§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _Kern Union High School District   **Contact:** Dr. Bryon Schaefer, bschaefer@khsd.k12.ca.us 661-827-3100   **LCAP Year:**_2014-2015_

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic*: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards*: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only)*: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only)*: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement*: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes*: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
The Kern High School District used a variety of opportunities and media to engage the community of stakeholders in the LCAP process. Community meetings were held from February through March at a variety of locations to provide the opportunity for public input. Additionally, community members could make recommendations through a dedicated email address. These meetings were advertised through the use of the district's web page, press releases to local media outlets, emails and direct calls to parents and guardians of students. See appendix for meeting dates. Surveys were made available online and mailed home to all parents/guardians of students enrolled in the district in April. Student and staff surveys were also utilized as vehicles for stakeholder input, and the superintendent's office replied to stakeholder questions through written responses, phone calls, and individuals meetings. In addition, based on stakeholder input, an LCAP website was created. Meetings were held with the Superintendent's District Parent Advisory Group in February and April. The District	A number of themes were identified as a result of the investigation of data and input process. These common and recurring themes are identified below and reflected in the goals, actions/services and financial allocations as documented in subsequent pages. Themes: - Provide effective teacher support and training as it relates to the Common Core State Standards and improving school climate - Expand support targeted towards English Learners to improve educational outcomes such as graduation, transition and reclassification rates - Increase college and career readiness for graduates, including increasing A-G completion and Career Technical Education opportunities - Reduce class size and increase course offerings - Provide additional counseling services focused on emotional support and unduplicated student needs - Expand support targeted towards foster youth through a program of early and accurate identification - Decrease the number of students suspended and

Involvement Process	Impact on LCAP
English Learner Advisory Committee was also engaged in the process in March. Individual meetings were held with representatives of various community organizations and foster youth advocacy groups. Participation in public meetings was supported by the use of translators to assist non-English speakers and allow for input from all individuals in attendance. Consultation meetings were held with representatives of the various collective bargaining units to assist in the development of the LCAP in March and April. Principals and other administrators were involved in discussions focusing on the eight state priorities and LCAP during their regularly scheduled meetings at the district office in March. Quantitative data was gathered from a variety of archived sources for the purpose of assisting in the goal setting process. This data was shared at the various meetings to provide the foundation for discussion and guidance to the district for LCAP consideration. Quantitative reports focused on the following areas: • Academic Performance Index • Graduation Rate • Student Attendance • A-G Completion Rates	expelled by the district through the implementation of behavioral interventions and support • Increase meaningful engagement for all stakeholders • Provide increased access and utilization of technology for students Not only does the LCAP reflect the 8 state priorities, it also considered the Board of Trustees Strategic Priorities as well. The Board priorities are to provide effective instructional and extra-curricular programs, maintenance and support of an exemplary staff, enhance student support services, and strengthen school and community relations. While the LCAP addresses a three year proposal for goals and actions, it should be noted that many aspects of this plan will extend beyond this initial period. The State plans to fully fund the LCFF over a 7 year period and the LCAP will be revisited annually during this time. Over the course of the State's implementation funding to the district should increase. During this time, the district will be able to further improve student achievement and support services.

Involvement Process	Impact on LCAP
• AP Exams taken • Suspensions and Expulsions Community and stakeholder feedback on the LCAP draft was gathered through the use of the dedicated email address as well as a public forum on May 15, 2014. Written comments were also submitted to the district office. A public hearing was held on June 2, 2014, at the regularly scheduled meeting of the Board of Trustees. Final adoption of the LCAP took place at the regularly scheduled meeting of the Board of Trustees on June 23, 2014.	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and

specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for sub-groups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
98% of Kern High School District (KHSD) teachers are currently HQ, according to the No Child Left Behind (NCLB) requirements.

METRICS
Commission on Teacher Credentialing

HQ report | Maintain a highly qualified (HQ) and effective teaching staff, being mindful of diversity needs. | All | All | Geographic recruiting scope has been widened to seek HQ, effective, and more diversified teaching staff. | District will maintain or increase percent of HQ staff. | District will maintain or increase percent of HQ staff. | District will maintain or increase percent of HQ staff. | S 1

L 1, 2 |
| Provide sufficient instructional materials, per student and site needs and per Williams compliance requirements.

METRICS
Williams Compliance Report

School Accountability Report Card (SARC) | Ensure sufficient instructional materials at all schools. | All | All | Williams will monitor through site visits. | All sites will be Williams compliant for instructional materials. | All sites will be Williams compliant for instructional materials. | All sites will be Williams compliant for instructional materials. | S 1

L 1, 2 |
| Current Williams status indicates "no complaints" regarding campus maintenance. | Ensure well-maintained campuses at all sites. | All | All | Williams will monitor through site visits. | All sites will be Williams compliant for facilities and | All sites will be Williams compliant for facilities and | All sites will be Williams compliant for facilities and | S 1

L 1, 2 |

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METRICS • Williams Compliance Report • SARC • Public input					receive a "good" rating.	receive a "good" rating.	receive a "good" rating.	
Per a recent survey, 80% of KHSD students believe that CCSS is being implemented in their classrooms. **METRICS** • Academic Program Survey (APS) • Statewide assessments • Academic Performance Index (API) • A-G completion rate • Career Technical Education (CTE) standards and frameworks • English Learners (EL) progress towards English proficiency as measured by the California English	Implement the Common Core State Standards (CCSS) for language and mathematics throughout the district. Teachers will receive professional development (PD) that prepares them to teach the CCSS.	All Including Subgroups	All		Implement Algebra and Geometry courses aligned to CCSS – minimal to partial implementation as measured by APS. Implement English Language Arts (ELA) courses in grades 9-11 aligned to CCSS – minimal to partial implementation	Implement Advanced Algebra course aligned to CCSS – substantial implementation as measured by APS. Implement ELA courses in grade 12 aligned to CCSS or ERWC framework – substantial implementation as measured	Fully implement CCSS standards in all math classes – fully implemented as measured by APS. Fully implement CCSS literacy standards in all ELA courses – fully implemented as measured by APS.	S 2, 4 L 1

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Language Development Test (CELDT) • EL reclassification rate • Advanced Placement (AP) test scores of 3 or higher • College preparedness as assessed in Early Assessment Program (EAP)					as measured by APS.	by APS.		
98% of all teachers – core and non- core – have been trained in how to integrate CCSS literacy standards and practices into their curriculum and daily instruction. **METRICS** • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT	Incorporate the CCSS practices for literacy development in all subject areas.	All Including Subgroups	All		Implement 2-3 literacy units focused on the CCSS literacy standards in all subject areas. Continue training as needed.	Implement 2-3 additional literacy units focused on the CCSS literacy standards in all subject areas. Continue training as needed.	Fully implement literacy standards in all subject areas. Continue training as needed.	S 2, 4 L 1

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• EL reclassification rate • AP/IB test scores of 3 or higher • College preparedness as assessed in EAP								
Align existing curriculum and instruction to CCSS. **METRICS** • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP	Curriculum adoption committees will be formed to evaluate and adopt CCSS aligned materials. Content-area teams will evaluate primary and supplemental materials that may need to be purchased. Curriculum development and evaluation will follow Board Policy (BP) 6141(a).	All	All		Courses of study will be reviewed and updated per the 3-year cycle outlined in the KHSD Administrative Code, AR 6143(a), and per Ed Code, Section 51220-51229.	Courses of study will be reviewed and updated per the 3-year cycle outlined in the KHSD Administrative Code, AR 6143(a), and per Ed Code, Section 51220-51229.	Courses of study will be reviewed and updated per the 3-year cycle outlined in the KHSD Administrative Code, AR 6143(a), and per Ed Code, Section 51220-51229.	S 2, 4 L 1

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
12% of EL reclassified this year, and the subgroup gained 41 points on the Academic Performance Index (API). Enable English Learners (EL) to access Common Core curriculum. **METRICS** • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP	Align English Language Development (ELD) courses with CCSS and ELD standards.	EL	All		Implement CCSS and ELD standards in all ELD courses.	Monitor and improve focus on CCSS and ELD standards in all ELD courses.	Maintain focus on CCSS and ELD standards in all ELD courses.	S 2, 4, 7, 8 L 1, 3

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The following baseline measurements for EL students highlight the need: • 62.3% graduated in 2012-13. • 90% of Re-designated English Proficient (RFEP) passed the California High School Exit Exam (CAHSEE) in 2012-13. • 12% of EL students reclassified in 2012-13. • 47.5% made "annual progress in learning English," per the Annual Measurable Achievement Objectives (AMAO) in 2012-13. • 34.8% attained English "proficiency" on California English Language Development Test (CELDT) in 2012-13.	Provide academic support for EL students to increase graduation, reclassification, and transition rates.	EL	All		Increase grad rate for EL by 1% over 2012-13: 63.3%. Increase reclassification rate by 1% over 2012-13. Increase transition rate by 1% over 2012-13: 13%.	Increase grad rate for EL by 2% over 2012-13: 64.3%. Increase reclass rate by 2% over 2012-13. Increase transition rate by 2% over 2012-13: 14%.	Increase grad rate for EL by 3% over 2012-13: 65.3%. Increase reclass rate by 3% over 2012-13. Increase transition rate by 3% over 2012-13: 15%.	S 2, 4, 7, 8 L 1, 3

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METRICS • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP								

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On average, less than 4% of parents indicate their students do not have access to core courses in math, English, science, and social studies. LCAP surveys indicate that a majority of EL students are less likely to be enrolled in elective courses. **METRICS** • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP	Maintain EL student access to all content area courses and meet content standards in all curricula.	EL	All		Maintain course access and availability at or above current levels. As funding permits, increase elective offerings by 1% district wide.	Maintain course access and availability at or above current levels. As funding permits, increase elective offerings by an additional 1% district wide.	Maintain course access and availability at or above current levels. As funding permits, increase elective offerings by an additional 1% district wide.	S 4, 7 L 1

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Improve "college and career readiness." Graduation rates for KHSD: • 79.9% for all students, hovering at the state and national level • 74.9% for Socioeconomically Disadvantaged students, higher than county and equal to state level	Increase intervention and support mechanisms to further promote academic achievement and reduce or eliminate the need for remediation at the college entrance level.	All Including Subgroups	All		Increase graduation rate by 1% over baseline year, 2012-13: 80.9%. Increase a-g completion rate by 1% over baseline year, 2012-13:	Increase graduation rate by 2% over 2012-13: 81.9%. Increase a-g completion rate by 2% over 2012-13: 34.3%.	Increase graduation rate by 3% over 2012-13: 82.9%. Increase a-g completion rate by 3% over 2012-13: 35.3%.	S 2, 4, 7, 8 L 1

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• 49.4 for Special Education • 62.6% for EL, higher than the county level • 70.8 for Migrant, higher than the county • 77.4 for Hispanic or Latino, higher than the county and state level • 88.7 for American Indian, higher than the county and state level • 73.5 for African American, higher than the county, higher than the county and state level • 94% for grade 12, CTE students KHSD a-g completion rate for 2012-13: • 32.3%, higher than the county and state complete rate • A-G completion rate	Improve 5th year graduation rates.				33.3%. Increase scores of "ready" and "conditionally ready" on EAP ELA and math by 1.5% over baseline year, 2012-13.	Increase scores of "ready" and "conditionally ready" on EAP ELA and math by 2.0% over baseline year, 2012-13.	Increase scores of "ready" and "conditionally ready" on EAP ELA and math by 2.5% over baseline year, 2012-13.	

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nearly doubled since 2001-02, when NCLB annual measurement began
EAP results for 2012-13:
• ELA scores
   o 1,175 "ready"
   o 988 "conditionally ready"
   o 4.940 "not ready"
• Math scores
   o 342 "ready"
   o 1,680 "conditionally ready"
   o 1,588 "not ready"
 	
METRICS
• Statewide assessments
• API
• A-G completion rate
• CTE standards and frameworks								

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• EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP • Master schedule and student transcripts to check the extent to which pupils have access to, and are enrolled in, a broad course of study that includes all the subject areas listed for grades 9-12, including PE and visual and performing arts • Pupil outcomes in the subject area listed								
Increase CTE pathway participation.	Increase participation in CTE programs.	All Including Subgroups	All Including Subgroups		Increase CTE participation by 1% over	Increase CTE participation by 1.5% over	Increase CTE participation by 2% over	S 4 L 1

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CTE completion results for 2012-13: • 7,155 students enrolled in a 2nd or 3rd course in sequence • 5,980 students completed capstone class • 94% grade 12 students graduated **METRICS** • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP					baseline year, 2012-13.	baseline year, 2012-13.	baseline year, 2012-13.	

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Standardized Testing and Reporting (STAR) results for 2012-13: • 40% of grade 11 students scored "proficient" or "advanced" on the California Standards Test (CST) in ELA. • 32% of grade 11 students scored "proficient" or "advanced" on the CST in Algebra II, End of Course exam (EOC). • 42% of grade 11 students scored "proficient" or "advanced" on the CST in Summative Math, EOC. **METRICS** • Statewide assessments • API • A-G completion rate	Prepare grade 11 students to score proficient or its equivalent on the Smarter Balanced assessments in ELA and math.	Grade 11 students All Including Subgroups	All		Baseline statewide assessment (Smarter Balanced) data will provide the benchmark for future goals. Collect and monitor appropriate data and provide baseline analysis of student progress. Develop a system for data collection, analysis, and review.	Increase proficiency by 2% over 2014-15 baseline data. Analyze collected data and determine program adjustments based on needs identified in "metrics" and other relevant data.	Increase proficiency by 3% over 2014-15 baseline data. Develop a system to coordinate and share data with internal groups and outside educational agencies that will include monitoring and accountability.	S 4, 8 L 1

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	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
• CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP								
Current class size average is 34-1, 2013-14. **METRICS** • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness	Increase staffing as determined by individual school site needs, prioritizing highest-need sites first. (See appendix of percentage of free/reduced lunch count by site.)	All	All		As funding permits, reduce class size that exceeds 34-1 ratio. Prioritize class-size reduction on highest-need sites first. (See appendix of percentage of free/reduced lunch count by site.)	As funding permits, reduce class size that exceeds 34-1 ratio. Prioritize class-size reduction on highest-need sites first. (See appendix of percentage of free/reduced lunch count by site.)	As funding permits, reduce class size that exceeds 34-1 ratio. Prioritize class-size reduction on highest-need sites first. (See appendix of percentage of free/reduced lunch count	S 4, 8 L 1

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
as assessed in EAP • Oversight and monitoring at district and site levels – e.g., master schedule, enrollment numbers per subject area and class • Parent student, staff, and community input • Input from various collective bargaining units							by site.)	
58% of foster youth graduate, statewide. This baseline data will be used as context for further progress monitoring. **METRICS** • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT	Increase support for foster (FY) and homeless youth.	Foster and homeless youth	All		Increase graduation rate for FY by 1% over baseline data, determined in 2014-15. 100% of FY will meet with their counselor to complete a 4-year educational plan for	Increase graduation rate for foster youth by 2% over baseline year, 2014-15. 100% of FY will review and revise their 4-year educational plan with their counselor.	Increase graduation rate for foster youth by 3% over baseline year, 2014-15. 100% of FY will review and revise their 4-year educational plan with their counselor.	S 2, 4, 5, 7, 8 L 1, 3, 4

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
• EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP • Attendance/absenteeism • Dropout/grad rates • Pupil, parent, and community input on the sense of safety and school connectedness					graduation. Provide a counselor liaison for FY at each site. Set up an inter-agency FY committee to share information and resources and implement recommended services appropriately. Committee will be comprised of KCSOS, KHSD, CSUB, BC, Child Welfare Services (CWS) and non-profit entities like	Maintain level of service – i.e., counselor liaison and inter-agency committee – to support FY in obtaining high school diploma and entering college or workforce.	Maintain level of service – i.e., counselor liaison and inter-agency committee – to support FY in obtaining high school diploma and entering college or workforce.	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
					Covenant House.			
Average attendance rate for 2013-14, 94.6% Expulsion and suspension rates for 2012-13, all KHSD students: • 257 expulsions and 2 "defiance" expulsions – 48900(K) • 9,151 out-of-school suspensions and 4,519 out-of-school "defiance" suspensions • 13.64% suspension rate <u>decrease</u> from 2012-13 to 2013-14 (to date) • 0.73% expulsion rate <u>decrease</u> from 2012-13 to 2013-14 (to date) **METRICS** • School attendance rates • Absenteeism rates • Dropout/grad rates	Improve campus climate and student engagement.	All Including Subgroups	All		Improve student attendance by .5% over baseline year, 2013-14: 95.1%. Increase training in behavioral interventions and support programs.	Improve student attendance by .5% over previous year, 2014-15: 95.6%. Increase training in behavioral interventions and support programs.	Improve student attendance by .5% over previous year, 2015-16: 96.1%. Increase training in behavioral interventions and support programs.	S 5, 6 L 3, 4

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
• Pupil suspension rates • Pupil expulsion rates • Pupil mobility rates • Student Attendance Review Board (SARB) • Pupil progress reports • Pupil, parent, and community input on the sense of safety and school connectedness								
Average attendance rate for 2012-13: 94.6% Expulsion and suspension rates for 2012-13, all KHSD students: • 257 expulsions and 2 "defiance" expulsions – 48900(K) • 9,151 out-of-school suspensions and 4,519 out-of-school "defiance" suspensions • 13.64% suspension rate decrease from 2012-13 to 2013-14 (to date)	Promote behavioral and support programs to improve school climate, increase student and parental involvement, and increase academic achievement.	All	All		Develop districtwide behavioral intervention and support plan, which will include monitoring and accountability system. Develop the plan in 2014-15. Incorporate school-site,	Implement behavioral intervention and support plan. Update SPSA to reflect adjusted behavioral intervention and support plan.	Monitor and adjust plan based on "metrics," particularly those pertaining to suspensions and expulsions.	S 3, 5, 6 L 3, 4

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
• 0.73% expulsion rate <u>decrease</u> from 2012-13 to 2013-14 (to date) **METRICS** • School attendance rates • Absenteeism rates • Dropout/grad rates • Pupil suspension rates • Pupil expulsion rates • Pupil mobility rates • Student Attendance Review Board (SARB) • Pupil progress • Input from students, staff, parents, and community on the sense of safety and connectedness					behavioral intervention and support plan into Single Plan for Student Achievement (SPSA).			
61% of KHSD parents agree or strongly agree that the district values their input in decision making. 68% of parents agree or strongly agree that the district	Strengthen parent partnership and participation.	All Including Subgroups	All		Establish a district level advisory committee to promote parent, student, and	Monitor and measure effectiveness of implemented engagement strategies.	Continue to monitor and measure effectiveness of engagement strategies.	S 3, 5, 6 L 3, 4

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
sees them as important partners in their children's education. **METRICS** • School attendance rates • Absenteeism rates • Dropout/grad rates • Pupil suspension rates • Pupil expulsion rates • Pupil mobility rates • Student Attendance Review Board (SARB) • Pupil progress • Input from students, staff, parents, and community on the sense of safety and school connectedness					community engagement. Implement a series of parent education workshops at school sites to address the needs of unduplicated pupils.	Monitor and adjust education strategies based on "metrics" and feedback from parents, community groups, and community members.	Monitor and adjust education strategies based on "metrics" and feedback.	
Current partnerships include but are not limited to the following: • Superintendent's District Parent Advisory Council (DPAC) • District English Learners	Increase communication, collaboration, and coordination between and among school sites, educational	All Including Subgroups			Establish a Parent Advisory Committee comprised of students – including EL,	The Parent Advisory committee will meet quarterly to receive updates and provide advice	Utilize Parent Advisory Committee to provide input on LCAP for the next cycle of goals,	S 3, 5, 6 L 3, 4

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
• Advisory Council (ELAC) • School Site Councils • Joint Committee • Chevron • California State College, Bakersfield (CSUB) • Bakersfield College (BC) • Taft College • Kern County Superintendent of Schools (KCSOS) and its feeder schools • Department of Human Services **METRICS** • School attendance rates • Absenteeism rates • Dropout/grad rates • Pupil suspension rates • Pupil expulsion rates • Pupil mobility rates • Student Attendance Review Board (SARB) • Pupil progress • Input from students,	and public entities, and business community -- paying particular attention to relationships with parents and community members and organizations.				low income, and foster youth – parents of unduplicated pupils, community groups, and school officials to provide advice and feedback on the goals, plans, and actions of the LCAP. Establish an inter-agency committee for FY, EL, and LI to meet regularly and share current information and resources.	and feedback on progress of LCAP goals, plans, and actions. Inter-agency committee will meet regularly to share current information and resources.	plans, and actions. Inter-agency committee will meet regularly to share current information and resources.	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	**S = State** **L = Local**
staff, parents, and community on the sense of safety and school connectedness								
Increase access to and utilization of technology. **METRICS** • Statewide assessments • API • A-G completion rate • CTE standards and frameworks • EL progress towards English proficiency as measured by CELDT • EL reclassification rate • AP test scores of 3 or higher • College preparedness as assessed in EAP • Attendance/absenteeism • Dropout/grad rates • Pupil, parent, and community input on the sense of safety and	Create wireless network access for student and staff use.	All	All		Develop implementation timeline for wireless network option.	Wireless network capacity will be established at 50% of the school sites.	Wireless network capacity will be established at 75% of the school sites.	S 2, 3, 4, 5, 8 L 1, 3

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	S = State L = Local
school connectedness								
Over 2,000 machines need to be replaced or upgraded to support Smarter Balanced testing. Upgrade core network switch to handle Smarter Balanced testing.	Modernize technology infrastructure.	All	All		100% of students will have access to the Smarter Balanced assessments using the online option for both ELA and math.	Maintain compliance for access to statewide assessments.	Maintain compliance for access to statewide assessments.	S 2, 3, 4, 5, 8 L 1, 3
	Provide training for students, parents, and staff in new technology system and programs – e.g. Synergy, Parent Vue, and Smarter Balanced.	All	All		Increase the percentage of parents accessing Synergy's Parent Vue portal by 2% over the baseline established in 2013-14.	Increase the percentage of parents accessing Synergy's Parent Vue portal by 3% over the baseline established in 2013-14.	Increase the percentage of parents accessing Synergy's Parent Vue portal by 4% over the baseline established in 2013-14.	S 2, 3, 4, 5, 8 L 1, 3
Upgrade technology system.	Create instructional units containing technology-based	All Including Subgroups	All		All curricular areas will have 1 lesson designed with	All curricular areas will have 2 lessons designed with	All curricular areas will have 3 lessons	S 2, 3, 4, 5, 8 L 1, 3

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	**S =** **State** **L =** **Local**
	performance assessments for all curricular areas.				a technology-based performance assessment available through the district's Share Point library of lessons.	a technology-based performance assessment available through the district's Share Point library of lessons.	designed with a technology-based performance assessment available through the district's Share Point library of lessons.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will

serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Maintain a highly qualified (HQ) and effective teaching staff, being mindful of diversity needs.	S 1 L 1, 2	Recruit, hire, develop, and retain an HQ and effective teaching staff. a. Human Resources (HR) will ensure a system for recruitment and hiring that ensures the employment of effective HQ teachers and meets the diversity needs of the district. b. HR will ensure that teachers are appropriately credentialed and trained per NCLB requirements. c. HR will work with appropriate district divisions to provide suitable and relevant staff and leadership	District		$150,000: LCFF Supplemental/ Concentration, action items a-c	$150,000: LCFF Supplemental/ Concentration, action items a-c	$150,000: LCFF Supplemental/ Concentration, action items a-c

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		development					
		d. Continue to fund the BTSA induction program for new teachers to obtain advanced/clear credentials			$265,000: LCFF Supplemental/Concentration, action item d	$265,000: LCFF Supplemental/Concentration, action item d	$265,000: LCFF Supplemental/Concentration, action item d
Ensure sufficient supplemental instructional materials at all schools.	S 1 L 1, 2	a. Instruction Division will work with Kern County Superintendent of Schools (KCSOS) to maintain Williams Act compliance. b. Continue to monitor all schools for Williams compliance in adopting instructional materials. c. Current Textbook Committee will continue its practice for instructional material review and adoption, making appropriate adjustments to its procedures to meet CCSS needs.	District		No cost to action items a-b $1.2 million: Lottery, action item c	No cost to action items a-b $1.2 million: Lottery, action item c	No cost to action items a-b $1.2 million: Lottery, action item c

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Ensure well-maintained campuses at all sites.	S 1 L 1, 2	a. Instruction Division will work with Business Division to ensure that school facilities are maintained in good repair. b. Business Division will adopt the Facilities Inspection Tool (FIT) to determine maintenance and operation needs and to schedule repairs. (A FIT inspection is required under the Williams Act.) c. Per funding allowances and restoration schedules, the Business Division will continue to repair facilities, as needed. d. Per funding allowances and restoration schedules, the Business Division	District		No cost, action items a-b $9,880,000: Base Grant, action item c $35 million: General Obligation Bonds and Building Funds, action item d	No cost, action items a-b $9,880,000: Base Grant, action item c $32 million: General Obligation Bonds and Building Funds, action item d	No cost, action items a-b $9,880,000: Base Grant, action item c $32 million: General Obligation Bonds and Building Funds, action item d

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		will continue to renovate facilities as needed and per renovation cycle.					
Implement the CCSS for language and mathematics throughout the district.

All teachers will receive professional development (PD) that prepares them to teach the CCSS. | | PD will include a focus on course design, curriculum implementation, and instructional practices.
a. Provide CCSS-focused PD through workshops sponsored by the district and other local and outside agencies.

b. Align ELA and math courses to CCSS.

c. Build lessons and units that focus on common standards-based skills – single subject and cross curricular – and include ongoing intervention and practices

d. Provide assessment workshops that examine current grading practices and align | | | $1 million: CCSS Implementation Funding, action items a-d | $1 million: Title 1, action items a-d | $ 1 million: Title 1, action items, a-d |

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		assessment to the statewide assessments and to "college and career readiness" as described in CCSS. e. Hold quarterly Math Anchor Task and Supporting Task workshops to ensure all Algebra, Geometry, and Algebra II teachers are providing standards-based lessons.			$100,000: CCSS Implementation Funding, action item e	$100,000: Title 1 PD, action item e	$100,000: Title 1 PD, action item e
Incorporate the CCSS practices for literacy development in all subject areas.	S 2, 4 L 1	1. PD will continue to be provided on how to incorporate literacy-building skills in core and non-core classes. a. Implement literacy units focused on CCSS literacy standards. b. Provide a venue for teachers to share, review, and revise units.	District		No cost, action items 1a-b, 2	No cost, action items 1a-b, 2	No cost, action items 1a-b, 2

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Provide a course design template for literacy integration that can be used in all subject areas. 3. Provide training on how to use literacy-integration template.			$300,000: CCSS Implementation Funding, action item 3	$100,000: Title 1 PD, action item 1	$100,000: Title 1 PD, action item 1
Curriculum adoption committees will be formed to evaluate and adopt CCSS aligned materials. Content-area teams will evaluate primary and supplemental materials that may need to be purchased.	S 2, 4 L 1	a. Convene district-wide, subject area committees (core and non-core) to review and update courses of study and align to CCSS. b. Convene a district-wide Science Team to study and implement Next Generation Science Standards (NGSS). c. Use textbook adoption process to purchase CCSS materials.	District		$100,000: CCSS Implementation Funding for PD, action item a $50,000: Title 2, action item b $1.3 million: CCSS Implementation Funding, action item c	$100,000: CCSS Implementation Funding for PD, action item a $50,000: Title 2, action item b $1.3 million: Lottery, action item c	$100,000: CCSS Implementation Funding for PD, action item a $50,000: Title 2, action item b $1.3 million: Lottery, action item c
Content-area teams will evaluate primary and	S 2, 4, 7, 8 L 1	Align curriculum to CCSS and rewrite courses of study to meet CCSS, providing pacing guides	District		$1 Million: CCSS Implementation	$500,000: Title 1 PD	$500,000: Title 1 PD

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
supplemental materials that may need to be purchased.		and assessments to monitor student progress and determine appropriate interventions (programs and strategies).					
Increase intervention and support mechanisms to further promote academic achievement and reduce or eliminate the need for remediation at the college entrance level.	S 2, 4, 7, 8 L 1	a. Bring in experts to augment PD – e.g., reading, literacy, intervention strategies, Advancement Via Individual Determination (AVID), classroom management and engagement strategies. b. Support teacher attendance at subject-area conferences. c. Collaborate with local colleges to promote seamless transitioning between high school and college – e.g., providing one entrance exam accepted by all local	District		$50,000: LCFF Supplemental/ Concentration, action items a-b $20,000: CAPP Grant, action items c-d	$50,000: LCFF Supplemental/ Concentration, action items a-b $20,000: CAPP Grant, action items c-d	$50,000: LCFF Supplemental/ Concentration, action items a-b. $20,000: CAPP Grant, action items c-d

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		college institutions and offering the exam on high school campuses. d. Develop ERWC-like course in mathematics, to be funded through California Academic Partnership Program (CAPP) grant. e. Increase course offerings for Expository Reading and Writing Course (ERWC). f. Create 6-year educational plan in the fall of 2014. g. Purchase National Clearing House Student Tracker.			$15,000: LCFF Supplemental/Concentration, action item e $10,000: CAPP, action item g	$15,000: LCFF Supplemental/Concentration, action item e $10,000: CAPP, action item g	$15,000: LCFF Supplemental/Concentration, action item e $10,000: CAPP, action item g
Increase participation in CTE programs.	S 4 L 1	a. Increase CTE pathway offerings, particularly "concentrator" and "capstone" courses. b. Align CTE courses to articulate with local community	District		$1.8 million: LCFF Supplemental/ Concentration, action items a-e	$1.8 million: LCFF Supplemental/ Concentration, action items a-e	$1.8 million: LCFF Supplemental/ Concentration, action items a-e

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		college and meet local industry needs. c. Pursue additional CTE funding through grant opportunities (California Career Pathways Trust) and local industry partnerships. d. Further support Career Choices, a college-credit course, for freshman. e. Support current California Partnership Academy Programs. f. Improve or expand CTE facilities.			$1,223,967: Perkins, action item f	$1 million: Perkins, action item f	$1 million: Perkins, action item f
Prepare grade 11 students to score proficient or its equivalent on the Smarter Balanced assessments in ELA and math.	S 4 L 1	Implement appropriate measures to close learning gaps. a. Provide PD in CCSS implementation that will continue to include the workshops in Math Anchor Tasks and	District		$1 million: CCSS Implementation, action items a-d	$500,000: Title 1 PD, action items a-d	$500,000: Title 1 PD, action items a-d

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Supporting Tasks, ELA, and ELD. b. Align current practices in instruction and assessment to Smarter Balanced. c. Monitor progress in all groups and in subgroups using Synergy Student Information (SIS). d. Build and/or adjust technology infrastructure to accommodate Smarter Balanced.					
Increase staffing as determined by individual school site needs, prioritizing highest-need sites first. (See appendix of percentage of free/reduced lunch count by	S 4, 8 L 1	a. A 2% increase in the staffing formula has been determined for 2014-15. b. Maintain Teacher-Librarians at comprehensive sites. c. HR will continue to provide staffing formula to reduce	District		$4 million: LCFF Supplemental/Concentration, action items a-b $1.7 million: LCFF Supplemental/Concentration, action item b No cost, action items c-e	$8.4 million: LCFF Supplemental/ Concentration, action items a-b $1.7 million: LCFF Supplemental/Concentration, action item b No cost, action items c-e	$10.6 million: LCFF Supplemental/ Concentration, action items a-b $1.7 million: LCFF Supplemental/Concentration, action item b No cost, action items c-e

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
site.)		class size, based on funding availability and need. d. HR will work with Research and Planning Division and Instruction Division to examine class size averages in order to determine priority needs – staff and sections. e. HR and Instruction will establish a district advisory committee that will work to promote transparency and support coordination of district-wide goals, with high-need areas addressed first.					
Improve campus climate and student engagement.	S 5, 6 L 3, 4	a. Increase student attendance. b. Increase staff training in behavioral intervention and support programs and training in providing emotional	District		$920,000: IDEA Fund, action items a-b in this section and a-c in following section	$920,000: IDEA Fund, action items a-b in this section and a-c in following section	$920,000: IDEA Fund, action items a-b in this section and a-c in following section

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		support to students. c. Implement alternative disciplinary programs. d. Reorganize District Attendance Administrator from Business Division to Division of Educational Services and Innovative Programs, and expand role of District Attendance Administrator to include monitoring of truancy, suspension, and expulsion rates to determine appropriate and effective intervention strategies and new program implementations. e. Continue with Student Attendance Review Board (SARB).			$135,400: LCFF Supplemental/ Concentration, action item d	$135,400: LCFF Supplemental/ Concentration, action item d	$135,400: LCFF Supplemental/ Concentration, action item d
					No cost, action item e	No cost, action item e	No cost, action item e

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		f. Supplement school safety and security personnel, including training in alternative discipline programs.

g. Provide training for safety and security staff in behavioral and support programs to improve school climate. | | | $1.5 million: Base Grant, action item f $900,000: LCFF Supplemental/ Concentration, action items f-g | $1.5 million: Base Grant, action item f $900,000: LCFF Supplemental/ Concentration, action items f-g | $1.5 million: Base Grant, action item f $900,000: LCFF Supplemental/ Concentration, action items f-g |
| Promote behavioral and support programs to improve school climate, increase student and parental involvement, and increase academic achievement. | S 3, 5, 6

L 3, 4 | Maintain and/or increase training to promote school-wide, behavioral intervention and support programs – e.g., PBIS, Brief Intervention, Restorative Justice, crisis intervention, Safe School Ambassadors, and other appropriate programs to achieve a positive climate and provide alternatives to disciplinary measures.

a. Provide collaborative workshops for counselors and deans of discipline to establish protocols, practices, and programs that support academics | District | | $920,000: IDEA Fund, action items a-c in this section and a-b in previous section | $920,000: IDEA Fund, action items a-c in this section and a-b in previous section | $920,000: IDEA Fund, action items a-c in this section and a-b in previous section |

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		and behavioral interventions – e.g., training in PBIS, Restorative Justice, and crisis intervention planning. b. Extend training opportunities to all staff members. c. Increase student involvement in school programs and activities. d. Pilot Positive Behavioral Intervention and Supports (PBIS) at comprehensive school sites. e. Extend training opportunities to all staff members. f. Include training for teachers and staff on how to provide appropriate emotional support to students.			$5,800: CCSESA Regional K-12 Student Mental Health Initiative $150,000: LCFF Supplemental/Concentration, action items e-f	$5,800: CCSESA Regional K-12 Student Mental Health Initiative $100,000: LCAP Supplemental/Concentration, action items e-f	$5,800: CCSESA Regional K-12 Student Mental Health Initiative $100,000: LCAP Supplemental/Concentration, action items e-f

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		g. Purchase software to allow for the accurate tracking of office referrals, suspensions and police citations associated with student discipline.			$100,000: LCFF Supplemental/Concentration, action item g	$100,000: LCFF Supplemental/Concentration, action item g	$100,000: LCFF Supplemental/Concentration, action item g
Improve 5th year graduation rates.	S 5 L 3	a. Monitor credit deficiencies to provide adequate credit accrual options – e.g., Apex, after school programs, summer school, interventions through support classes (literacy, math, EL). b. Expand 5th year completion options for students (school site and district wide), and promote the completion of their educational plans to promote goal setting and build confidence.	District		No immediate costs $14,600: LCFF Supplemental/Concentration for unanticipated costs, action items a-b	No immediate costs $14,600: LCFF Supplemental/Concentration for unanticipated costs, action items a-b	No immediate costs $14,600: LCFF Supplemental/Concentration for unanticipated costs, action items a-b

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		c. Provide additional outreach counselors to recruit and retain 5th year students. d. Provide ongoing training for counselors – e.g., tri-annual, district-sponsored symposia, focusing on student needs.			$100,000: LCFF Supplemental/ Concentration, action item c-d	$100,000: LCFF Supplemental/ Concentration, action item c-d	$100,000: LCFF Supplemental/ Concentration, action item c-d
Strengthen parent partnership and participation.	S 3, 5, 6 L 3, 4	Strengthen parental alliances to increase participation and improve engagement. a. Provide regular opportunities at the school site for parents to be involved – e.g., parent meetings, booster clubs, and site council. b. Provide regular opportunities at the district level for parents to be involved – e.g., DPAC and ELAC.	District		$150,000: Title 1, action items a-b	$150,000: Title 1, action items a-b	$150,000: Title 1, action items a-b

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide district parent liaison. Provide student engagement liaison.			$125,000: LCFF Supplemental/Concentration $125,000: LCFF Supplemental/Concentration	$125,000: LCFF Supplemental/Concentration $125,000: LCFF Supplemental/Concentration	$125,000: LCFF Supplemental/Concentration $125,000: LCFF Supplemental/Concentration
Strengthen parent partnership and participation.	S 3, 5, 6 L 3, 4	a. Increase parent education opportunities related to student and school success. b. Host parent education workshops, such as Parent Institute for Quality Education (PIQE), Parent Project, and Project Best to help parents navigate the educational system and help meet their student's social, emotional, and educational needs; provide at each site as needed.	District		$100,000: LCFF Supplemental/ Concentration, action item a $150,000: Title1, action item b	$100,000: LCFF Supplemental/ Concentration, action item a $150,000: Title 1, action item b	$100,000: LCFF Supplemental/ Concentration, action item a $150,000: Title 1, action item b
Increase communication, collaboration, and coordination between and	S 3, 5, 6 L 3, 4	Convene a committee comprised of students, parents of unduplicated pupils, community groups, and school officials to provide	District		$10,000: LCFF Supplemental/Concentration	$10,000: LCFF Supplemental/Concentration	$10,000: LCFF Supplemental/Concentration

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
among school sites, educational and public entities, and business community.		feedback on the goals and actions of LCAP and to concentrate on parental and community engagement.					
Modernize infrastructure in order for students to gain100% access to technology.	S 3, 4, 5, 8 L 1, 3	a. Ensure students at all sites have the opportunity to complete Smarter Balanced assessments using the online option in both ELA and math. b. Evaluate and purchase the current capacity of district technology, including infrastructure and end user devices, to reach recommended levels of specifications for Smarter Balanced assessments.	District		$2.5 million: Common Core Implementation Funds, action items a-b	$1.5 million: LCFF Supplemental/ Concentration, action items a-b	$1.5 million: LCFF Supplemental/ Concentration, action items a-b
Create wireless network access for student and public use.	S 3, 4, 5, 8 L 1, 3	Upgrade site technology to support the installation of wireless network access points, activating wireless access points when feasible.	District		$1 million: Common Core Implementation Funds	$1 million: LCFF Supplemental/ Concentration	$500,000: LCFF Supplemental/ Concentration

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Create instructional units containing technology-based performance assessments for all curricular areas.	S 3, 4, 5, 8 L 1, 3	a. Continue to provide training for students, parents, and staff in new technology system and programs – e.g., Synergy, Smarter Balanced. b. Workshops will be held at schools sites to provide support and training for staff, parents, and students in the use of new applications; specifically, training for the use of the Synergy student information system will be an initial focus.	District		$50,000: LCFF Supplemental/Concentration, action items a-b	$50,000: LCFF Supplemental/Concentration, action items a-b	$50,000: LCFF Supplemental/Concentration, action items a-b
Increase access to and utilization of technology.	S 2, 3, 4, 5, 8 L 1, 3	a. Create instructional units containing technology-based performance assessment for all curricular areas. b. Teacher teams will meet at the school site, district office, during PLC meetings, or during	District		$50,000: LCFF Supplemental/Concentration, action items a-b	$50,000: LCFF Supplemental/Concentration, action items a-b	$50,000: LCFF Supplemental/Concentration, action items a-b

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		paid curriculum development hours to create performance assessments utilizing technology.					

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils re-designated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils re-designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Maintain a highly qualified (HQ) and effective teaching staff, being mindful of diversity needs.	S 1 L 1, 2	Foster Youth (FY), English Learner (EL), Low Income (LI) a. Provide awareness training that includes effective teaching strategies for FY, EL, LI, and other subgroups, prioritizing training by highest-need sites first. (See appendix of percentage of free/reduced lunch count by site.) b. Continue to assess all certificated and classified staff's awareness, knowledge, and performance needs so to provide appropriate and adequate training in supporting EL, FY, LI, and other subgroups.	District		$100,000: LCFF Supplemental/ Concentration, action items a-b	$100,000: LCFF Supplemental/ Concentration, action items a-b	$100,000: LCFF Supplemental/ Concentration, action items a-b
Ensure sufficient instructional materials at all schools.	S 1 L 1, 2	Supplemental instructional materials will be approved and adopted for EL, FY, LI students enrolled in literacy classes.	District		$30,000: LCFF Supplemental/ Concentration $70,000: Title 1	$30,000: Supplemental/ Concentration $70,000: Title 1	$30,000: LCFF Supplemental/ Concentration $70,000: Title 1
Implement the CCSS for language and mathematics throughout the district.	S 2, 4 L 1	a. Continue to employ district resource teachers in mathematics, English, and EL to develop appropriate PD that supports specific academic	District		$335,000: LCFF Supplemental/ Concentration, action item a	$335,000: LCFF Supplemental/ Concentration, action item a	$335,000: LCFF Supplemental/ Concentration, action item a

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Teachers will receive PD that prepares them to teach the CCSS.		needs of EL, FY, LI, and other subgroups. b. Develop ELA course that reinforces skills in reading and language instruction. c. EL teachers will work closely with the EL Resource Teacher to develop literacy lessons unique to the needs of the students. d. Literacy teachers will be trained in teaching reading, with specific emphasis on teaching reading to EL students and other students reading below grade level. e. ELA and EL Team will develop a course specific to the needs of reclassification students.			$15,000: LCFF Supplemental Concentration, actions item b-d $20,000: CAPP grant, action item e	$15,000: LCFF Supplemental Concentration, actions item b-d $20,000: CAPP grant, action item e	$15,000: LCFF Supplemental Concentration, actions item b-d $20,000: CAPP grant, action item e
Curriculum adoption committees will be formed to evaluate and adopt CCSS aligned materials. Content-area teams will evaluate primary and supplemental materials that may need to be purchased.	S 2, 4 L 1	ELD team will evaluate primary and supplemental materials for purchase.	District		$25,000: LCFF Supplemental/ Concentration	$25,000: Title 1 PD	$25,000:Title 1 PD

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Align ELD courses with CCSS and ELD standards. Maintain EL student access to all content area courses and meet content standards in all curricula. Provide academic support for EL students to increase graduation, reclassification, and transition rates. Increase intervention and support mechanisms to further promote academic achievement and reduce or eliminate the need for remediation at the college entrance level.	S 2, 4, 7, 8 L 1, 3	EL, FY, LI Provide training for EL teachers to develop lessons and strategies that correspond to CCSS and ELD standards, to develop pacing guides and assessments, and to vertically align the ELD curriculum. Increase the transition and reclassification rates of EL students; decrease the number of LTEL. a. Provide targeted PD for teachers of EL, which will include following district pacing guide and following benchmark exam schedule. b. Provide regular ELD workshops that support EL teachers, monitor student progress, and refine instruction to meet EL learning needs. c. Provide intensive summer school intervention for reclassification. d. Offer CELDT in summer.	District		$25,000: LCFF Supplemental/ Concentration, action items a-b $100,000: LCFF Supplemental/ Concentration, action item c $25,000: LCFF Supplemental/ Concentration, action item d	$25,000: Title 1 PD, action items a-b $100,000: LCFF Supplemental/ Concentration, action item c $25,000: LCFF Supplemental/ Concentration, action item d	$25,000: Title 1 PD, action items a-b $100,000: LCFF Supplemental/ Concentration, action item c $25,000: LCFF Supplemental/ Concentration, action item d
		e. Provide additional program support to EL students to minimize literacy gaps and to increase successful course completion and graduation rates.			$3.4 million: LCFF Supplemental/ Concentration,	$3.4 million: LCFF Supplemental/ Concentration, action items e-i	$3.4 million: LCFF Supplemental/ Concentration, action items e-i

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		f. Provide ongoing training and support for Instructional Assistants and Bilingual Technicians. g. Provide adequate bilingual tech, instructional aide and EL coordinator support for EL classrooms. h. Provide specific EL intervention courses and support classes during summer school, after school, Saturday school, and within the school day. i. Provide tutoring, mentoring, and additional counseling support for EL students, FY, LI, and other students who need these services. j. Provide opportunities for credit recovery and or a-g completion – e.g., online classes, extended summer school, access to computer lab and library during after school or summer school hours; provide supplemental staffing for targeted students in credit recovery programs. k. Continue to offer intervention programs and classes for students who are underperforming in English and math – e.g., Literacy for Reading			action items e-i $1.2 million: LCFF Supplemental/ Concentration, action item j $50,000: CAPP grant, action item k	 $1.2 million: LCFF Supplemental/ Concentration, action item j $50,000: CAPP grant, action item k	 $1.2 million: LCFF Supplemental/ Concentration, action item j $50,000: CAPP grant, action item k

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase support for foster (FY) and homeless youth.		course being developed in summer 2014.					
		l. Purchase supplemental and intervention materials to assist EL students.			$150,000: Title 1	$150,000: Title 1	$150,000: Title 1
		m. Continue to employ AVID/Migrant Coordinator to meet the needs of EL, FY, and LI.			$40,000: Migrant, $60,000: Title 1, action item m	$40,000: Migrant, $60,000: Title 1, action item m	$40,000: Migrant, $60,000: Title 1, action item m
		Foster Youth (FY)					
		a. Provide early and accurate identification of foster and homeless youth.			No cost, action items a-c	No coast, action items a-c	No cost, action items a-c
		b. Coordinate and monitor educational plans to mitigate mobility and transitioning issues that may interfere with academic progress.					
		c. Improve intra-agency communication and collaboration: secure MOU with DHS to identify foster and homeless youth.					
		d. Expand services of Foster Youth Liaison to include annual evaluation of FY student progress.			$150,000: LCFF Supplemental/ Concentration, action item d	$150,000: LCFF Supplemental/ Concentration, action item d	$150,000: LCFF Supplemental/ Concentration, action item d
		e. Provide a counselor-liaison per site to oversee and advocate for FY.			No cost, action item e	No cost, action item e	No cost, action item e

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		f. Provide extra support systems for FY – e.g., appropriate counseling, intervention and recovery classes, outreach (Community Specialists). g. Provide priority enrollment in summer school and work with local colleges to provide priority enrollment at college level. h. Provide knowledge and awareness training to staff about unique challenges to FY.			$1.5 million: LCFF Supplemental/ Concentration, action item f No cost, action item g No cost, action item h	$1.5 million: LCFF Supplemental/ Concentration, action item f No cost, action item g No cost, action item h	$1.5 million: LCFF Supplemental/ Concentration, action item f No cost, action item g No cost, action item h
Increase participation in CTE programs.		a. Provide opportunities for EL, FY, and LI students to enroll in a variety of courses to meet graduation requirements and explore college and career options. b. Implement Individual EL Educational Plan to promote individual goal setting. c. Provide workshops for or meetings with parents of unduplicated count to update their student's progress and needs, focusing on EL, FY, and LI			No cost, action items a-b $50,000: Title 1, Parent Outreach	No cost, action items a-b $50,000: Title 1, Parent Outreach	No cost, action items a-b $50,000: Title 1, Parent Outreach

Goal	State Local Priorities	Actions and Services		Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Prepare grade 11 students to score proficient or its equivalent on the Smarter Balanced assessment in ELA and math.	S 4 L 1	a.	Ensure that students below grade level in English and math are enrolled in language and math support classes.	District		$6 million: Title 1, action item a	$6 million: Title 1, action item a	$6 million: Title 1, action item a
		b.	Provide tutoring through EL (Title 3 literacy classes) and Migrant and additional interventions through after school and Saturday classes and summer school to support subgroups' learning needs.			$1 million: Title 3, action item b	$1 million, Title 3, action item b	$1 million, Title 3, action item b
		c.	Ensure additional counseling and support services through EL and Migrant programs, FY counselor liaison at the school site, and district Foster Youth Liaison.			$350,000: LCFF Supplemental/ Concentration, action item c	$350,000: LCFF Supplemental/ Concentration, action item c	$350,000: LCFF Supplemental/ Concentration, action item c
		d.	Ensure that supplemental courses are available during summer school to target LTEL students and provide additional support for transition and reclassification.			$50,000: LCFF Supplemental/ Concentration, action item d	$50,000: LCFF Supplemental/ Concentration, action item d	$50,000: LCFF Supplemental/ Concentration, action item d
		e.	Provide access to school library and school computers and labs during non-instructional time to ensure EL, FY, and LI students have adequate learning tools for their academic success.			$150,000: LCFF Supplemental/ Concentration, action item e	$150,000: LCFF Supplemental/ Concentration, action item e	$150,000: LCFF Supplemental/ Concentration, action item e
Increase staffing as determined by individual	S 4, 8	a.	Ensure that EL and support classes in math and literacy are at "average"	District		Funding for action item a part of $6	Funding for action item a part of $6	Funding for action item a part of $6

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
school site needs, prioritizing highest-need sites first. (See appendix of percentage of free/reduced lunch count by site.)	L 1	enrollment, 34-1.			million, action item a in previous section	million, action item a in previous section	million, action item a in previous section
Improve campus climate and student engagement.		a. Support Parent Project, Teen Project and PIQE, Project Best, as well as other parent education programs that support the academic promotion of students of unduplicated count – EL, FY, LI. b. Provide special meetings for non-English speaking parents to understand the ramifications of truancy. c. Translate all truancy and discipline documents into Spanish. d. Provide translation services for meetings dealing with truancy, discipline, or dropout recovery. .	District		$80,000: Title 1, action item a $20,000: Title 1, action items b-d	$80,000: Title 1, action item a $20,000: Title 1, action items b-d	$80,000: Title 1, action item a $20,000: Title 1, action items b-d
Promote behavioral and support programs to improve school climate, increase student and parental involvement, and increase academic achievement.	S 3, 5, 6 L 3, 4	Provide informational workshops for parents – knowledge, awareness, purpose – focusing on parents of EL, Migrant, FY, and LI.	District		$10,000: LCFF Supplemental/ Concentration	$10,000: LCFF Supplemental/ Concentration	$10,000: LCFF Supplemental/ Concentration
Improve 5th year graduation rate.	S 5 L 3	a. Counselors individually meet with students to discuss educational plan for year 5 and 6. This group of	District		No cost, action items a-b	No cost, action items a-b	No cost, action items a-b

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students consists largely of EL/LI/FY students. b. Provide additional meetings with parents of non-graduating seniors to communicate plan of action for completing high school and beyond.					
Strengthen parent partnership and participation	S 3, 5, 6 L 3, 4	a. Increase availability of interpreters to assist in non-English speaking parent meetings at district and site level. b. Provide multi-lingual announcements through School Messenger to announce meetings, workshops, and other opportunities for parental involvement. c. Increase access to translation services and translated documents by increasing the number of individuals who are certified as bilingual in proportion to the needs of each school site. d. Create LCAP website.	District		$70,000: LCFF Supplemental/ Concentration, action items a-c No cost	$70,000: LCFF Supplemental/ Concentration, action items a-c No cost	$70,000: LCFF Supplemental/ Concentration, action items a-c No cost
Increase communication, collaboration, and coordination between and among school sites, educational and public entities, and business community.	S 3, 5, 6 L 3, 4	Develop a viable and effective infrastructure for stakeholder groups – particularly those of students of unduplicated count – EL, FY, LI – to increase the involvement of students, staff, parents, and community members. a. Convene a committee comprised of students and parents of unduplicated	District School		$125,000: LCFF Supplemental/ Concentration, action items a-b	$125,000: LCFF Supplemental/ Concentration, action items a-b	$125,000: LCFF Supplemental/ Concentration, action items a-b

Goal	State Local Priorities	Actions and Services	Level of Service	Annual Update	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		pupils. b. Create Parent Education Liaison to work directly with parents of unduplicated student count and other parent groups. c. Pilot the creation of a Parent Center at one high concentration school to deliver information and act a s a resource for EL, LI, and FY parents	Site		$100,000: LCFF Supplemental/ Concentration, action item c	$100,000: LCFF Supplemental/ Concentration, action item c	$100,000: LCFF Supplemental/ Concentration, action item c
Create wireless network access for student and public use.	S 3, 4, 5, 8 L 1, 3	Provide updates to parents of unduplicated student count on progress of the technology installation and their access to it, especially outside of the regular instructional day.	District		Parent Education Liaison Responsibility, see section 3A, page 49	Parent Education Liaison Responsibility	Parent Education Liaison Responsibility
Provide training for students, parents, and staff in new technology system and programs – e.g. Synergy, Parent Vue, and Smarter Balanced.	S 3, 4, 5, 8 L 1, 3	Provide training and updates to non-English speaking parents, providing interpreters and/or bilingual technicians to assist with the training.	District		$25,000: CCSS Implementation Funding	$25,000: LCFF Supplemental/ Concentration	$25,000: LCFF Supplemental/ Concentration
Create instructional units containing technology-based performance assessment for all curricular areas.	S 2, 3, 4, 5, 8 L 1, 3	Provide instructional units that focus on the specific instructional needs of EL and other subgroups' unique needs. Include workshops for parents of unduplicated count to familiarize them with the assessment process and provide suggestions on how to help their student at home.	District		$50,000: CCSS Implementation Funding	Up to $50,000: Title I PD	Up to $50,000: Title I PD

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Kern High School District expects to receive $17.6 million dollars in LCFF supplemental and concentration grant funding. This total is based on a 62.88% identification rate of students in the unduplicated count. Student are included in this count of they qualify as being English Learners, Low Income, or Foster Youth. The large expenditures in the LCAP are for the districtwide use of funds for the purpose of class size reduction and additional course access is in response to the input received from community members, school staff, students, parents, collective bargaining groups, and administrators. All students and sites are in need of additional staffing to improve student learning and classroom safety. A second significant expenditure is the maintenance of effort allocation required by the CDE to continue funding for support of EL program interventions and initiatives targeting EL students. EL program support includes EL instructional specialists, bilingual aides, EL coordinators, bilingual technicians, and instructional aides for EL students in core curriculum courses. Additional staffing has been maintained, following the guidelines established through the Economic Impact Aid program, to supplement academic intervention districtwide. During the 3-year period of 2010-14, District operating expenses have exceeded revenues by an average of $10 million per year. The District continues to balance its budget by using funds from its ending fund balance (reserves). Without the LCFF Supplemental/Concentration grant funding, academic programs, support programs, and personnel would have been significantly reduced or eliminated. These program and staff reductions would have targeted Teacher Librarians, training of security staff, matching funds for the California Partnership Academies, district-wide summer school, and other supplemental education programs. All students, specifically unduplicated-count students, directly benefit from these programs. Without the LCFF supplemental and concentration grant funding, these programs would have been significantly cut, or eliminated altogether, to provide fiscal stability to the district. All students, specifically unduplicated count students, will benefit from these programs. Additional programs have been added to improve student outcomes as well. Included in the LCAP are budget items to improve school climate through alternative discipline, implementation of a pilot program for parent outreach, and the establishment of liaison positions to work with parents and community groups. To ensure effectiveness by implementing research-based practices and piloting various programs, the district should be able to impact students today and expand these programs in the future. As a district, we look forward to the increased funding proposed by the state, and hope to see full implementation of the LCFF over the course of the next several years. In the meantime, we will continue to prioritize and target our investments towards the areas and students of greatest need while planning for more expansive programs in the future. We

believe the most effective use of the supplemental and concentration grant funding is to provide services districtwide. The unduplicated student count for the Kern High School District is 62.88%. Within our district we have a high mobility rate for students and teachers. Since we want all services to be easily accessible and consistent for students, we feel it is in the best interest of students that we implement districtwide services. This will ensure students receive a guaranteed and viable curriculum and teachers use the most effective research based instructional strategies regardless of the school they attend.   As students move from one site to another, we desire that their transition be as seamless as possible. In addition, we want all staff to have similar training, in order to minimize difficulties in student transitions.

C. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The current year Minimal Proportionality Percentage for the 2014-2015 school year has been calculated at 6.36%. This is the percentage that services for targeted students, EL/LI/FY, will be improved or increased over that for other students in the district. For Foster Youth (FY), improvement will be accomplished through early and accurate identification of students. The accurate identification of students will allow for services and support to be directed towards FY and their guardians. Coupling this effort with an FY coordinator at each school site will result in an improved level of service by allowing for accurate measurement of academic progress for these students. This will result in early intervention if FY begin to struggle socially, emotionally, or academically. Additional services for FY will include priority registration at summer school as well as continued automatic enrollment in the National School Lunch Program. FY will also be served through improved communication between the district and the community agencies serving FY in Kern County. English Learners (EL) will have improved service through the coordination of bilingual instructional aides, bilingual technicians, EL program coordinators, and instructional assistants in core curriculum programs. Additional services will be provided by offering targeted summer school classes for Long Term English Learners (LTEL's) at sites with high concentrations of EL students. Summer CELDT testing will also be made available to improve the likelihood of students transitioning EL levels or re-designating fluent English proficient. EL students will also be supported through professional development programs targeting teachers of EL students in highly effective instructional strategies. Revisions to the transition and re-designation criterion will also be implemented. Increasing the number of bilingual stipend-positions for bilingual staff where high concentration of EL students and families are enrolled will also improve the services provided to this targeted group. EL courses of study will be revised to ensure the incorporation of Common Core State Standards (CCSS) and

appropriate scaffolding for EL students to access and obtain the skills for college and career readiness. A district level EL resource teacher will take responsibility to lead a team tasked with the revision of benchmark and formative assessments, as well as developing daily lessons for use in EL classes. Teachers throughout the district will be trained in the use of these lessons and test scores will be monitored to determine the effectiveness of the instructional units and make adjustments moving forward. Low Income (LI) students will receive improved served through a variety of mechanisms. These include the staffing of a parent education liaison position to develop training modules for sites to offer educational opportunities to parents regarding a variety of issues. The piloting of a Parent Center will also target and support LI students and their families. The effectiveness and utility of the parent center will be monitored to determine how best to expand the program to other campuses as funding becomes available. Expanding the availability of computer labs during non-instructional time is intended to offer computer and internet access to students who would otherwise not have it at home. Staffing for the upcoming year was increased districtwide, but a portion of the increased staffing was allocated based upon the unduplicated student counts at the comprehensive school sites in an effort to provide smaller classes and greater course access to unduplicated count students. Support of on-line learning opportunities was also directed towards campuses with high concentrations of unduplicated count students, such as East, Arvin, Shafter, Ridgeview, and South High Schools, in the form of additional teaching staff designated for this purpose. Again, this should result in greater course access and opportunities for credit recovery and intervention. Professional development focused on the unique needs of unduplicated count students will be provided to staff members during the term of the LCAP, resulting in a higher degree of cultural and social understanding of these students. This greater level of understanding should result in better student staff relationships as well as improved student engagement with staff members.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LCAP Timeline: Meetings

February 25	District Office Meeting
February 27	District Parent Advisory
March 13	DELAC/ELAC
March 19	North High School
March 20	Foothill High School
March 29	Arvin High School
March 31	Shafter High School
April 3	District Parent Advisory
April 10	Meet w/ Representatives from CSEA, 747, Skilled Trades Re: LCAP
April 10	KHSTA LCAP Meeting
April 23	Meet Kern Education Justice Collaborative
April 25	Meet w/ Foster Community Representatives
May 1	Meet w/ Teacher Representatives
May 1	Classified Advisory Council
May 9	Post Initial Draft of LCAP
May 15	Electronic Town Hall Meeting
May 23	Post Updated Draft of LCAP
May 29	Final LCAP Version
June 2	Public Hearing
June 12	Meet with KEJC
June 23	Final Adoption

National School Lunch Program, KHSD	Percent of students enrolled in program
Arvin High School	91%
Bakersfield High School	65%
Centennial High School	24%
East Bakersfield High School	84%
Foothill High School	85%
Frontier High School	23%
Golden Valley High School	84%
Highland High School	67%
Independence High School	52%
Kern Valley High School	63%
Liberty High School	18%
Mira Monte High School	91%
North High School	73%
Ridgeview High School	69%
Shafter High School	81%
South High School	89%
Stockdale High School	28%
West High School	79%
Central Valley Continuation High School	84%
Tierra Del Sol Continuation High School	87%
Nueva Continuation High School	94%
Vista West Continuation High School	63%
Vista Continuation High School	88%
TOTAL (average) for Kern High School District	65%