central Valley, Kern Valley, Liberty, Nueva, Shafter, Tierra Del Sol and Vista West. Districtwide, all 23 sites

2018-19

New Modified Unchanged

In 2018-2019, KHSD will continue district-wide implementation of Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) at all KHSD school sites.

KHSD will retain Teachers on Special Assignments (TOSA) or Program Specialists to sustain professional development and build capacity with scaled implementation; and also place the important PBIS work in the newly formed Department of Student Behavior and Supports, so as to couple intervention and supports along-side student discipline.

KHSD will also continue the use of the Coordinated Early Intervening Services (CEIS) budget/plan to provide additional

2019-20

New Modified Unchanged

In 2019-2020, KHSD will continue district-wide implementation of Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) at all KHSD school sites.

KHSD will retain Teachers on Special Assignments (TOSA) or Program Specialists to sustain professional development and build capacity with scaled implementation; and also place the important PBIS work in the newly formed Department of Student Behavior and Supports, so as to couple intervention and supports along-side student discipline.

KHSD will also continue the use of the Coordinated Early Intervening Services

are now participating in PBIS and will continue to implementation. School-site PBIS-MTSS Leadership Teams will review relevant school climate data (including local data metrics for behavior and academics and school climate surveys) regularly to make informed decisions about implementation and evidence based tenets.

In addition to the PBIS-MTSS investment related to operations and systems alignment for implementation, KHSD will work to add Teachers on Special Assignments (TOSA) or Program Specialists to sustain professional development and build capacity with scaled implementation. PBIS work will be in the Student Behavior and Supports Department so as to couple intervention and supports along-side student discipline.

KHSD will also use the Coordinated Early Intervening Services (CEIS) budget/plan to provide additional student-support mechanisms: KHSD will sustain the four On Campus Intervention pilots (OCI), sustain one PBIS Coordinator to facilitate and coordinate PBIS efforts, include site coaching and professional development, continue equity consultation work with school sites, technical and project assistance, and pilot a Tier III team to work on student wellness and mental health efforts.

Professional Development/Policy Overview for the 2017-18 school-year will include (partial list):

- PBIS Awareness
- Uniform Complaint Procedures
- Sexual Harassment and Bullying
- Implicit/Unconscious Bias

student-support mechanisms: KHSD will sustain the four On Campus Intervention pilots (OCI), sustain one PBIS Coordinator to facilitate and coordinate PBIS efforts, include site coaching and professional development, continue equity consultation work with school sites, technical and project assistance, and pilot a Tier III team to work on student wellness and mental health efforts.

(CEIS) budget/plan to provide additional student-support mechanisms: KHSD will sustain the four On Campus Intervention pilots (OCI), sustain one PBIS Coordinator to facilitate and coordinate PBIS efforts, include site coaching and professional development, continue equity consultation work with school sites, technical and project assistance, and pilot a Tier III team to work on student wellness and mental health efforts.

- Social Emotional Learning
- Restorative Practices
- Trauma Informed Care
- Youth Mental Health 101

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18	2018-19	2019-20
Amount	(a) \$465,026 (b) \$437,457 (c) \$62,651 (d) \$125,302 (e) \$236,366 (f) \$310,000 (g) \$25,358 (h) 647,785 Total - \$2,309,945	(a) \$376,223 (b) \$430,838 (c) \$61,876 (d) \$123,752 (e) \$234,113 (f) \$310,000 (g) \$25,358 (h) 647,785 Total - \$2,209,945	(a) \$370,615 (b) \$424,417 (c) \$61,166 (d) \$122,333 (e) \$248,271 (f) \$310,000 (g) \$25,358 (h) 647,785 Total - \$2,209,945
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con
Budget Reference	(a) Certificated Teacher's Salaries (1100) (b) Other Certificated Salaries (1900) (c) Clerical, Technical, and Office Staff Salaries (2400) (d) Other Classified Salaries (2900) (e) Benefits (3xxx) (f) Material and Supplies	(a) Certificated Teacher's Salaries (1100) (b) Other Certificated Salaries (1900) (c) Clerical, Technical, and Office Staff Salaries (2400) (d) Other Classified Salaries (2900) (e) Benefits (3xxx)	(a) Certificated Teacher's Salaries (1100) (b) Other Certificated Salaries (1900) (c) Clerical, Technical, and Office Staff Salaries (2400) (d) Other Classified Salaries (2900) (e) Benefits (3xxx)

(4300)
 (g) Travel and Conferences (5200)
 (h) Services and Operating Expenditures (5800)

(f) Material and Supplies (4300)
 (g) Travel and Conferences (5200)
 (h) Services and Operating Expenditures (5800)

(f) Material and Supplies (4300)
 (g) Travel and Conferences (5200)
 (h) Services and Operating Expenditures (5800)

Action 4.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR**
 Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
KHSD will provide MTSS-PBIS Intervention Specialists for Tier II small group support for sites, and direct student services. Intervention Specialists may provide	KHSD will provide MTSS-PBIS Intervention Specialists for Tier II small group support for sites, and direct student services. Intervention Specialists may provide additional training, support site	KHSD will provide MTSS-PBIS Intervention Specialists for Tier II small group support for sites, and direct student services. Intervention Specialists may

additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment of CEIS and PBIS plans. A Tier II intervention specialist will be assigned to two school sites.

In addition, KHSD will staff one Lead Intervention Specialist and one Student Behavior & Supports Program Coordinator to help manage professional development, evidence-based interventions, coordination, and framework implementation for all 23 sites.

leadership to build school's multi-tiered program of support, and ensure fulfillment of CEIS and PBIS plans. A Tier II intervention specialist will be assigned to two school sites.

In addition, KHSD continue to staff one Lead Intervention Specialist and one Student Behavior & Supports Program Coordinator to help manage professional development, evidence based interventions, coordination, and framework implementation for all 23 sites.

provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment of CEIS and PBIS plans. A Tier II intervention specialist will be assigned to two school sites.

In addition, KHSD will continue to staff one Lead Intervention Specialist and one Student Behavior & Supports Program Coordinator to help manage professional development, evidence based interventions, coordination, and framework implementation for all 23 sites.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	(a) \$692,680 (b) \$390,310 Total- \$1,082,990	Amount (a) \$707,248 (b) \$415,348 Total- \$1,122,596	Amount (a) \$721,814 (b) \$440,812 Total- \$1,162,626
Source	(a) Sup/Con (b) Sup/Con	Source (a) Sup/Con (b) Sup/Con	Source (a) Sup/Con (b) Sup/Con
Budget Reference	(a) Classified Support Salaries (2200) (b) Benefits (3xxx)	Budget Reference (a) Classified Support Salaries (2200) (b) Benefits (3xxx)	Budget Reference (a) Classified Support Salaries (2200) (b) Benefits (3xxx)

Action 4.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Comprehensive School Sites Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.

2018-19

New Modified Unchanged

Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.

2019-20

New Modified Unchanged

Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.

BUDGETED EXPENDITURES

2017-18

Amount

(a) \$281,931
(b) \$57,573
Total- \$339,504

Source

(a) Sup/Con

2018-19

Amount

(a) \$286,939
(b) \$63,904
Total- \$350,843

Source

(a) Sup/Con

2019-20

Amount

(a) \$292,875
(b) \$70,644
Total- \$363,519

Source

(a) Sup/Con

Budget Reference

(b) Sup/Con

(a) Certificated Supervisors' and Administrators' Salaries (1300)
(b) Benefits (3xxx)

Budget Reference

(b) Sup/Con

(a) Certificated Supervisors' and Administrators' Salaries (1300)
(b) Benefits (3xxx)

Budget Reference

(b) Sup/Con

(a) Certificated Supervisors' and Administrators' Salaries (1300)
(b) Benefits (3xxx)

Action **3.12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs),

2018-19

New Modified Unchanged

Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review

2019-20

New Modified Unchanged

Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review

coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites. Facilitate truancy-prevention programs/practices at KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest “at risk” students first.

The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:

- Monitor student attendance.
- Analyze truancy and chronic absenteeism and truancy rates.
- Provide parents with up-to-date information on their student’s attendance.

Development and implementation of one-day intervention courses = \$25,000

- Programs overview and intervention strategies for parents
- Used as a diversion for truancy court
- Parent engagement and education

Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites. Facilitate truancy-prevention programs/practices at KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest “at risk” students first.

The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:

- Monitor student attendance.
- Analyze truancy and chronic absenteeism and truancy rates.
- Provide parents with up-to-date information on their student’s attendance.

Development and implementation of one-day intervention courses = \$25,000

- Programs overview and intervention strategies for parents
- Used as a diversion for truancy court
- Parent engagement and education

Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites. Facilitate truancy-prevention programs/practices at KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest “at risk” students first.

The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:

- Monitor student attendance.
- Analyze truancy and chronic absenteeism and truancy rates.
- Provide parents with up-to-date information on their student’s attendance.

Development and implementation of one-day intervention courses = \$25,000

- Programs overview and intervention strategies for parents
- Used as a diversion for truancy court
- Parent engagement and education

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$115,834
	(b) \$41,964
	(c) \$221,000
	Total- \$378,798
Source	(a) Sup/Con
	(b) Sup/Con
	(c) Sup/Con

2018-19

Amount	(a) \$115,834
	(b) \$45,022
	(c) \$221,000
	Total- \$381,856
Source	(a) Sup/Con
	(b) Sup/Con
	(c) Sup/Con

2019-20

Amount	(a) \$115,834
	(b) \$48,126
	(c) \$221,000
	Total- \$384,960
Source	(a) Sup/Con
	(b) Sup/Con
	(c) Sup/Con

Budget Reference

(a) Certificated Supervisors' and Administrators' Salaries (1300)
(b) Benefits (3xxx)
(c) Services and Operating Expenditures (5800)

Budget Reference

(a) Certificated Supervisors' and Administrators' Salaries (1300)
(b) Benefits (3xxx)
(c) Services and Operating Expenditures (5800)

Budget Reference

(a) Certificated Supervisors' and Administrators' Salaries (1300)
(b) Benefits (3xxx)
(c) Services and Operating Expenditures (5800)

Action 3.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: All Comprehensive School Sites Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide additional support at school sites for truancy prevention, intervention for chronic

Provide additional support at school sites for truancy prevention, intervention for chronic

Provide additional support at school sites for truancy prevention, intervention for chronic

absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.

- Administrative sections
- Classified sections, half FTE per site, 9 total

absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.

- Administrative sections
- Classified sections, half FTE per site, 9 total

absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.

- Administrative sections
- Classified sections, half FTE per site, 9 total

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	(a) \$301,538 (b) \$219,777 (c) \$349,538 Total- \$870,853
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Support Salaries (2900) (c) Benefits (3xxx)

Amount	(a) \$315,897 (b) \$230,243 (c) \$376,180 Total- \$922,320
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Support Salaries (2900) (c) Benefits (3xxx)

Amount	(a) \$330,256 (b) \$240,708 (c) \$404,158 Total- \$975,122
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Support Salaries (2900) (c) Benefits (3xxx)

Action 4.04

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Mira Monte, North, Ridgeview, Shafter, South and West Specific Grade spans: _____

ACTIONS/SERVICES.

2017-18

New Modified Unchanged

KHSD will maintain 12 Parent & Family Centers (Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Mira Monte, North, Ridgeview, Shafter, South, and West) and will work to open 3 new centers at the following sites in the 2017-2018 school year.

- ✓ Kern Valley
- ✓ Independence
- ✓ Stockdale

KHSD School Site Parent & Family Centers are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families

2018-19

New Modified Unchanged

KHSD will maintain 15 Parent & Family Centers (Arvin, Bakersfield, Centennial East, Foothill, Golden Valley, Highland, Independence, Kern Valley, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West) and will work to open 3 new centers at the following sites in the 2018-2019 school year.

- ✓ Centennial
- ✓ Frontier
- ✓ Liberty

KHSD School Site Parent & Family Centers are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support

2019-20

New Modified Unchanged

KHSD will maintain 18 Parent & Family Centers that are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:

- Support and monitor their student's academic success
- Use technology to support student learning
- Learn how to promote positive behaviors in the home and at school
- Become an active volunteer/parent leader for KHSD

with skills, support, and knowledge on an array of modules and topics:

- Support and monitor their student's academic success
- Use technology to support student learning
- Learn how to promote positive behaviors in the home and at school
- Become an active volunteer/parent leader for KHSD
- Learn how to navigate school, district, and community services and resources
- Promote communication and collaboration between parents and school sites.

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- ✓ Support and monitor their student's academic success
- ✓ Use technology to support student learning
- ✓ Learn how to promote positive behaviors in the home and at school
- ✓ Become an active volunteer/parent leader for KHSD
- ✓ Learn how to navigate school, district, and community services and resources
- ✓ Promote communication and collaboration between parents and school sites.

- Learn how to navigate school, district, and community services and resources
- Promote communication and collaboration between parents and school sites.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$541,172 (b) \$424,608 (c) \$121,016 (d) \$60,000 Total- \$1,146,796
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Noncapitalized Equipment (4400)

2018-19

Amount	(a) \$664,593 (b) \$540,854 (c) \$77,810 (d) \$80,000 Total- \$1,363,257
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Noncapitalized Equipment (4400)

2019-20

Amount	(a) \$686,205 (b) \$574,787 (c) \$0 (d) \$90,000 Total- \$1,350,992
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Noncapitalized Equipment (4400)

Action **4.05**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include the

Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and

Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and

following:

- Learning about college enrollment and career opportunities
- Learning to use Synergy ParentVUE to monitor student grades and academic progress
- Learning about Common Core and other curricular programs, including state testing, CTE, and other elective programs
- Learning how to set up an effective home-study environment
- Learning how to set and attain goals for post-secondary careers and/or education

Funds will be allocated per site application in the form of mini-grants, with priority given to schools with the highest number of unduplicated pupils = \$125,000.

South, Mira Monte, Arvin, Foothill, West, East, and Golden Valley (\$7,500 per site = \$52,500)
Shafter, North, Ridgeview, Bakersfield, and Kern Valley (\$5,500 per site = \$27,500)
Highland, Independence, Stockdale, Centennial, Frontier and Liberty (\$3,500 per site = \$21,000)
Central Valley, Nueva, Tierra Del Sol, Vista and Vista West (\$1,600 per site = \$8,000)
Parent and Family Centers/Outreach for Students and Foster (\$16,000)

Sites may use the funding as deemed appropriate to fulfill the primary expectation of serving the students of the “unduplicated count.” Examples of funding use may include operational costs and purchase of supplies, providing additional staff to secure student safety, or provide bilingual literacy support for EL students.

All school sites will adhere to regulations governing the use of S/C grants.

family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include the following:

- Learning about college enrollment and career opportunities
- Learning to use Synergy ParentVUE to monitor student grades and academic progress
- Learning about Common Core and other curricular programs, including state testing, CTE, and other elective programs
- Learning how to set up an effective home-study environment
- Learning how to set and attain goals for post-secondary careers and/or education

family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include the following:

- Learning about college enrollment and career opportunities
- Learning to use Synergy ParentVUE to monitor student grades and academic progress
- Learning about Common Core and other curricular programs, including state testing, CTE, and other elective programs
- Learning how to set up an effective home-study environment
- Learning how to set and attain goals for post-secondary careers and/or education

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
 (a) \$83,042
 (b) \$16,958
 (c) \$25,000
 Total- \$125,000

Amount
 (a) \$81,786
 (b) \$18,214
 (c) \$25,000
 Total- \$125,000

Amount
 (a) \$80,567
 (b) \$19,433
 (c) \$25,000
 Total- \$125,000

Source
 (a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Source
 (a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Source
 (a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

Action 4.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Continue to provide 11 full-time counselors and 2 part time counselors to begin in the 2017-18 school year. At the school sites listed below, the counselors will help to “increase and improve” services to students of the “unduplicated count.” Focus of services may include caseload reduction for general student support services, but will remain within the guidelines for the sites’ counseling programs and PBIS implementation, specific or co-facilitation of Tiers II and III interventions within the mentioned PBIS-MTSS, and FY and EL support.</p> <p>School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p>Continue to provide 11 full-time counselors and 2 part time counselors to begin in the 2018-19 school year. At the school sites listed below, the counselors will help to “increase and improve” services to students of the “unduplicated count.” Focus of services may include caseload reduction for general student support services, but will remain within the guidelines at the sites counseling program and PBIS implementation, specific or co-facilitation Tiers II and III interventions within the mentioned PBIS-MTSS, and FY and EL support.</p> <p>School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p>Continue to provide 11 full-time counselors and 2 part time counselors to begin in the 2019-20 school year. At the school sites listed below, the counselors will help to “increase and improve” services to students of the “unduplicated count.” Focus of services may include caseload reduction for general student support services, but will remain within the guidelines at the sites counseling program and PBIS implementation, specific or co-facilitation Tiers II and III interventions within the mentioned PBIS-MTSS, and FY and EL support.</p> <p>School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18		2018-19		2019-20
Amount	(a) \$1,044,274 (b) \$442,117 Total- \$1,486,391	Amount	(a) \$1,084,438 (b) \$481,824 Total- \$1,566,262	Amount	(a) \$1,124,602 (b) \$523,590 Total- \$1,648,192
Source	(a) Sup/Con (b) Sup/Con	Source	(a) Sup/Con (b) Sup/Con	Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Pupil Support Salaries (1200) (b) Benefits (3xxx)	Budget Reference	(a) Certificated Pupil Support Salaries (1200) (b) Benefits (3xxx)	Budget Reference	(a) Certificated Pupil Support Salaries (1200) (b) Benefits (3xxx)

Action **4.07**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, Nueva, North, Ridgeview, Shafter, South, Stockdale, Tierra Del Sol, Vista, Vista West and West Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

KHSD will continue to maintain all staffing time for Community Specialists (as per 2013-2014 staffing level) at school sites to provide outreach to students of the “unduplicated count” and their families. Community Specialists (most sites include a full time community specialist and some include a part time employee) work with Guidance Counselors, Tier I PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re- enroll students, assisting with

KHSD will continue to maintain all staffing time for Community Specialists (as per 2013-2014 staffing level) at school sites to provide outreach to students of the “unduplicated count” and their families. Community Specialists (most sites include a full time community specialist and some include a part time employee) work with Guidance Counselors, Tier I PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re- enroll students, assisting with PBIS

KHSD will continue to maintain all staffing time for Community Specialists (as per 2013-2014 staffing level) at school sites to provide outreach to students of the “unduplicated count” and their families. Community Specialists (most sites include a full time community specialist and some include a part time employee) work with Guidance Counselors, Tier I PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re- enroll students, assisting with

PBIS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).

implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).

PBIS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount (a) \$713,541 (b) \$529,579 Total- \$1,243,120	Amount (a) \$747,519 (b) \$547,643 Total- \$1,295,162	Amount (a) \$781,497 (b) \$606,652 Total- \$1,388,149
Source (a) Sup/Con (b) Sup/Con	Source (a) Sup/Con (b) Sup/Con	Source (a) Sup/Con (b) Sup/Con
Budget Reference (a) Classified Support Salaries (2200) (b) Benefits (3xxx)	Budget Reference (a) Classified Support Salaries (2200) (b) Benefits (3xxx)	Budget Reference (a) Classified Support Salaries (2200) (b) Benefits (3xxx)

Action 4.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to provide 2 district MTSS-PBIS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy.
- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.
- Participate in SARB.
- Lead parenting meetings and classes.
- Implement dropout recovery and prevention strategies.

Funding for parent engagement classes at the District Office on a continual basis = \$95,000
 Funding for Parents on a Mission = \$35,000

- Parents on a Mission focuses on helping parents develop routines that prevent children from assuming negative lifestyles

2018-1

New Modified Unchanged

Continue to provide 2 district MTSS-PBIS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy.
- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.
- Participate in SARB.
- Lead parenting meetings and classes.
- Implement dropout recovery and prevention strategies.

Funding for parent engagement classes at the District Office on a continual basis = \$95,000
 Funding for Parents on a Mission = \$35,000

- Parents on a Mission focuses on helping parents develop routines that prevent children from assuming negative lifestyles
- Funding includes staff training

Parent Project = \$35,000

2019-20

New Modified Unchanged

Continue to provide 2 district MTSS-PBIS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy.
- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.
- Participate in SARB.
- Lead parenting meetings and classes.
- Implement dropout recovery and prevention strategies.

Funding for parent engagement classes at the District Office on a continual basis = \$95,000
 Funding for Parents on a Mission = \$35,000

- Parents on a Mission focuses on helping parents develop routines that prevent children from assuming negative lifestyles
- Funding includes staff training

Parent Project = \$35,000

- Parent Project gives parents tools and strategies to build strong home routines and positive child-parent relationships

Funding includes staff training

- Funding includes staff training

Parent Project = \$35,000

- Parent Project gives parents tools and strategies to build strong home routines and positive child-parent relationships

Funding includes staff training

- Parent Project gives parents tools and strategies to build strong home routines and positive child-parent relationships

Funding includes staff training

BUDGETED EXPENDITURES

2018-19

2018-19

2019-20

Amount

(a) \$119,395
 (b) \$33,062
 (c) \$95,000
 Total- \$247,457

Amount

(a) \$124,776
 (b) \$36,548
 (c) \$95,000
 Total- \$256,324

Amount

(a) \$130,225
 (b) \$40,097
 (c) \$95,000
 Total- \$265,322

Source

(a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Source

(a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Source

(a) Sup/Con
 (b) Sup/Con
 (c) Sup/Con

Budget Reference

(a) Classified Support Salaries (2200)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

Budget Reference

(a) Classified Support Salaries (2200)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

Budget Reference

(a) Classified Support Salaries (2200)
 (b) Benefits (3xxx)
 (c) Materials and Supplies (4300)

Action **4.09/**
4.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring, as well as foster parent involvement.

The Student Outreach Liaison and Parent Education Liaison will work to achieve the following:

- Seek grant funding that improves academic achievement, enriches services that reinforce and complement the academic program, and provides family literacy and related educational services. (California Department of Education [CDE] program description for 21st Century Community Learning Centers).
- Assist in the building of the Parent Centers, which may include developing after-school programs – e.g., submit ASSET (After School

2018-19

New Modified Unchanged

Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring, as well as foster parent involvement.

Continue to fund 9 comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs.

2019-20

New Modified Unchanged

Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring, as well as foster parent involvement.

Continue to fund 9 comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs.

Safety and Enrichment for Teens program) grant.

- “Increase and improve” services for Foster Youth that will include working closely with community and education agencies to coordinate delivery of appropriate services, monitor student progress and delivery of available services, determine needs, and provide smooth transitioning out of the FY system.

KHSD will fund 10 comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs (\$38,000)

The district foster youth liaison and site foster liaisons/counselors will work collaboratively to develop and implement the targeted outreach and mentoring mentioned, and these sites below are pilot sites. Funding will provide supplies and resources, incentives, outreach, College Night and at least one field trip to visit a college.

BUDGETED EXPENDITURES

2017-18

Amount	(a) \$196,057
	(b) \$76,888
	(c) \$95,000
	(d) \$25,000
	(e) \$31,081
	(f) \$12,450
	(g) \$62,163
	(h) \$24,900
	Total- \$523,539

2018-19

Amount	(a) \$205,393
	(b) \$84,437
	(c) \$95,000
	(d) \$25,000
	(e) \$33,025
	(f) \$13,763
	(g) \$66,051
	(h) \$27,527
	Total- \$550,196

2019-20

Amount	(a) \$214,729
	(b) \$92,167
	(c) \$95,000
	(d) \$25,000
	(e) \$36,274
	(f) \$15,478
	(g) \$72,548
	(h) \$30,957
	Total- \$582,153

Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Title 1 (f) Title 1 (g) Base (h) Base	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Title 1 (f) Title 1 (g) Base (h) Base	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Title 1 (f) Title 1 (g) Base (h) Base
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300) (d) Services and Operating Expenditures (5800) (e) Other Certificated Salaries (1900) (f) Benefits (3xxx) (g) Other Certificated Salaries (1900) (h) Benefits (3xxx)	Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300) (d) Services and Operating Expenditures (5800) (e) Other Certificated Salaries (1900) (f) Benefits (3xxx) (g) Other Certificated Salaries (1900) (h) Benefits (3xxx)	Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300) (d) Services and Operating Expenditures (5800) (e) Other Certificated Salaries (1900) (f) Benefits (3xxx) (g) Other Certificated Salaries (1900) (h) Benefits (3xxx)

Action **4.11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide on-going training in implicit/unconscious bias, cultural responsiveness, and equity per CEIS plan and KHSD focus areas. In addition, this action will provide allocation for professional development in the following areas:

- Student Support Team(s)
- Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites.
- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.
- Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or parent & family center staff).

2018-19

New Modified Unchanged

Continue to provide on-going training in implicit/unconscious bias, cultural responsiveness, and equity per CEIS plan and KHSD focus areas. In addition, this action will provide allocation for professional development in the following areas:

- Student Support Team(s)
- Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites.
- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.
- Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or parent & family center staff).

2019-20

New Modified Unchanged

Continue to provide on-going training in implicit/unconscious bias, cultural responsiveness, and equity per CEIS plan and KHSD focus areas. In addition, this action will provide allocation for professional development in the following areas:

- Student Support Team(s)
- Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites.
- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.
- Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or parent & family center staff).

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
 (a) \$78,890
 (b) \$16,110
 Total- \$95,000

Source
 (a) Sup/Con
 (b) Sup/Con

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)

Amount
 (a) \$77,696
 (b) \$17,304
 Total- \$95,000

Source
 (a) Sup/Con
 (b) Sup/Con

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)

Amount
 (a) \$76,538
 (b) \$18,462
 Total- \$95,000

Source
 (a) Sup/Con
 (b) Sup/Con

Budget Reference
 (a) Other Certificated Salaries (1900)
 (b) Benefits (3xxx)

Action 4.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

KHSD will maintain the currently employed KHSD School Social Workers (4) and plans to employ 3 or 4 additional KHSD School Social Workers in 2017-2018, for MTSS-PBIS Tiers II and III supports with progress monitoring and student case management. The three year LCAP plan would call for 12 total School Social Workers for the entire district, one assigned for two sites and one Lead School Worker in future years. Assignments will likely be based on site readiness for systems alignment and also consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions. In addition, KHSD will also hire 3 district nurses to support overall student wellness support for KHSD, and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will be based at the school sites with the highest percentage students of the “unduplicated count” and assigned to regional coverage areas.

2018-19

New Modified Unchanged

KHSD will maintain the currently employed KHSD School Social Workers, for MTSS-PBIS Tier II and III supports with progress monitoring and student case management. Assignments will continue to be based on site readiness for systems alignment and also consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions. In addition, KHSD will also retain their 3 district nurses to support overall student wellness support for KHSD, and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will continue to be based at the school sites with the highest percentage students of the “unduplicated count” and assigned to regional coverage areas.

2019-20

New Modified Unchanged

KHSD will maintain the currently employed KHSD School Social Workers, for MTSS-PBIS Tiers II and III supports with progress monitoring and student case management. Assignments will continue to be based on site readiness for systems alignment and also consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions. In addition, KHSD will also retain their 3 district nurses to support overall student wellness support for KHSD, and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will continue to be based at the school sites with the highest percentage students of the “unduplicated count” and assigned to regional coverage areas.

[BUDGETED EXPENDITURES](#)

2017-18

Amount

(a) \$746,178
 (b) \$395,366
 Total- \$1,141,544

2018-19

Amount

(a) \$1,081,327
 (b) \$591,385
 Total- \$1,672,712

2019-20

Amount

(a) \$1,130,876
 (b) \$638,259
 Total- \$1,769,135

Source	(a) Sup/Con (b) Sup/Con	Source	(a) Sup/Con (b) Sup/Con	Source	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Clerical, Technical, and Office Staff Salaries (2400) (b) Benefits(3xxx)	Budget Reference	(a) Clerical, Technical, and Office Staff Salaries (2400) (b) Benefits(3xxx)	Budget Reference	(a) Clerical, Technical, and Office Staff Salaries (2400) (b) Benefits(3xxx)

Action **4.14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
 Redesignated Fluent English Proficient

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Bakersfield, Foothill, Golden Valley, Mira Monte, North, South, and West
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by increasing adult ESL classes to serve more areas. Currently classes are being offered at the	Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by	Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by

following locations:

- Lamont Family Resource Center; day and evening
- South Chester Partnership; day
- Stine Elementary; evening
- Paramount Farms, Lost Hills; evening

- Kern High School Sites:
 - Bakersfield
 - Foothill
 - Golden Valley
 - Mira Monte
 - North
 - South
 - West

\$100,000 (approximate cost) per teacher X 2
 =\$200,000

increasing adult ESL classes to serve more areas.

increasing adult ESL classes to serve more areas.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	(a) \$124,563 (b) \$39,157 (c) \$36,280 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Classified Support Salaries (2200)

Amount	(a) \$122,678 (b) \$38,673 (c) \$38,649 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100)

Amount	(a) \$120,850 (b) \$38,229 (c) \$40,921 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100)

(c) Benefits (3xxx)

(b) Classified Support Salaries (2200)
(c) Benefits (3xxx)

(b) Classified Support Salaries (2200)
(c) Benefits (3xxx)

Action **4.15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
 Redesignated Fluent English Proficient

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide translating services at meetings where non-English speaking parents are present – district and school sites.

Provide translating services at meetings where non-English speaking parents are present – district and school sites.

Provide translating services at meetings where non-English speaking parents are present – district and school sites.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount (a) \$8,304
(b) \$7,831
(c) \$3,865

Amount (a) \$8,179
(b) \$7,734
(c) \$4,087

Amount (a) \$8,057
(b) \$7,646
(c) \$4,297

	(d) \$20,000 Total- \$40,000		(d) \$20,000 Total- \$40,000		(d) \$20,000 Total- \$40,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Salaries (2900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800)	Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Salaries (2900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800)	Budget Reference	(a) Other Certificated Salaries (1900) (b) Other Classified Salaries (2900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800)

Action **4.16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18 New Modified Unchanged

Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations.
 The group's composition will continue to represent the district's stakeholders. It will monitor data and progress of the LCAP goals and actions through regular convening.

2018-19 New Modified Unchanged

Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations.
 The group's composition will continue to represent the district's stakeholders. It will monitor data and progress of the LCAP goals and actions through regular convening.

2019-20 New Modified Unchanged

Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations.
 The group's composition will continue to represent the district's stakeholders. It will monitor data and progress of the LCAP goals and actions through regular convening.

BUDGETED EXPENDITURES**2017-18**

Amount (a) \$5,000

Source (a) Sup/Con

Budget Reference (a) Materials and Supplies (4300)

2018-19

Amount (a) \$5,000

Source (a) Sup/Con

Budget Reference (a) Materials and Supplies (4300)

2019-20

Amount (a) \$5,000

Source (a) Sup/Con

Budget Reference (a) Materials and Supplies (4300)

Action 4.17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Retain Supervising Administrator of Student Support Services & LCAP to supervise and manage the following operations of the Department of Student Support Services in the Instruction Division: <ul style="list-style-type: none"> • Multi-Tiered System of Supports • Positive Behavioral Intervention & Supports (PBIS) • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Interagency Facilitation/Partnership • Local Control Accountability Plan (LCAP) • Consultant Liaison for KHSD related to PBIS-MTSS work 	Retain Supervising Administrator of Student Support Services & LCAP to supervise and manage the following operations of the Department of Student Support Services in the Instruction Division: <ul style="list-style-type: none"> • Multi-Tiered System of Supports • Positive Behavioral Intervention & Supports (PBIS) • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Interagency Facilitation/Partnership • Local Control Accountability Plan (LCAP) • Consultant Liaison for KHSD related to PBIS-MTSS work 	Retain Supervising Administrator of Student Support Services & LCAP to supervise and manage the following operations of the Department of Student Support Services in the Instruction Division: <ul style="list-style-type: none"> • Multi-Tiered System of Supports • Positive Behavioral Intervention & Supports (PBIS) • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Interagency Facilitation/Partnership • Local Control Accountability Plan (LCAP) • Consultant Liaison for KHSD related to PBIS-MTSS work

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	(a) \$119,623 (b) \$42,738 Total- \$162,361	Amount (a) \$123,418 (b) \$46,712 Total- \$170,130	Amount (a) \$123,418 (b) \$49,956 Total- \$173,374
Source	(a) Sup/Con	Source (a) Sup/Con	Source (a) Sup/Con

Budget Reference

(b) Sup/Con

(a) Certificated Supervisors' and Administrators' Salaries (1300)

(b) Benefits (3xxx)

Budget Reference

(b) Sup/Con

(a) Certificated Supervisors' and Administrators' Salaries (1300)

(b) Benefits (3xxx)

Budget Reference

(b) Sup/Con

(a) Certificated Supervisors' and Administrators' Salaries (1300)

(b) Benefits (3xxx)

Action **4.18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Support the following leadership and mentoring programs, principally serving "at risk" youth:</p> <ul style="list-style-type: none"> • AmeriCorps = \$110,000 • Latina Leaders = \$40,000 • Fine Art Projects = \$75,000 • Garden Pathways/Sons & Brothers = \$25,000 • School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000 <p><u>AmeriCorps</u> is currently serving students through mentoring (which includes Tier I, II and III for PBIS)</p>	<p>Continue to support the following leadership and mentoring programs, principally serving "at risk" youth:</p> <ul style="list-style-type: none"> • AmeriCorps • Latina Leaders • Fine Art Projects • Garden Pathways/Sons & Brothers = • School Climate and Student Leadership and/or ATS/OCI Projects 	<p>Continue to support the following leadership and mentoring programs, principally serving "at risk" youth:</p> <ul style="list-style-type: none"> • AmeriCorps • Latina Leaders • Fine Art Projects • Garden Pathways/Sons & Brothers • School Climate and Student Leadership and/or ATS/OCI Projects

and goal -setting at Golden Valley, Mira Monte, Nueva, South, and Tierra Del Sol and expansion to other Kern High School District school sites will be implemented in the 2017-18 school year. AmeriCorps is a civil society/community based mentoring program supported by the Kern High School District and Kern County Superintendent of Schools, engaging adults in involved public service work with a goal of "helping others and meeting critical needs in the community." <http://www.nationalservice.gov/programs/ Americops>

Latina Leaders funding will enable the program to expand to all school sites. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community. Participating students' academic progress will be monitored, particularly focusing on their college going rates. <http://kernlatinas.com/about/>

Fine Art Projects will be offered in the form of mini grants to school sites interested in developing fine arts projects that will enhance the enrichment of the unduplicated pupil.

Sons and Brothers funding will enable Garden Pathways to deliver a trauma-informed approach for "building community from the inside out," incorporating prevention activities for high-risk youth (including mentoring, education, violence prevention, and career development). This program is currently serving students at Mira Monte, Arvin, Golden Valley and Nueva.

School Climate and Student Leadership and/or ATS/OCI Projects
KHSD will offer mini grants and opportunities for Activity Directors and KHSD outreach staff to work with PBIS-MTSS site coordinators and PBIS site teams to increase and improve efforts related to campus climate, school connectedness, kindness and

compassion projects, and engagement opportunities for all students, with a primary focus on unduplicated students in KHSD.
 KHSD will explore Alternative to Suspension (ATS) or On Campus Intervention (OTI) student support programs in 2017-2020 and will likely need start-up or seed money for curriculum and/or related supplies and equipment.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	(a) \$37,369 (b) \$7,631 (c) \$225,000 Total- \$270,000	Amount (a) \$36,804 (b) \$8,196 (c) \$225,000 Total- \$270,000	Amount (a) \$36,255 (b) \$8,745 (c) \$225,000 Total- \$270,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	Source (a) Sup/Con (b) Sup/Con (c) Sup/Con	Source (a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)	Budget Reference (a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)	Budget Reference (a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)

Action

CONTINGENT ACTION

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Contingent upon receiving additional funding, KHSD will explore supporting the following existing actions.

- ✓ Additional 35 teaching sections for class size reduction for the 7 highest LCFF school sites.

(Please refer to action 1.01 for narrative on pages 144-146.)

- ✓ Reinstate action 1.12 to support standards and research based professional development in order to increase college-going rates,

2018-19

New Modified Unchanged

Contingent upon receiving additional funding, KHSD will explore the following existing actions.

2019-20

New Modified Unchanged

Contingent upon receiving additional funding, KHSD will explore supporting the following existing actions.

particularly students of under-represented groups.
 (Please refer to action 1.11/1.12 on pages 33-36.)

- ✓ Additional 15 teaching sections for Campus Intervention Pilots (OCI) to support PBIS initiatives.

(Please refer to action 4.01 for narrative on pages 226-228.)

- ✓ Additional support for leadership and mentoring programs, principally serving unduplicated and “at risk” youth.

(Please refer to action 4.18 for narrative on pages 258-260.)

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	(a) \$741,779 (b) \$207,514 (c) \$375,707 (d) \$964,072 Total - \$2,289,072	(a) \$745,251 (b) \$204,425 (c) \$400,324 (d) \$964,072 Total - \$2,314,072	(a) \$768,530 (b) \$201,428 (c) \$430,042 (d) \$964,072 Total - \$2,364,072
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Teachers' Salaries (1100) (b) Other Certificated Salaries (1900)	(a) Certificated Teachers' Salaries (1100) (b) Other Certificated Salaries (1900)	(a) Certificated Teachers' Salaries (1100) (b) Other Certificated Salaries (1900)

(c) Benefits (3xxx)
(d) Materials and Supplies (4300)

(c) Benefits (3xxx)
(d) Materials and Supplies (4300)

(c) Benefits (3xxx)
(d) Materials and Supplies (4300)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$ 55,438,504 Percentage to Increase or Improve Services: *17.02 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Kern High School District’s (KHSD) enrollment of students of the unduplicated count is 66.7%, with 8 of the 18 comprehensive sites at 80% or higher and 4 out of the 5 continuation sites at 80% or higher. The high unduplicated student count, districtwide, means students who are at risk and living below the poverty line attend all schools; hence, LCFF funding is used to provide all students access to the core curriculum and to advanced course work, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level.

A large expenditure of LCFF funding is class size reduction, a principal need continually expressed by all KHSD stakeholders. \$9,933,000 was allocated to class-size reduction in 2016-2017, a 36% increase from the year before; plus, \$2,079,000 Supplemental and Concentration funds were allocated to restoration sections for a total of over \$12 million dedicated to reducing class size.

To continue promoting interest and success in science, 55 additional sections were given to reduce class size in science lab classes (\$1,155,000), and to respond to the literacy needs of the district, 70 sections (\$1,470,000) were allocated to Access (literacy/reading courses). The literacy/reading course provides targeted support and intervention to EL students who reclassify and to students reading between the 4th and 6th Instructional Reading Level (IRL).

To provide primary language support to the EL student, over \$2 million was allocated to retain support staff in the EL classroom, as well as all classrooms with EL students.

Nearly \$3 million was allocated for support and intervention classes, primarily in math and English and for credit recovery.

Another large expenditure was dedicated to strengthening the district's technology infrastructure so that it adequately supports and enhances learning in the classroom. \$2.5 million was allocated to this effort.

A significant amount (over \$8 million) of the district's LCFF allocation was directed to broadening Career and Technical Education (CTE), including expanding CTE pathways and the Regional Occupational Center (ROC). District stakeholders specifically spoke to the need for increasing CTE courses in order to balance college readiness with career readiness.

Finally, a significant amount of LCFF (over \$10 million) was allocated to the support and implementation of PBIS, the multi-tiered system of supports, to meet the social-emotional needs of the students.

Though the aforementioned expenditures benefit all students in KHSD, they are specifically targeted for the underserved and/or at risk populations who are given priority in accessing these services.

*17.02% percentage referred to as the minimum proportionality percentage (MPP). This percentage comes from the LCFF calculator and is the percentage increase in funding, and is not derived from the amounts specifically allocated to the unduplicated count in the budget.

