

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Kern High School District Contact (Name, Title, Email, Phone Number): Brian Mendiburu, Supervising Administrator for LCAP and Student Support Services , brian_mendiburu@khsd.k12.ca.us, (661) 827-3100, ext. 53627 LCAP Year: 2015-2016

Dear Kern High School District (KHSD) Stakeholders:

Following is KHSD's Local Control and Accountability Plan (LCAP) that was thoroughly and thoughtfully developed with our primary stakeholders' – our students – highest interests in mind. It is they whom we seek to serve so they may graduate from our high schools prepared to succeed in the workplace or at the postsecondary level. This is our commitment to them, to you, and to our community.

Central to our mission is to provide a comprehensive and rigorous curriculum, extended to all our students, with appropriate intervention classes that optimally support the completion of the core program. Intervention classes include Access, our redesigned reading program that builds literacy skills, and our new standards-based mathematics program that focuses on establishing a strong foundation in numeracy. These two programs in math and English speak to our principal issue of educational equity; for, we know if our students can competently read, write, and perform arithmetic skills, they are secured full access to an education that produces wide options and numerous opportunities for life-long success. To help realize this goal, we are committing substantial financial resources to reducing class size – overall and with an emphasis on literacy and lab science classes.

Complementing our core program is Career Technical Education (CTE) which further responds to the needs of our students. By taking CTE courses, students explore career interests while building knowledge and skills through hands-on

experiences. Our CTE courses are aligning with community college and four-year university courses, as well as with industry needs and standards. This interconnected approach to building our CTE program benefits not only our students but our entire community by strengthening its workforce and, thereby, its families.

Reinforcing our technology infrastructure is also a focal point of our LCAP endeavor. At the start of this school year, 2015-2016, all classrooms were WiFi connected and common outdoor areas on all campuses are expected to have Internet access by the end of the fall semester, 2015. In addition, integration of electronic devices to augment daily instruction is increasing, and programs like Apex and Kern Learn are offering educational alternatives to meet our students' personal demands for credit recovery, accelerated learning, and flexible scheduling to allow for part-time working.

Finally, we believe in the strength and capacity of our partnerships, particularly with those of our parents, to help us deliver the best education possible to our students. To champion our parents' efforts, we are opening Parent Centers to promote on-going collaboration and provide meaningful resources so parents remain strong student advocates, cultivating achievement mindsets at home and supporting their students' long-term educational plan. Correspondingly, we will nurture healthy school environments to maximize academic and social outcomes for all students.

As we diligently approach the fulfillment of this year's LCAP, we wish to thank you, our valued stakeholders, for your steadfast commitment to the LCAP process and to the attainment of educational excellence for all our students.

Listed below are the four LCAP goals for 2015-2018 that are aligned with our local priorities:

1. KHSD students will be taught by a highly qualified, well trained, and diverse teaching staff, who provide rigorous and relevant instruction that prepares students for success at the next level of their learning.
2. KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources.
3. KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses that include all core subjects – English, Math, Social Studies, and Science – and Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.
4. KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Kern High School District (KHSD) significantly increased opportunities for stakeholder engagement in preparation of the 2015-16 Local Control Accountability Plan (LCAP). The district's goal was to provide meaningful opportunities for authentic feedback as it sought to identify current needs and determine appropriate ways to address the items. Stakeholder engagement was encouraged at a variety of levels:</p> <ol style="list-style-type: none"> 1. The Superintendent created an LCAP Advisory Council. This council is comprised of educational, business, religious, and community leaders and serves to evaluate feedback received at student, parent, staff, and community group meetings. Recommendations from the LCAP Advisory Council are included within the plan. The Advisory Council met 6 times during 2014-15 school year. The Advisory Council will resume its meetings earlier next year, beginning in August. 2. Community public forums were held to solicit public feedback and to provide opportunities for all community members to have a voice in the process. 10 Community Public Forums were held at school sites throughout the greater Bakersfield area to maximize opportunities for public input. A Saturday public forum was held at Arvin High School to make it possible for families who work during the week to participate in the LCAP process. 3. 4 parent public forums were held to solicit input from parent groups. 2 of these forums were purposefully held with the District English Language Advisory Council (DELAC) so that parents of Migrant and English Learner students could join the LCAP process. A general focus group was held, as well as a focus group specific to parents of students enrolled in the Special Education program. 4. 8 student focus group were held at the KHSD district office to ensure students' voices were held in prominence in the development of the LCAP. Typical attendance at a student focus 	<p>Stakeholder feedback and insight resulted in a significant change to the 2015-16 LCAP. Because the goals to the 2014-15 plan read more like actions, they were consolidated under 4 over-arching goals, reflective of the district's mission and purpose, for the 2015-16 plan. This change provided clarity to actions and focus to funding on key issues of prime importance to the stakeholders:</p> <ol style="list-style-type: none"> 1. Class size reduction is critical to support student learning. As such, LCAP funds are utilized to increase the staffing formula. 2. Additional counseling and/or emotional supports are needed for students. As such, additional counseling sections have been allocated and are targeted at schools with a high concentration of English Learners, Foster Youth, and students who come from low socio-economic households. Also, a district Resource Counselor has been hired to coordinate counseling efforts in order to improve services, streamline processes, and minimize inefficiencies in the system. 3. Improvement in student literacy is needed. As such, increased staffing has been provided to implement ACCESS, the redesigned literacy course that will target reading development for the lowest performing readers and for reclassified English Learners who need additional reading support as they transition into core classes.

group exceeded 70 students. Focus groups were held with students who represented English Learners, Foster Youth, and African American students; students who come from low income households; and student leaders, including members of Associated Study Body (ASB) and Leaders in Life. An additional student focus group was held to discuss needed interventions and support to address academic, discipline, and attendance issues.

5. Opportunities for teacher input were provided in a number of ways. The Kern High School Teachers Association (KHSTA) was represented on the LCAP Advisory Council. A focus group meeting, specific to KHSTA members, was held at the association's official office.
6. 5 focus group meetings were held with leaders and members of the various classified staffs, including the California School Employees Association (CSEA) and representatives from various skilled-trade unions.
7. Members from various special interest groups were welcomed to meet with members of the Superintendent's office to discuss their concerns and provide feedback about the LCAP process.
8. District and site administrators participated in the LCAP process by attending meetings held with the LCAP Team and with members of the Superintendent's office.
9. Several focus group meetings were held to address the concerns of counselors. Counselors were also represented on the LCAP Advisory Council.
10. 5 additional focus group meetings were held to solicit input from targeted school and community groups – e.g., School Site Council chairs and representatives, KHSD Foster Advisory Committee, Kern County Foster Family Consortium, Bakersfield Chamber of Commerce, and the Kern County Adolescent Issues Committee, a part of the Kern County Network for Children.

4. A need for college and career readiness is identified. As such, KHSD will provide funding for the Career Choices program at multiple sites, a program that allows for goal setting, long-term educational planning, and college and career exploration. KHSD will also work with the Bakersfield Chamber of Commerce to provide relevant speakers from the business community to engage students further in their college/career planning.
5. A need to increase and/or strengthen programs and practices to improve school climate is recognized. As such, specific actions to implement alternative discipline practices, support the social-emotional well-being of students, and provide cultural awareness training to staff have all been written into this year's LCAP.
6. Strengthening parent and community partnerships and increasing parent engagement are high-priority needs. As such, KHSD will work to launch Parent Centers at 8 sites for next year, with a resolve to expand centers moving forward. KHSD will also work with principals and their staffs to develop a Community Engagement Plan that addresses the California Department of Education's Framework for Parent and Family Engagement.
7. Stakeholders unequivocally expressed a need for broadening Career and Technical Education (CTE) opportunities, through

<p>11. The Superintendent responded in writing, as required, to stakeholder questions.</p>	<p>programs and/or experiences. It is also clear that such programs should include the teaching and practicing of “soft skills” and goal setting. As such, KHSD is working with industry and local college partners to grow and enhance CTE course offerings, including providing dual-enrollment opportunities for academic advancement.</p> <p>8. Increased and improved technology, including better student access to the web and web-based electronic resources, has been declared a need. As such, all KHSD campuses are being outfitted for wireless access.</p> <p>9. Students expressed a desire for improved food quality (more to their liking) and food service (less cafeteria wait time). As such, KHSD Food Services is responding by increasing food options and providing opportunities for student feedback regarding menu items.</p> <p>10. Stakeholders encouraged enhanced communication with the district’s educational partners. As such, KHSD Instruction Division is working closely with the Kern County Superintendent of Schools (KCSOS) and the local colleges to align courses and programs so that students seamlessly transition into college.</p>
<p>Annual Update: as of May 13, 2015</p> <p>Timeline for stakeholder engagement:</p>	<p>Annual Update:</p> <p>Based on discussions with the various stakeholders and groups mentioned here, and</p>

2014, December

- 12/4, LCAP Advisory Council
- 12/18, Community Public Forum; Foothill High School

2015, January

- 1/6, Student Focus Group; EL, Foster Youth, students from low-income households
- 1/6, Parent Focus Group; DPAC/DELAC
- 1/8, Student Focus Group; ASB member + 1 student
- 1/8, Community Public Forum; South High School
- 1/15, Kern County Foster Family Agency Consortium
- 1/16, Staff Focus Group; Community Specialists
- 1/20, Student Focus Group; EL, Foster Youth, students from low-income households
- 1/21, Student Focus Group; African American students
- 1/21, KHSD Foster Youth Advisory Committee
- 1/22, Community Public Forum; North High School
- 1/24, Community Public Forum; Arvin High School
- 1/27, LCAP Advisory Council

2015, February

- 2/3, Site Council Chairs and Representatives
- 2/4, Staff Focus Group; Kern High Teachers Association
- 2/5, Community Public Forum; Bakersfield High School
- 2/10, Administrative Focus Group; Principals
- 2/11, Parent Focus Groups; Special Education parents
- 2/12, Administrative Focus Group; Assistant Principals
- 2/12, Community Public Forum; East Bakersfield High School
- 2/17, Student Focus Group; Foster Youth
- 2/19, Community Public Forum; Mira Monte High School
- 2/24, Administrative Focus Group; Principals
- 2/26, Staff Focus Group; Skilled Trades

based upon the district's close review of the 2014-15 LCAP, a decision was made to consolidate the goals and actions from last year's LCAP into 4 over-arching goals, reflective of the district's mission and purpose.

This decision was made because it was determined that most of last year's goals read more like actions, which resulted in a long document that lacked clarity and focus for actions and funding; hence, goals from last year's LCAP, 2014-15, may appear as actions in the 2015-16 plan.

In addition, some projected expenditures connected to specific actions were not realized either because the action was not taken or the cost of the action or item was over or under estimated.

Data shared with stakeholders included enrollment and achievement data, class-size reduction progress, PBIS plans, disproportionality results from consultant, diversity in hiring quality staff, and programs – core and CTE.

Clearly, the LCAP of 2014-15 was, in some respects, an overly ambitious first effort. Much was learned in year one, including how to manage timelines better and how to build better partnerships with stakeholders.

<ul style="list-style-type: none"> • 2/26, Parent Focus Group; DPAC/DELAC • 2/27, Student Focus Group; English Learners <p>2015, March</p> <ul style="list-style-type: none"> • 3/2, Staff Focus Group; CSEA with e-board • 3/3, Community Public Forum; Shafter High School • 3/4, Student Focus Group; Interventions and Support • 3/5, LCAP Advisory Council • 3/11, Staff Focus Group; Counselors • 3/12, Student Focus Group; Leaders in Life Conference • 3/12, Community Public Forum; Ridgeview High School • 3/13, Staff Focus Group; Community Specialists • 3/19, Community Public Forum; Liberty High School • 3/20, Focus Group; Bakersfield Chamber of Commerce, Government Review Council • 3/26, LCAP Advisory Council • 3/27, Staff Focus Group; District LCAP Team <p>2015, April</p> <p>4/8, Focus Group; Kern County Adolescent Issues 4/23, District Parent Advisory Council; West High School</p> <p>2015, May</p> <p>5/5, LCAP Advisory Council 5/7, LCAP Advisory Council representatives; working meeting 5/12, LCAP Advisory Council</p>	<p>It is KHSD’s earnest desire to improve the plan each year, and most important, to meet the needs of its students – serving the students of greatest need first and foremost.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of

education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, as applicable (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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and 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. 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.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education

Code section 42238.01, pupils re-designated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 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) 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

GOAL

1

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

Related State and/or Local Priorities:

1 X 2 X 3__ 4__ 5__ 6__ 7 X
8__

COE only: 9__ 10__

Local : Specify 1 and 2

Identified Need:

LCFF ranking of the “unduplicated count,” per CALPADS, October 1, 2014

- Mira Monte, 90.6%
- South, 90.6%
- Arvin, 87.6%
- East, 83.5%
- Foothill, 83.4%
- West, 80.2%
- Golden Valley, 80.1%
- Shafter, 78.8%
- North, 71.7%
- Ridgeview, 69.9%
- BHS, 65.5%
- Highland, 63.4%
- Kern Valley, 60.1%
- Independence, 50.1%
- Stockdale, 31.7%
- Frontier, 24.0%
- Centennial, 23.6%
- Liberty, 18.1%
- Nueva, 90.7%
- Central Valley, 83.3%
- Tierra Del Sol, 81.1%
- Vista, 78.1%
- Vista West, 58.6%
- KHSD, 64.5%

The district is committed to using a substantial portion of its LCFF Supplemental and Concentration (S/C) Grant funding to reduce class size, districtwide. Using a model designed to provide more staffing to schools with higher numbers of students of the “unduplicated count,” over 2/3 of all new staffing for the 2015-16, 2016-17, and 2017-18 school years will be allocated based on each school’s “unduplicated count.” Remaining staffing increases will be allocated to restore all schools to the staffing ratios that were in place before the recession began in 2007. Following the Governor’s commitment to restore school funding to the 2007-2008 level by 2021, KHSD will target

full staffing restoration by 2021, and will continue its commitment to reducing class size at all schools, prioritizing its efforts to serve the schools with the highest number of students of the “unduplicated count” first.

- Total sections funded by LCFF
 - 2013-2014 = 5,787
 - 2014-2015 = 5,888
 - 2015-2016 = 6,072
- Average class breakdown, districtwide, per core subject for 2014-15
 - 30.3, English
 - 34.5, Social Studies
 - 33.0, Mathematics
 - 33.8, Science
 - 36.4, Modern Language
 - 44.2, Physical Education (PE)
 - 34.6, Visual and Performing Arts
 - 32.3, Applied Arts

Increase the reading level of all students.

- Instructional Reading Level (IRL) of grade 9 students who were tested districtwide, 2014-15
 - 220 (4%) tested at 4.5 average IRL (grade 9, general)
 - 3,589 (70%) tested at 6.5 average IRL (grade 9, college prep)
 - 1,300 (25%) tested at 9.4 average IRL (grade 9, GATE)
 - 5,109 = total students tested, approximately half of grade 9 enrollment

Reduce percent of students who must retake a class in high school, and reduce need for remediation upon entering college.

- Grade distribution, districtwide, for all students for semester 1, 2014-15
 - A = 30.6%
 - B = 27.4%
 - C = 22.3%
 - D = 11.4%
 - F = 8.2%
 - I = .01%
- 85.1% of district’s seniors on track to graduate as of spring, 2015

- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- A-G completion, 2013-2014
 - **A-G completion, 2014-2015**
 - District = 32.3%, decrease of .06
 - **District = 35.6%**
 - African American = 25.8%, growth of 1.1
 - **African American = 32.5%**
 - Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
 - White = 39.6%, growth of 2.1
 - **White = 41.6%**
 - County = 29.8%, growth of .06
 - **County = 33.3%**
 - State = 39.4%, growth of 2.8
 - **State = 41.9%**

Though there was a 37% increase in teacher hires that reflected the socio-demographic student groups, continued efforts are needed to recruit, hire, develop, and retain a Highly Qualified (HQ) teaching staff that socio-demographically represents the diverse student body of KHSD.

Based on an LCAP survey to KHSD administrators, 80% of school site administrators said that professional development resulted in “improved instruction by [our] teachers,” and 85% of teachers surveyed agreed or strongly agreed that their instruction had improved in recent years due to professional development – at both site and district. Though over 60% of site administrators agreed or strongly agreed that teachers had improved in their ability to assess their students’ progress, over 45% of site administrators agreed or strongly agreed that teachers

needed further assistance in providing adequate academic intervention for their students. The survey results provide a strong argument for continued professional development at the district and site levels, particularly in the area of academic intervention.

- “My teachers provide high quality instruction,” per student survey, 2014-15
- Math = 91.79%, agree or strongly agree
- Reading/Language Arts = 92.75%, agree or strongly agree
- History/Social Science = 82.75%, agree or strongly agree
- Science = 88.75%, agree or strongly agree
- Visual and Performing Arts = 77.74%, agree or strongly agree
- Health and PE = 85.64%, agree or strongly agree
- Computer Application and Technology = 78.42%, agree or strongly agree

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Increase staffing formula by a minimum of 2% each year to reduce class size by site average and by individual class (see page 24 for section allocations per year). • Provide a 100% Highly Qualified (HQ) teaching staff. Per HQ report, 98% of teachers were HQ and zero teachers were mis-assigned in 2014-2015. • Maintain EL authorization for 100% of English Learner (EL) teachers. • Hire teachers that reflect the socio-demographic student groups of the district. 37% of the new hires in 2014-15 were Hispanic. • Deliver 85% implementation of content and literacy standards at all sites, as measured by classroom observation and teacher surveys. • Increase survey responses of agree or strongly agree by 5% relating to quality of instruction, as measured by last year's survey results (see page 26). • Increase one grade level, per year, in reading and math per STAR Renaissance assessment. The baseline measurement will be taken in 2015-16, as STAR was purchased in 2014-15 and only half of grade 9 students were tested. • Decrease Ds and Fs, overall, by 2% to reduce need for remediation, increase course completion rates, and increase a-g rates. See page 24 for grade distribution breakdown, noting grades of C (22.3%) and grades of D (11.4%). • Provide at least one Bilingual Aide in English Language Development (ELD) classes and one Instructional Assistant in core classes to provide support for English Learners (EL) to access the Common Core State Standards (CCSS). • Expand section allocation, per highest-need schools first, to broaden course options in literacy; Science, Technology, Engineering, and Math (STEM); Visual and Performing Arts; Career and Technical Education (CTE); and Advancement Via Individual Determination (AVID). All of the classes, courses, and programs offered at each school site are available to pupils of the unduplicated count and to students with exceptional needs. • Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students and maintaining a "good" or "exemplary" facilities rating on Facilities Inspection Tool (FIT). 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2021 =	District and		\$8,400,000: S/C, Certificated
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\$8,400,000 from Supplemental and Concentration (S/C) Grant.

Provide **148 additional sections** (post-May revise of Governor’s budget) to all comprehensive sites, proportionate to the number of their “unduplicated count,” to reduce class size further and/or increase elective offerings: 148 sections funded by Supplemental and Concentration (S/C) Grant = $148 \times \$18,000$ per section = \$2,664,000.

Following are the total number of teaching sections provided to each school site. The number of sections is determined per the site’s projected total enrollment and proportionately to its LCFF “unduplicated count” of students. Included in the total number of sections are the periods for restoration (to restore to 34-1 by 2021), extended day, ACCESS literacy, additional science, library, and the added LCFF sections granted post the May revise of the Governor’s budget.

The **total section allocation** per site below includes the sections funded by the Supplemental and Concentration (S/C) Grant, **given proportionately** to the site’s LCFF “unduplicated count” of students, pre and post May revise of the Governor’s budget:

- **Arvin = 431** total sections for 2015-16
 - 33 total S/C sections
 - 19 pre May revise

School Site

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

Salaries (CSAM)

\$2,664,000 for 148 sections: S/C, Certificated Salaries (CSAM)

TOTAL = \$11,064,000: S/C, Certificated Salaries per California Schools Accounting Manual (CSAM)

- 14 post May revise
 - 2,511 projected enrollment for 2015-16 (+10 from last year, 2014-15 projected enrollment)
- **BHS = 471** total sections for 2015-16
 - 28 total S/C sections
 - 16 pre May revise
 - 12 post May revise
 - 2,793 projected enrollment (-91 from last year)
- **Centennial = 330** total sections for 2015-16
 - 7 total S/C sections
 - 4 pre May revise
 - 3 post May revise
 - 2,034 projected enrollment (+58 from last year)
- **East = 365** total sections for 2015-16
 - 27 total S/C sections
 - 15 pre May revise
 - 12 post May revise
 - 2,109 projected enrollment (+47 from last year)
- **Foothill = 341** total sections for 2015-16
 - 24 total S/C sections
 - 13 pre May revise
 - 11 post May revise
 - 1,987 projected enrollment (-26 from last year)
- **Frontier = 384** total sections for 2015-16
 - 8 total S/C sections
 - 5 pre May revise
 - 3 post May revise

- 2,364 projected enrollment (+75 from last year)
- **Golden Valley = 415** total sections for 2015-16
 - 29 total S/C sections
 - 17 pre May revise
 - 12 post May revise
 - 2,430 projected enrollment (-27 from last year)
- **Highland = 331** total sections for 2015-16
 - 19 total S/C sections
 - 11 pre May revise
 - 8 post May revise
 - 1,971 projected enrollment (+51 from last year)
- **Independence = 353** total sections for 2015-16
 - 16 total S/C sections
 - 9 pre May revise
 - 7 post May revise
 - 2,106 projected enrollment (+68 from last year)
- **Kern Valley = 98** total sections for 2015-16
 - 4 total S/C sections
 - 2 pre May revise
 - 2 post May revise
 - 480 projected enrollment (+29 from last year)
- **Liberty = 328** total sections for 2015-16
 - 5 total S/C sections
 - 3 pre May revise
 - 2 post May revise
 - 2,031 projected enrollment (+100 from last year)

- **Mira Monte = 383** total sections for 2015-16
 - 28 total S/C sections
 - 16 pre May revise
 - 12 post May revise
 - 2,216 projected enrollment (+64 from last year)
- **North = 273** total sections for 2015-16
 - 17 total S/C sections
 - 10 pre May revise
 - 7 post May revise
 - 1,632 projected enrollment (+85 from last year)
- **Ridgeview = 401** total sections for 2015-16
 - 24 total S/C sections
 - 14 pre May revise
 - 10 post May revise
 - 2,355 projected enrollment (+78 from last year)
- **Shafter = 257** total sections for 2015-16
 - 17 total S/C sections
 - 10 pre May revise
 - 7 post May revise
 - 1,460 projected enrollment (+24 from last year)
- **South = 348** total sections for 2015-16
 - 27 total S/C sections
 - 16 pre May revise
 - 11 post May revise
 - 2,005 projected enrollment (+111 from last year)
- **Stockdale = 349** total sections for 2015-16
 - 10 total S/C sections

- 6 pre May revise
 - 4 post May revise
 - 2,120 projected enrollment (+39 from last year)
- **West = 362** total sections for 2015-16
 - 26 total S/C sections
 - 15 pre May revise
 - 11 post May revise
 - 2,109 projected enrollment (+41 from last year)
- **TOTAL = 6,220** total sections, comprehensive sites, post-May revise of the Governor's budget
 - 201 total S/C sections, pre May revise
 - 148 total S/C additional sections, post May revise
 - 349 total S/C sections

<p>Provide additional teaching and administrative sections to support the intervention efforts of the continuation sites to deliver services to identified “at risk” students. The sections, both teaching and administrative, will be distributed according to need and in coordination with the Supervising Administrator of Alternative Education.</p> <p>The KHSD continuation sites are as follows:</p> <ul style="list-style-type: none"> • Central Valley • Nueva • Tierra Del Sol • Vista • Vista West <p>578 students graduated after the June 2014 graduation = 313 after completing their credits in Summer School and 265 by the December 2014 graduation. December graduates are considered 5th-year graduates.</p>	<p>Continuation Sites</p>	<p><u>__ALL</u> <u>OR:</u> <u>_X_Low Income pupils</u> <u>_X_English Learners</u> <u>_X_Foster Youth</u> <u>_X_Redesigned fluent English proficient</u> <u>_X_Other Subgroups:(Specify)</u> <u>African American students, Special Education students</u></p>	<p>\$140,000 for teaching sections</p> <p>\$160,000 for administrative sections</p> <p>TOTAL = \$300,000: S/C, Certificated Salaries (CSAM)</p>
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<p>Provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among under-represented groups.</p> <p>Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000.</p> <p>See “Gaining STEAM: Teaching Science Through Art,” US News and World Report, February 13, 2014, http://www.usnews.com/news/stem-solutions/articles/2014/02/13/gaining-steam-teaching-science-through-art. The focus is to “teach, inspire, and hire” a STEM workforce that includes women, minorities, and disadvantaged youth.</p>	<p>District</p>	<p><input type="checkbox"/>_ALL OR: <input type="checkbox"/>_X_Low Income pupils <input type="checkbox"/>_X_English Learners <input type="checkbox"/>_X_Foster Youth <input type="checkbox"/>_X_Redesignated fluent English proficient <input type="checkbox"/>_X_Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Certificated Salaries (CSAM)</p>
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<p>To focus on literacy, provide additional staffing formula for ACCESS course, the new literacy course to provide necessary support and intervention to EL students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.</p> <ul style="list-style-type: none"> • Test grade 9 students in English and math. • Test twice annually, once at the beginning of the year and once at the end of the year. • Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. <p>36 sections, district wide, have been allocated to ACCESS: 36 X \$18,000 per section = \$650,000.</p> <ul style="list-style-type: none"> • Arvin = 3 sections • BHS = 3 sections • Centennial = 1 section • EBHS = 3 sections • FHS = 3 sections • Frontier = 1 section • GV = 3 sections • Highland = 1 section • Independence = 1 section • Kern Valley = 1 section • Liberty = 1 section • MMHS = 3 sections • North = 1 section 	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups: (Specify) <u>African American students, Special Education students</u></p>	<p>\$650,000 for ACCESS sections: S/C, Certificated Salaries (CSAM)</p> <p>\$300,000 for STAR Renaissance: S/C, Books & Supplies (CSAM)</p> <p>\$120,000 for Edmentum: S/C, Books and Supplies (CSAM)</p> <p>TOTAL = \$1,070,000: S/C</p>
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- RHS = 3 sections
- Shafter = 1 section
- SHS = 3 sections
- Stockdale = 1 section
- WHS = 3 sections
- TOTAL = 148 sections

Purchase **STAR Renaissance** to test all students in all grades, 9-12, and all incoming grade 9 students (current grade 8) = \$300,000 (per year).

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

Provide funding to support **ongoing professional development for ACCESS** teachers and to develop ACCESS 2 course.

District

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

\$85,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

<p>Reduce class size in science classes by allocating 3 additional sections per site for science = 3 X 18 @ \$18,000 per section = \$972,000.</p> <ul style="list-style-type: none"> • Increase wet-lab experiments in all (wet-lab) science classes to foster student success in science. • Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially women, minorities, under-served and at-risk youth, to complete a 4th year of science. • Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially the under-represented and disadvantaged youth. 		<p><u>ALL</u> OR: <u>X Low Income pupils X English Learners</u> <u>X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) African American students and Special Education students</u></p>	<p>\$972,000: S/C, Certificated Salaries (CSAM)</p>
<p>Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced lab experiments per lab science class. The funding may also include professional development in conducting effective and engaging lab experiments.</p> <p>The funding will be principally directed to students of the “unduplicated count” to increase their success in science.</p>	<p>District</p>	<p><u>ALL</u> OR: <u>X Low Income pupils X English Learners</u> <u>X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) African American students, Special Education students</u></p>	<p>\$200,000: S/C, Books & Supplies (CSAM)</p>

<p>Retain district Resource Teachers in English, EL, Math, Science, and AVID.</p> <ul style="list-style-type: none"> • English = \$94,000 • EL = \$91,000 • Math = \$100,000 • Science = \$135,000 • AVID = \$119,500 <ul style="list-style-type: none"> ○ Develop and coordinate professional development conducive to the instructional needs of the teachers and the academic needs of the students. ○ Focus on determining appropriate and timely academic interventions for the students of the “unduplicated count.” ○ Provide appropriate and effective training for the teachers who primarily teach students of the “unduplicated count.” 	<p>District</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$539,500: S/C, Certificated Salaries (CSAM)</p>

Continue to provide **professional development** for teachers to maximize level of instruction and level of student learning, with particular emphasis on strategies and techniques to ensure success for the pupils of the “unduplicated count.”

- Provide ongoing professional development for teachers of ACCESS course, which will include development of ACCESS 2 in 2015-2016.
- Provide professional development and resources for EL teachers.
- Provide ongoing professional development to continue implementing Common Core mathematics (Algebra, Geometry, and Algebra 2), with a particular focus on professional development on intervention for students who may be falling behind.
- Implement new math textbook, Discovering Series by Kendall Hunt.
- Provide sufficient supplies to math teachers to implement hands-on, “math investigations” found in the new textbooks.
- Provide workshops with feeder schools to co-develop transitioning “anchor tasks” in English and math, particularly focusing on students performing below grade level.
- Begin examining New Generation Science Standards (NGSS) and developing “anchor tasks” for NGSS implementation, ensuring that under-represented groups are provided with sufficient support to access the curriculum and succeed.

 ALL

OR:

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

\$205,477:
S/C,
Certificated
Salaries,

\$64,523:
S/C,
Books &
Supplies
(CSAM)

TOTAL =
270,000: S/C



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

All eligible first and second year teachers must be enrolled in BTSA/CESIP to complete a clear California credential. 92 teachers were enrolled in these programs in 2013-14, and 74 teachers were enrolled last year, 2014-15. In addition, KHSD provides new teacher support for 17 CTE/Designated Subject teachers and 14 interns. In total, 105 teachers were supported for the 2014-15, school year through these programs.

Teachers in BTSA/CESIP complete training using Formative Assessment for California Teachers (FACT), which includes training in the following areas: the Common Core State Standards, lesson planning, classroom management, basic professionalism, instructional strategies that address the new standards, EL, Special Education, and cultural responsiveness and equity.

Each new teacher is assigned a Support Provider to provide coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards expertise.

 ALL

OR:

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

\$251,190:
S/C,
Certificated
Salaries
(CSAM)

\$54,631:
S/C, Books
& Supplies
(CSAM)

TOTAL =
\$305,821:
S/C

KHSD currently employs 1 BTSA/CESIP Resource Coordinator, 51 Support Providers, and 11 Intern Mentors.

- BTSA Resource Coordinator = \$115,635
- BTSA PD, activities, books, supplies = \$54,631
- Support Providers (51) = \$121,437
- Intern Mentors (11) = \$14,118
- TOTAL = \$305,821 for 2014-15

Continue efforts to recruit, hire, develop, and retain an HQ and effective teaching staff, socio-demographically reflective of the diverse student body of KHSD.

- Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.
- Increase recruitment in California.
- Provide additional hours for the Recruitment Administrator to coordinate recruitment efforts.

District

ALL

OR:

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

\$65,000 for recruiting efforts

\$35,000 towards salary of Recruitment Administrator

TOTAL = \$100,000: S/C, Certificated Salaries (CSAM)

GOAL 1

Year 2: 2016-2017

Expected Annual
Measurable
Outcomes:

The district is committed to using a substantial portion of its LCFF Supplemental and Concentration (S/C) Grant funding to reduce class size, district wide. Using a model designed to provide more staffing to schools with higher numbers of students of the “unduplicated count,” over 2/3 of all new staffing for the 2015-16, 2016-17, and 2017-18 school years will be allocated based on each school’s “unduplicated count.” Remaining staffing increases will be allocated to restore all schools to the staffing ratios that were in place before the recession began in 2007. Following the Governor’s commitment to restore school funding to the 2007-2008 level by 2021, KHSD will target full staffing restoration by 2021, and will continue its commitment to reducing class size at all schools, prioritizing its efforts to serve the schools with the highest number of “unduplicated count” students first.

METRICS

- Increase staffing formula by a minimum of 2% each year, measured by the previous year, to reduce class size by site average and by individual class (see page 24 for section allocations per year).
- Retain a 100% Highly Qualified (HQ) teaching staff and continued with zero teacher mis-assignments.
- Maintain EL authorization for 100% of English Learner (EL) teachers.
- Hire teachers that reflect the socio-demographic student groups of the district.
- Implement 90% content and literacy standards at all sites, as measured by classroom observation and teacher surveys.
- Increase survey responses of agree or strongly agree by 5% as they relate to quality of instruction, as measured by the 2015-2016 responses (see page 26).
- Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by the baseline numbers established in 2015-2016.
- Decrease Ds and Fs, overall, by 2% to reduce need for remediation, increase course completion rates, and increase a-g rates, as measured by the percentages of 2015-2016 (see page 24).
- Provide appropriate number of Bilingual Aides in English Language Development (ELD) classes and Instructional Assistants in core classes to provide support for English Learners (EL) to access the CCSS.
- Expand section allocation, per highest-need schools first, to broaden course options in literacy; Science, Technology, Engineering, and Math (STEM); Visual and Performing Arts; Career and Technical Education (CTE); and Advancement Via Individual Determination (AVID). All of the classes, courses, and programs offered at each school site are available to pupils of the unduplicated count and to students with exceptional needs.
- Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students and maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to increase Supplemental and Concentration (S/C) Grant funding by approximately 2% annually (or \$5 million estimated) for class size reduction, in order to restore student-teacher ratios in place before the economic recession began in 2007.</p> <p>Funding for class size reduction, as well as section allocations, will be determined by the Governor’s budget (pre and post May revise), total student enrollment by site, and proportionately to the site’s LCFF “unduplicated count” of students. Essentially, funding for class size reduction will focus on serving schools with the highest number of students of the “unduplicated count” first – i.e., providing for the neediest students to obtain the education they need.</p>	<p>Site per LCFF ranking of unduplicated count of students (page 46)</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$8,400,000 + \$5,000,000 = \$13,400,000: S/C, Certificated Salaries (CSAM)</p>

<p>Continue to provide additional teaching and administrative sections to support the intervention efforts of the continuation sites to deliver services to identified “at risk” students. Distribution will be determined by need.</p> <p>The KHSD continuation sites are as follows:</p> <ul style="list-style-type: none"> • Central Valley • Nueva • Tierra Del Sol • Vista • Vista West 	<p>Continuation sites</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students</u></p>	<p>\$140,000 for teaching sections</p> <p>\$160,000 for administrative sections</p> <p>TOTAL = \$300,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education.</p> <p>Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Certificated Salaries (CSAM)</p>
	<p>District</p>	<p><u> </u> ALL</p>	

<p>Continue to focus on literacy by providing staffing formula for ACCESS course, the new literacy course that provides necessary support and intervention to EL students who reclassify and to targeted students reading between the 4th and 6th IRL according to STAR Renaissance assessment. Section allocation will respond to need, which will eventually factor in need for ACCESS 2 sections, implemented in 2016-2017.</p> <ul style="list-style-type: none"> • Test grade 9 and 10 students in English. • Test twice annually, once at the beginning of the year and once at the end of the year. • Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. 		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,000,000 for ACCESS sections: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to fund STAR Renaissance to test all students in all grades, 9-12, and all incoming grade 9 students (grade 8) in English and math. The test diagnosis reading and math levels, as well as provides ongoing testing for instructional intervention.</p> <p>Continue to fund Edmentum, the online learning program that provides computer-adaptive assessments to target areas for intervention and provide individualized learning plans in all core subjects.</p>	<p>District</p>	<p><u>ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$300,000 for STAR Renaissance: S/C, Books & Supplies (CSAM)</p> <p>\$120,000 for Edmentum: S/C, Books & Supplies (CSAM)</p>
	<p>District</p>	<p><u>ALL</u></p>	

<p>Continue to provide professional development for literacy courses, ACCESS 1 and ACCESS 2. ACCESS 2 will be developed in 2015-2016 and implemented in 2016-2017.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$85,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to promote science education by reducing class size in science. The effort will accomplish the following:</p> <ul style="list-style-type: none"> • Sustain increase in wet-lab experiments. • Maintain high-quality science instruction. • Ensure appropriate and timely intervention in science classes so that access to and completion of all science courses is secured for all students. • Promote completion of 4th year science course to improve college-completion rate. 	<p>District</p>	<p><u>__</u>ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$972,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to provide funding to purchase science supplies to conduct (wet) lab experiments.</p>	<p>District</p>	<p><u>__</u>ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$200,000: S/C, Books & Supplies (CSAM)</p>
	<p>District</p>	<p><u>__</u>ALL below</p>	

Retain district **Resource Teachers** in English, EL, Math, Science, and AVID.

- English = \$94,000
- EL = \$91,000
- Math = \$100,000
- Science = \$135,000
- AVID = \$119,500
 - Develop and coordinate professional development conducive to the instructional needs of the teachers and the academic needs of the students.
 - Focus on determining appropriate and timely academic interventions for the students and providing appropriate and effective training for the teachers.

OR:

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

\$539,500:
S/C,
Certificated
Salaries
(CSAM)

Continue to provide **professional development** for teachers to maximize level of instruction and level of student learning, with particular emphasis on strategies and techniques to ensure success for the pupils of the “unduplicated count.”

- Provide ongoing professional development for teachers of ACCESS course, which will include development of ACCESS 2 in 2016-2017 and purchase of “libraries” for ACCESS 2. Estimated cost for “libraries” = \$44,000.
- Provide professional development and resources for EL teachers.
- Provide ongoing professional development to continue implementing Common Core mathematics (Algebra, Geometry, and Algebra 2), with a particular focus on professional development on intervention for students who may be falling behind.
- Continue to provide professional development for the ongoing implementation of new math textbook, Discovering Series by Kendall Hunt.
- Provide sufficient supplies to math teachers to implement hands-on, “math investigations” found in the new textbooks. Estimated budget for additional math materials = \$21,000.
- Provide workshops with feeder schools to co-develop transitioning “anchor tasks” in English and math, particularly focusing on students performing below grade level.
- Continue developing “anchor tasks” for NGSS implementation, ensuring that under-represented groups are provided with sufficient support to access the curriculum and succeed.

District

 ALL

OR:

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

\$205,000:
S/C,
Certificated
Salaries,

\$65,000:
S/C,
Books &
Supplies
(CSAM)

TOTAL =
\$270,000:
S/C

<p>Continue to fund the Beginning Teacher Support and Assessment (BTSA) Induction Program and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials.</p>	<p>District</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$251,190: S/C, Certificated Salaries (CSAM)</p> <p>\$54,631: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$305,821: S/C</p>
<p>Continue efforts to recruit, hire, develop, and retain an HQ and effective teaching staff, socio-demographically reflective of the diverse student body of KHSD.</p> <ul style="list-style-type: none"> • Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds. • Increase recruitment in California. • Provide Recruitment Administrator to coordinate recruitment efforts. 	<p>District</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$65,000 for recruiting efforts</p> <p>\$35,000 towards salary of Recruitment Administrator</p> <p>TOTAL = \$100,000: S/C, Certificated Salaries (CSAM)</p>

GOAL 1

LCAP Year 3: 2017-2018

The district is committed to using a substantial portion of its LCFF Supplemental and Concentration (S/C) Grant funding to reduce class size, district wide. Using a model designed to provide more staffing to schools with higher numbers of students of the “unduplicated count,” over 2/3 of all new staffing for the 2015-16, 2016-17, and 2017-18 school years will be allocated based on each school’s “unduplicated count.” Remaining staffing increases will be allocated to restore all schools to the staffing ratios that were in place before the recession began in 2005. Following the Governor’s commitment to restore school funding to the 2007-2008 level by 2021, KHSD will target full staffing restoration by 2021, and will continue its commitment to reducing class size at all schools, prioritizing its efforts to serve the schools with the highest number of “unduplicated count” students first.

METRICS

Expected Annual
Measurable
Outcomes:

- Increase staffing formula by a minimum of 2% each year to reduce class size by site average and by individual class (see page 24 for section allocations per year).
- Retain a 100% Highly Qualified (HQ) teaching staff and retain zero teacher mis-assignments.
- Maintain EL authorization for 100% of English Learner (EL) teachers.
- Hire teachers that reflect the socio-demographic student groups of the district.
- Implement 95% of content and literacy standards at all sites, as measured by classroom observation and teacher surveys.
- Increase survey responses of agree or strongly agree by 5% as they relate to quality of instruction, as measured by previous year’s survey responses (see page 26).
- Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by previous year’s grade levels.
- Decrease Ds and Fs, overall, by 2% to reduce need for remediation, increase course completion rates, and increase a-g rates, as measured by the previous year’s percentages (see page 24).
- Provide appropriate number of Bilingual Aides in English Language Development (ELD) classes and Instructional Assistants in core classes to provide support for English Learners (EL) to access the CCSS.
- Expand section allocation, per highest-need schools first, to broaden course options in literacy; Science, Technology, Engineering, and Math (STEM); Visual and Performing Arts; Career and Technical Education (CTE); and Advancement Via Individual Determination (AVID). All classes, courses, and programs offered at each school site are available to pupils of the unduplicated count and to students with exceptional needs.
- Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students and maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to increase Supplemental and Concentration (S/C) Grant funding by approximately 2% annually (or \$5 million estimated) for class size reduction, in order to restore student-teacher ratios in place before the economic recession began in 2005.</p> <p>Funding for class size reduction, as well as section allocations, will be determined by the Governor’s budget (pre and post May revise), total student enrollment by site, and proportionately to the site’s LCFF “unduplicated “count” of students. Essentially, funding for class size reduction will focus on serving schools with the highest number of students of the “unduplicated count” first – i.e., providing for the neediest students to obtain the education they need.</p>	<p>Site per LCFF ranking of unduplicated count of students</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$13,400,000 + \$5,000,000</p> <p>TOTAL = \$18,400,000: S/C, Certificated Salaries (CSAM)</p>

<p>Continue to provide additional teaching and administrative sections to support the intervention efforts of the continuation sites to deliver services to identified “at risk” students. Distribution will be determined by need.</p> <p>The KHSD continuation sites are as follows:</p> <ul style="list-style-type: none"> • Central Valley • Nueva • Tierra Del Sol • Vista • Vista West 	<p>Continuation sites</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$140,000 for teaching sections</p> <p>\$160,000 for administrative sections</p> <p>TOTAL = \$300,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education.</p> <p>Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Certificated Salaries (CSAM)</p>

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<p>Continue to focus on literacy by providing staffing formula for ACCESS course, the new literacy course that provides necessary support and intervention to EL students who reclassify and to targeted students reading between the 4th and 6th IRL according to STAR Renaissance assessment. Section allocation will respond to overall need, including need for ACCESS 2 sections, implemented in 2017-2018. The total number of sections allocated for ACCESS is predicted to double, factoring in increased need for ACCESS 1 and implementation of ACCESS 2. There may also be a need to develop pre-ACCESS for students reading below the 4th grade level.</p> <ul style="list-style-type: none"> • Test grade 9, 10, and 11 students in English, adding grade 12 students next year. • Test twice annually, once at the beginning of the year and once at the end of the year. • Monitor progress (for all grades) through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. 	<p>District</p>	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,200,000 for ACCESS sections: S/C, Certificated Salaries (CSAM)</p>
	<p>District</p>	<p><u> </u>ALL</p>	

<p>Continue to fund STAR Renaissance to test all students in all grades, 9-12, and all incoming grade 9 students (grade 8) in English and math. The test diagnosis reading and math levels, as well as provides ongoing testing for instructional intervention.</p> <p>Continue to fund Edmentum, the online learning program that provides computer-adaptive assessments to target areas for intervention and provide individualized learning plans in all core subjects.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>\$300,000: S/C, Books & Supplies (CSAM)</p> <p>\$120,000: S/C, Books & Supplies (CSAM)</p>
<p>Continue to provide professional development for literacy courses, ACCESS 1 and ACCESS 2.</p>	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>\$85,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to promote science education by reducing class size in science. The effort will accomplish the following:</p> <ul style="list-style-type: none"> • Sustain increase in wet-lab experiments. • Maintain high-quality science instruction. • Ensure appropriate and timely intervention in science classes so that access to and completion of science courses is secured for all students. • Promote completion of 4th year science course to improve college-completion rate. 	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>\$972,000: S/C, Certificated Salaries (CSAM)</p>

<p>Continue to provide funding to purchase science supplies to conduct (wet) lab experiments.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u> </u> African American students, <u> </u> Special Education students</p>	<p>\$200,000: S/C, Books & Supplies (CSAM)</p>
<p>Retain district Resource Teachers in English, EL, Math, Science, and AVID.</p> <ul style="list-style-type: none"> • English = \$94,000 • EL = \$91,000 • Math = \$100,000 • Science = \$135,000 • AVID = \$119,500 <ul style="list-style-type: none"> ○ Develop and coordinate professional development conducive to the instructional needs of the teachers and the academic needs of the students. ○ Focus on determining appropriate and timely academic interventions for the students and providing appropriate and effective training for the teachers. 	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u> </u> African American students, <u> </u> Special Education students</p>	<p>\$539,500: S/C, Certificated Salaries (CSAM)</p>

<p>Continue to provide professional development for the teachers to maximize level of instruction and level of student learning.</p> <ul style="list-style-type: none"> • Provide ongoing professional development for teachers of ACCESS 1 and 2 courses. • Continue to build ACCESS “libraries” = \$22,000 for ACCESS 2. • Provide ongoing professional development and resources for EL teachers. • Provide ongoing professional development to continue implementing Common Core mathematics (Algebra, Geometry, and Algebra 2) and implementing new math textbook, <u>Discovering Series</u> by Kendall Hunt. • Provide sufficient supplies to math teachers to implement hands-on, “math investigations” found in the new textbooks = \$21,000. • Provide workshops with feeder schools to co-develop transitioning “anchor tasks” in English (particularly literacy) and math. • Continue course development and implementation of New Generation Science Standards (NGSS). 	<p>District</p>	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$227,000: S/C, Certificated Salaries, \$43,000: S/C, Books & Supplies (CSAM) TOTAL = \$270,000: S/C</p>
	<p>District</p>	<p><u> </u>ALL</p>	

<p>Continue to fund the Beginning Teacher Support and Assessment (BTSA) Induction Program and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$251,190: S/C, Certificated Salaries (CSAM)</p> <p>\$54,631: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$305,821: S/C</p>
<p>Continue efforts to recruit, hire, develop, and retain an HQ and effective teaching staff, socio-demographically reflective of the diverse student body of KHSD.</p> <ul style="list-style-type: none"> • Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds. • Increase recruitment in California. • Provide Recruitment Administrator to coordinate recruitment efforts. 		<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>65,000 for recruiting efforts</p> <p>\$35,000 towards salary of Recruitment Administrator</p> <p>TOTAL = \$100,000: S/C</p>

GOAL

2

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

Related State and/or Local Priorities:

1__ 2_X 3__ 4_X 5__ 6__ 7__

8__

COE only: 9__ 10__

Local : Specify 1 and 3

Identified Need:

67% of the district's English Learners are Long-Term English Learners (LTELS). Though extra support and resources have been provided to reduce the LTELS, additional interventions must be provided to accomplish the following: increase the reclassification rate of LTELS in order for all students to have full access to the core curriculum; increase the achievement level of EL students in core classes; and increase enrollment in Gifted and Talented Education (GATE), Honors (HP), and Advanced Placement (AP) of under-represented subgroups.

- **Reclassification of ELs**
 - 28% reclassified in 2014-15
 - 15% reclassified in 2013-14
 - 13% reclassified in 2012-13
- **Per Annual Measurable Achievement Objectives (AMAO)**
 - Percent of ELs making annual progress in learning English
 - 44.2% in 2014-15
 - 49.8% in 2013-14
 - 47.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)
 - 11.1% in 2014-15
 - 13.0% in 2013-14
 - 18.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13
- **Students enrolled in Gifted and Talented Education (GATE), Honors (HP), and Advanced Placement (AP); 2014-15**
 - Hispanic = 15% of total student population; 55% of total GATE, HP, AP enrollment
 - African American = 1% of total student population; 3.9% of total GATE, HP, AP enrollment
 - White = 7.9% of total student population; 28% of total GATE, HP, AP enrollment
 - EL = ≤1% of total student population; ≤1% of total GATE, HP, AP enrollment (29 students enrolled total)

Continue to focus on literacy and numeracy so that all students have full access to the core curriculum.

- **Instructional Reading Level (IRL) of grade 9 students who were tested districtwide, 2014-15**
 - 220 (4%) tested at 4.5 average IRL (grade 9, general)
 - 3,589 (70%) tested at 6.5 average IRL (grade 9, college prep)

- 1,300 (25%) tested at 9.4 average IRL (grade 9, GATE)
- 5,109 = total students tested, approximately half of grade 9 enrollment

Focus on career and college readiness by encouraging students to take the most challenging courses and achieve their highest potential.

- Academic Performance Index (API), 2013
 - District = 739, growth of 6 points from 2012
 - African American = 687, growth of 4
 - Hispanic = 711, growth of 7
 - White = 799, growth of 5
 - Socio-economically disadvantaged = 706, growth of 11
 - EL = 696, growth of 41
 - Students w/ disabilities = 485, growth of 23
- A-G completion, 2013-2014
 - **A-G completion, 2014-2015**
 - District = 32.3%, decrease of .06
 - **District = 35.6%**
 - African American = 25.8%, growth of 1.1
 - **African American = 32.5%**
 - Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
 - White = 39.6%, growth of 2.1
 - **White = 41.6%**
 - County = 29.8%, growth of .06
 - **County = 33.3%**
 - State = 39.4%, growth of 2.8
 - **State = 41.9**
- Advanced Placement (AP), 2013-2014
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- Early Assessment Program (EAP) to determine college readiness – English, 2013-2014
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1

- Not ready = 63.9%, decrease of 5.4
- EAP – math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.
 - 3,312 of the students who took a “concentrator” course were grade 12 students.
 - 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%
- CST data (see page 68)
- Per survey
 - 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career path.
 - 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college.

Build and strengthen technology infrastructure to support and enhance the learning of all students.

- Technology use per survey
 - 89% of students agree or strongly agree that they should be allowed to bring their own electronic device to school to support learning
 - 89% of students agree or strongly agree that classroom sets of hand-held technology devices should be available to students
 - Stakeholder (per LCAP meetings) see need to build technology infrastructure

Based on surveys (see metrics below), KHSD takes pride in providing clean, safe, and well maintained schools and will continue to maintain Williams Act compliant facilities for all sites so that all students are afforded clean, safe, and well-maintained schools, with sufficient instructional resources provided.

- School maintenance and safety per survey
 - 50% of students agree or strongly agree that school is clean
 - 65% of students agree or strongly agree that school is well maintained
 - 70%+ agree or strongly agree that they feel safe at school
- School safety per survey
 - 71.58% of students agree or strongly agree that they feel safe at school
 - 18.83% of students disagree or strongly disagree that they feel safe at school
- Per Student Accountability Report Card (SARC) and Highly Qualified Teacher (HQ) Report
 - Teachers appropriately assigned
 - Facilities in “good” repair (per FIT)
 - Sufficient instructional materials provided
 - 80%+ of parents agree or strongly agree that district provides textbooks and instructional materials to meet needs of their student
 - 77% of students agree or strongly agree that their school provides the materials they need

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

Expected Annual
Measurable
Outcomes:

METRICS

- Implement content and literacy standards at all sites, as measured by classroom observation and teacher survey. Aim for 100% implementation by 2017-2018.
- Increase the reclassification rate of EL students by 2% each year, based on previous year's reclassification rate (see page 63).
- Ensure that classes, courses, and programs offered at all school sites are open to pupils of the unduplicated count and to students with exceptional needs.
- Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, STEM, Visual and Performing Arts, CTE, and AVID.
- Continue to offer classes, courses, and programs that target the needs of the English Learner, such as the summer CELDT program which helps LTELS to reclassify and ACCESS which helps to build literacy skills.
- Provide appropriate number of Bilingual Aides in ELD classes and Instructional Assistants in core classes to provide support for EL students to access the CCSS.
- Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by the previous year's scores. Baseline reading and math scores will be established in 2015-2016.
- Increase enrollment in GATE, HP, and AP of under-represented subgroups, as measured by enrollment percentages (see page 63).
- Increase college and career readiness, as measured by the following: student surveys, a-g completion rates, API, AP scores, EAP percentages of "ready" and "conditionally ready", and CST scores (see pages 64 and 68).
- Increase use of technology to support and enhance learning, as measured by previous year's student surveys (see page 65).

California Standards Test Scores (CST), 2013

English-Language Arts

- **Advanced**
 - Grade 9 = 21%
 - Grade 10 = 19%
 - Grade 11 = 15%
- **Proficient**
 - Grade 9 = 32%
 - Grade 10 = 28%
 - Grade 11 = 25%
- **Basic**
 - Grade 9 = 27%
 - Grade 10 = 32%
 - Grade 11 = 30%
- **Below Basic**
 - Grade 9 = 13%
 - Grade 10 = 12%
 - Grade 11 = 16%
- **Far Below Basic**
 - Grade 9 = 7%
 - Grade 10 = 8%
 - Grade 11 = 13%

Algebra 1

- **Advanced**
 - Grade 9 = 3%
 - Grade 10 = 1%
 - Grade 11 = 0%
- **Proficient**
 - Grade 9 = 20%
 - Grade 10 = 8%
 - Grade 11 = 5%

- Basic
 - Grade 9 = 31%
 - Grade 10 = 20%
 - Grade 11 = 15%
- Below Basic
 - Grade 9 = 35%
 - Grade 10 = 47%
 - Grade 11 = 50%
- Far Below Basic
 - Grade 9 = 12%
 - Grade 10 = 25%
 - Grade 11 = 29%

Geometry

- Advanced
 - Grade 9 = 15%
 - Grade 10 = 1%
 - Grade 11 = 0%
- Proficient
 - Grade 9 = 35%
 - Grade 10 = 9%
 - Grade 11 = 5%
- Basic
 - Grade 9 = 30%
 - Grade 10 = 25%
 - Grade 11 = 17%
- Below Basic
 - Grade 9 = 19%
 - Grade 10 = 51%
 - Grade 11 = 55%
- Far Below Basic
 - Grade 9 = 2%
 - Grade 10 = 13%

- Grade 11 = 23%

Algebra 2

- Advanced
 - Grade 9 = 26%
 - Grade 10 = 13%
 - Grade 11 = 1%
- Proficient
 - Grade 9 = 39%
 - Grade 10 = 33%
 - Grade 11 = 13%
- Basic
 - Grade 9 = 22%
 - Grade 10 = 32%
 - Grade 11 = 29%
- Below Basic
 - Grade 9 = 10%
 - Grade 10 = 17%
 - Grade 11 = 36%
- Far Below Basic
 - Grade 9 = 3%
 - Grade 10 = 6%
 - Grade 11 = 20%

Summative High School Mathematics, Grade 11

- Advanced = 8%
- Proficient = 25%
- Basic = 17%
- Below Basic = 33%
- Far Below Basic = 17%

Biology

- Advanced
 - Grade 9 = 41%
 - Grade 10 = 14%
 - Grade 11 = 10%

- Proficient
 - Grade 9 = 27%
 - Grade 10 = 28%
 - Grade 11 = 13%
- Basic
 - Grade 9 = 15%
 - Grade 10 = 36%
 - Grade 11 = 35%
- Below Basic
 - Grade 9 = 0%
 - Grade 10 = 2%
 - Grade 11 = 16%
- Far Below Basic
 - Grade 9 = 0%
 - Grade 10 = 1%
 - Grade 11 = 9%

Science Grade 10, Life Science

- Advanced = 28%
- Proficient = 28%
- Basic = 26%
- Below Basic = 11%
- Far Below Basic = 8%

Chemistry, Grade 11

- Advanced = 5%
- Proficient = 25%
- Basic = 65%
- Below Basic = 5%
- Far Below Basic = 0%

Earth Science

- Advanced
 - Grade 9 = 13%
 - Grade 11 = 0%

- Proficient
 - Grade 9 = 32%
 - Grade 11 = 15%
- Basic
 - Grade 9 = 32%
 - Grade 11 = 46%
- Below Basic
 - Grade 9 = 16%
 - Grade 11 = 8%
- Far Below Basic
 - Grade 9 = 8%
 - Grade 11 = 31%

World History

- Advanced
 - Grade 10 = 10%
 - Grade 11 = 5%
- Proficient
 - Grade 10 = 30%
 - Grade 11 = 11%
- Basic
 - Grade 10 = 24%
 - Grade 11 = 26%
- Below Basic
 - Grade 10 = 13%
 - Grade 11 = 11%
- Far Below Basic
 - Grade 10 = 23%
 - Grade 11 = 47%

US History, Grade 11

- Advanced = 4%
- Proficient = 8%
- Basic = 17%
- Below Basic = 19%

- Far Below Basic = 51%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

In 2014-15, a summer school program of intensive study for reclassification was piloted at 3 sites (10 sections total). The California English Language Development Test (CELDT) was administered after the pilot program. 33% of the total ELs (approximately 1,100 students) in the district were tested (both those enrolled in the pilot summer class and those not enrolled in the pilot class), and 75 students reclassified.

An improved measurement mechanism is needed to determine rate of reclassification of those students enrolled in the reclassification class versus those not in the class. Such a mechanism will be set up for this summer's reclassification class.

Provide EL **Reclassification Summer CELDT Class** program during Summer School to maximize reclassification rate for LTELS. The following schools will receive the following additional sections for the Summer CELDT program:

- Arvin = 4 sections
- East = 2 sections
- Foothill = 2 sections
- Golden Valley = 2 sections
- Mira Monte = 4 sections
- South = 2 sections
- Vista = 2 sections
- West = 2 sections

Arvin
East
Foothill
GV
MM
South
Vista
West

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

\$184,500:
Supplemental
and
Concentration
Grant (S/C),
Certificated
Salaries
(CSAM)

<ul style="list-style-type: none"> TOTAL = 21 additional Summer School sections allocated to CELDT = 21 X 4.5 hours @ \$65 per hour X 30 days = \$184,275 			
<p>Provide Apex sections for credit recovery, a-g completion, and/or academic advancement = 42 sections X \$18,000 per section = \$756,000 + \$220,000 for licensing and resources = \$976,000 + \$374,000 for professional development = \$1,350,000.</p> <p>http://www.apexlearning.com/</p>	District	<p><u> </u> ALL</p> <hr/> <p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,130,000: S/C, Certificated Salaries, (CSAM)</p> <p>\$220,000: S/C, Book & Supplies (CSAM)</p> <p>TOTAL = \$1,350,000: S/C</p>
<p>Provide intervention classes for students who need additional support in English and math – e.g. Algebra Lab, Foundations in Math, literacy classes, support classes for the California High School Exit Exam (CAHSEE) and the grade 11 Smarter Balanced test, and Academic Performance classes that support “at risk” grade 9-12 students = up to 75 sections X \$18,000 = \$1,350,000.</p>	District	<p><u> </u> ALL</p> <p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,350,000: S/C, Certificated Salaries (CSAM)</p>

<p>Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the neediest and youngest students first.</p> <p>Retain the EL/Title 1 Coordinators to oversee EL instruction at the school site, coordinate EL/Title 1 services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.</p> <p>Retain Bilingual Technicians to support the EL program at the site by processing mandatory state and federal data and providing translation service; however, restructure period allocations proportionate to EL enrollment.</p> <p>Below, the first line (by school) indicates the current BIA and IA period allocations, and the second line indicates the proposed period re-allocations, recalculated by total EL enrollment.</p> <p>BIA + IA periods = 257 + 72, district wide (included in parenthesis is total EL enrollment per site):</p> <ul style="list-style-type: none"> • Arvin = 38 BIA + 13 IA (559 total EL) <ul style="list-style-type: none"> ○ 47 BIA + 13 IA • BHS = 18 BIA + 6 IA (240 total EL) <ul style="list-style-type: none"> ○ 20 BIA + 6 IA • Centennial = 6 BIA + 3 IA (20 total EL) <ul style="list-style-type: none"> ○ 2 BIA + 0 IA • East = 4 BIA = 0 IA (254 total EL) <ul style="list-style-type: none"> ○ 21 BIA = 6 IA 	<p>District</p>	<p><u> </u> ALL <u>OR:</u> <u> X Low Income pupils X English Learners</u> <u> X Foster Youth X Redesignated fluent English</u> <u>proficient X Other Subgroups:(Specify)</u></p>	<p>\$2,053,303: S/C, for BIA and IA periods, Classified Salaries (CSAM)</p> <p>\$177,130: S/C, for EL/Title 1 Coordinators, Certificated Salaries (CSAM)</p> <p>\$716,545: S/C, for Bilingual Tech periods, Classified Salaries (CSAM)</p> <p>TOTAL = \$2,946,978: S/C</p>
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- Foothill = 18 BIA + 6 IA (232 total EL)
 - **19 BIA + 5 IA**
- Frontier = 3 BIA + 0 IA (16 total EL)
 - **1 BIA + 0 IA**
- GV = 48 BIA + 0 IA (216 total EL)
 - **18 BIA + 5 IA**
- Kern Valley 0 BIA + 0 IA = (4 total EL)
 - **0 BIA + 0 IA**
- Highland = 24 BIA + 6 IA (152 total EL)
 - **13 BIA + 4 IA**
- IHS = 8 BIA + 0 IA (45 total EL)
 - **4 BIA + 1 IA**
- Liberty = 2 BIA + 2 IA (20 total EL)
 - **2 BIA + 0 IA**
- MM = 21 BIA + 15 IA (329 total EL)
 - **27 BIA + 8 IA**
- North = 3 BIA + 0 IA (39 total EL)
 - **3 BIA + 1 IA**
- Nueva = 0 BIA + 0 IA (3 total EL)
 - **0 BIA + 0 IA**
- Ridgeview = 9 BIA + 0 IA (151 total EL)
 - **13 BIA + 4 IA**
- Shafter = 7 BIA + 11 IA (329 total EL)
 - **27 BIA + 8 IA**
- South = 18 BIA + 9 IA (230 total EL)
 - **19 BIA + 5 IA**
- Stockdale = 6 BIA + 0 IA (28 total EL)
 - **2 BIA + 1 IA**
- Tierra Del Sol = 0 BIA + 0 IA (32 total EL)
 - **3 BIA + 1 IA**
- Vista = 0 BIA + 0 IA (0 total EL)
 - **0 BIA + 0 IA**

- Vista West = 2 BIA + 1 IA (3 total EL)
 - **0 BIA + 0 IA**
- West = 17 BIA + 0 IA (188 total EL)
 - **16 BIA + 1 IA**
- TOTAL EL enrollment, district wide = 3,085
- TOTAL = \$1,731,515 BIA + \$321,788 IA = \$2,053,303

Bilingual Tech periods = 126, district wide

Proposed Bilingual Tech period allocations indicated by the parenthetical word (new), recalculated to reflect proportionality of EL enrollment per site

- Arvin = 16 (current), 23 (new)
- BHS = 8 (current), 10 (new)
- Centennial = 5 (current), 1 (new)
- East = 1 (current), 10 (new)
- Foothill = 8 (current), 9 (new)
- Frontier = 5 (current), 1 (new)
- GV = 12 (current), 9 (new)
- Highland = 5 (current), 6 (new)
- IHS = 6 (current), 2 (new)
- Liberty = 2 (current), 1 (new)
- MM = 8 (current), 13 (new)
- North = 5 (current), 2 (new)
- Ridgeview = 5 (current), 6 (new)
- Shafter = 3 (current), 13 (new)
- South = 8 (current), 9 (new)
- Stockdale = 5 (current), 1 (new)
- West = 8 (current), 8 (new)

- Nueva = 5 (current), 0 (new)
- Tierra Del Sol = 2 (current), 1 (new)
- Vista = 5 (current), 0 (new)
- Vista West = 5 (current), 0 (new)
- TOTAL = \$716,545
- EL/Title 1 Coordinator = 20 Coordinators, 1 per each site listed above = \$177,130

Provide professional development for BIAs, IAs, and Bilingual Techs to improve instructional support practices in the classroom and improve coordination of EL services, including parent support services.

Strengthen Title 1/EL Coordinator professional learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support, and improve coordination of services to enhance quality of EL services to students and their parents.

Maintain **Teacher-Librarians** at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services – e.g. include:

- Providing Internet and computer access to all students, particularly those who may not have Internet access at home, and direction on how to access these resources
- Co-developing instructional units with teachers that build information/research literacy skills
- Providing library access before/after school and on Saturdays
- Providing options for tutoring and mentoring services
- Providing options for parent/community workshops, especially to support parents who may not have technology resources at home

18 Teacher-Librarians (one per comprehensive site) X \$109,000 (approximately) = \$1,962,000

District

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

\$1,962,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

<p>Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress to all students and, in particular, to those students who may not have Internet access at home: \$8,500 per site @ 18 sites = \$153,000. Sites may use the funding as deemed appropriate to fulfill the primary expectation of serving the students of the "unduplicated count." The funding may include bilingual literacy support for EL students.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$111,000: S/C, Certificated Salaries</p> <p>\$37,500: S/C, Classified Salaries (CSAM)</p> <p>\$4,500: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$153,000: S/C</p>
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<p>Purchase materials and resources for ACCESS course (redesigned literacy course), already developed and scheduled for implementation in 2015-16 school year.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$20,000: S/C, Books & Supplies (CSAM)</p>
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<p>Employ Instructional Technology Coach to assist in the effective utilization of technology and technology programs in the classroom to enhance student engagement and learning. Instructional Technology Coach will focus on serving students of the “unduplicated count” first.</p>	<p>District</p>	<p><u> </u> ALL <u>OR:</u> <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) African American students, Special Education students</p>	<p>\$90,000: S/C, Certificated Salaries (CSAM)</p>
<p>Provide an operational budget for the above-mentioned staff – Supervising Administrator for Instructional Technology, Software Coordinator, and Instructional Technology Coach – to provide professional development and specific trainings on the use of technology and software programs, serving the students and their parents of the “unduplicated count” first.</p>	<p>District</p>	<p><u> </u> ALL <u>OR:</u> <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) African American students, Special Education students</p>	<p>\$60,000: S/C, Books & Supplies (CSAM)</p>

Current education theory and research indicate that technology integrated with instruction increases effectiveness in student engagement.

Continue to build and strengthen **technology** infrastructure to support and enhance learning in the classroom. This action may include the following:

- Increasing computer access
- Refreshing computers at sites
- Supporting Science, Technology, Engineering, and Math (STEM) classes
- Expanding labs
- Increasing the use of portable devices in the classroom
- Increasing Virtual Desktop Infrastructure (VDI)
- Expanding bandwidth to support a robust network

Serve the sites with the highest number of students of the “unduplicated count” first, followed by general district need.

District

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

\$2,500,000:
S/C, Capital
Outlay
(CSAM)

A full library of Share Point lessons and assessments have been completed. Not all curricular areas have a technology-based assessment, but all areas have technology based lessons, some of which include assessments.

Continue to build **technology-based assessments** so that all technology-based lessons have a corresponding assessment.

Ensure that technology lessons and assessments address the needs of the below-grade-level learner, as well as all students of the “unduplicated count” who may not have technology resources at home.

District

ALL

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other

Subgroups:(Specify) _____

\$20,000:
S/C,
Certificated
Salaries
(CSAM)

-

Develop and implement **Kern Learn**, KHSD online education system, which will increase academic options for students of the “unduplicated count” – e.g., recover credit, complete a-g, and/or accelerate program completion. The course offerings may include dual enrollment options, as well. In addition, Kern Learn will allow the student to seek employment if needed while remaining enrolled in school because Kern Learn is a synchronous online program rather than an asynchronous program like Apex. Students in Kern Learn can be enrolled in the regular program but can complete the classes off campus.

- Hire instructional staff = \$90,000 per teacher.
 - English
 - Math
 - Social Studies
 - Science
 - Physical Education
- Hire counselor = \$125,000.
- Hire clerical support = \$60,000.
- Provide professional development for curriculum development and instructional delivery.
- Purchase equipment and software, including licenses.

X ALL

OR:

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

\$982,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

\$50,000:
 S/C,
 Classified
 Salaries
 (CSAM)

\$304,000:
 S/C,
 Books &
 Supplies
 (CSAM)

\$14,000:
 S/C,
 Equipment
 (CSAM)

TOTAL =
 \$1,350,000:
 S/C

GOAL 2

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Implement content and literacy standards at all sites, as measured by classroom observation and teacher survey. Aim for 100% implementation by 2017-2018. • Increase the reclassification rate of EL students by 2% each year, based on previous year’s reclassification rate (see page 63 for baseline figures). • Ensure that classes, courses, and programs offered at all school sites are open to pupils of the unduplicated count and to students with exceptional needs. • Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, STEM, Visual and Performing Arts, CTE, and AVID. • Continue to offer classes, courses, and programs that target the needs of the English Learner, such as the summer CELDT program which helps LTELS to reclassify and ACCESS which helps to build literacy skills. • Provide appropriate number of Bilingual Aides in ELD classes and Instructional Assistants in core classes to provide support for EL students to access the CCSS. • Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by the previous year’s scores. Baseline reading and math scores will be established in 2015-2016. • Increase enrollment in GATE, HP, and AP of under-represented subgroups, as measured by enrollment percentages (see page 63). • Increase college and career readiness, as measured by the following: student surveys, a-g completion rates, API, AP scores, and EAP percentages of “ready” and “conditionally ready”, and CST scores (see pages 64 and 68). • Increase use of technology to support and enhance learning, as measured by previous year’s student surveys (see page 65). 		
	<p>Actions/Services</p>	<p>Scope of Service District</p>	<p>Pupils to be served within identified scope of service __ALL</p>

<p>Continue to provide EL Reclassification Summer CELDT program during Summer School to maximize reclassification rate for LTELS (Long-Term English Learners). Section allocation will be adjusted each year according to need per site.</p> <p>Develop assessment tool to determine effectiveness of class.</p>		<p>OR: <u><input checked="" type="checkbox"/></u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u><input checked="" type="checkbox"/></u> Foster Youth <u><input checked="" type="checkbox"/></u> Redesignated fluent English proficient <u><input checked="" type="checkbox"/></u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$184,500: S/C, Certificated Salaries (CSAM)</p>
<p>Provide Apex sections for credit recovery, a-g completion, and/or academic advancement = 42 sections X \$18,000 per section = \$756,000 + \$220,000 for licensing and resources = \$976,000 + \$374,000 for professional development = \$1,350,000.</p> <p>http://www.apexlearning.com/</p>	<p>District</p>	<p><u><input type="checkbox"/></u> ALL</p> <p>OR: <u><input checked="" type="checkbox"/></u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u><input checked="" type="checkbox"/></u> Foster Youth <u><input checked="" type="checkbox"/></u> Redesignated fluent English proficient <u><input checked="" type="checkbox"/></u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,130,000: S/C, Certificated Salaries, (CSAM)</p> <p>\$220,000: S/C, Book & Supplies (CSAM)</p> <p>TOTAL = \$1,350,000: S/C</p>
<p>Provide intervention classes for students who need additional support in English and math – e.g. Algebra Lab, Foundations in Math, literacy classes, support classes for the grade 11 Smarter Balanced test, and Academic Performance classes that support “at risk” grade 9-12 students = up to 75 sections X \$18,000 = \$1,350,000.</p>	<p>District</p>	<p><u><input type="checkbox"/></u> ALL</p> <p>OR: <u><input checked="" type="checkbox"/></u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u><input checked="" type="checkbox"/></u> Foster Youth <u><input checked="" type="checkbox"/></u> Redesignated fluent English proficient <u><input checked="" type="checkbox"/></u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,350,000: S/C, Certificated Salaries (CSAM)</p>

<p>Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the neediest and youngest students first.</p> <p>Retain the EL/Title 1 Coordinators to oversee EL instruction at the school site, coordinate EL/Title 1 services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.</p> <p>Retain Bilingual Technicians to support the EL program at the site by processing mandatory state and federal data and providing translation service; however, restructure period allocations proportionate to EL enrollment.</p>	<p>District</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$2,053,303: S/C, for BIA and IA periods, Classified Salaries (CSAM)</p> <p>\$177,130: S/C, for EL/Title 1 Coordinators, Certificated Salaries (CSAM)</p> <p>\$716,545: S/C, for Bilingual Tech periods, Classified Salaries (CSAM)</p> <p>TOTAL = \$2,946,978: S/C</p>
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Maintain **Teacher-Librarians** at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services – e.g. include:

- Providing Internet and computer access to all students and direction on how to access these resources
- Co-developing instructional units with teachers that build information/research literacy skills
- Providing library access before/after school and on Saturdays
- Providing options for tutoring and mentoring services
- Providing options for parent/community workshops

18 Teacher-Librarians (one per comprehensive site) X \$109,000 (approximately) = \$1,962,000

District

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

\$1,962,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

<p>Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress: \$8,500 per site @ 18 sites = \$153,000. Sites may use the funding as deemed appropriate to fulfill the primary expectation of serving the students of the "unduplicated count." The funding may include bilingual literacy support for EL students.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$111,000: S/C, Certificated Salaries \$37,500: S/C, Classified Salaries (CSAM) \$4,500: S/C, Books & Supplies (CSAM) TOTAL = \$153,000: S/C</p>
<p>Purchase materials and resources for ACCESS and ACCESS 2 courses (redesigned literacy course), implemented in 2015-16 school year to serve students reading below grade level and supporting EL students who have reclassified.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>20,000: S/C, Books & Supplies (CSAM)</p>
		<p><u> </u> X ALL</p>	

Maintain **Kern Learn**, KHSD online education system, which will widen academic options for students of the “unduplicated count” – e.g., recover credit, complete a-g, and/or accelerate student. The course offerings may include dual enrollment options, as well.

- Hire instructional staff = \$90,000 per teacher.
 - English
 - Math
 - Social Studies
 - Science
 - Physical Education
- Hire counselor = \$125,000.
- Hire clerical support = \$60,000.
- Provide professional development for curriculum development and instructional delivery.
- Purchase equipment and software, including licenses.

OR:
 ___Low Income pupils ___ English Learners
 ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____

\$982,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

\$50,000:
 S/C,
 Classified
 Salaries
 (CSAM)

\$304,000:
 S/C,
 Books &
 Supplies
 (CSAM)

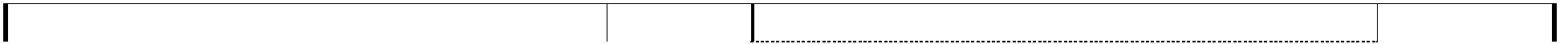
\$14,000:
 S/C,
 Equipment
 (CSAM)

TOTAL =
 \$1,350,000

GOAL 2
LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS</p>		
	<ul style="list-style-type: none"> • Implement content and literacy standards at all sites, as measured by classroom observation and teacher survey. Aim for 100% implementation by 2017-2018. • Increase the reclassification rate of EL students by 2% each year, based on previous year's reclassification rate (see page 63 for baseline figures). • Ensure that classes, courses, and programs offered at all school sites are open to pupils of the unduplicated count and to students with exceptional needs. • Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, STEM, Visual and Performing Arts, CTE, and AVID. • Continue to offer classes, courses, and programs that target the needs of the English Learner, such as the summer CELDT program which helps LTELS to reclassify and ACCESS which helps to build literacy skills. • Provide appropriate number of Bilingual Aides in ELD classes and Instructional Assistants in core classes to provide support for EL students to access the CCSS. • Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by the previous year's scores. Baseline reading and math scores will be established in 2015-2016. • Increase enrollment in GATE, HP, and AP of under-represented subgroups, as measured by enrollment percentages (see page 63). • Increase college and career readiness, as measured by the following: student surveys, a-g completion rates, API, AP scores, and EAP percentages of "ready" and "conditionally ready", and CST scores (see pages 64 and 68). • Increase use of technology to support and enhance learning, as measured by previous year's student surveys (see page 65). 		
<p>Actions/Services</p>	<p>Scope of Service District</p>	<p>Pupils to be served within identified scope of service __ALL</p>	<p>Budgeted Expenditures</p>

<p>Continue to provide EL Reclassification Summer CELDT program during Summer School to maximize reclassification rate for LTELS (Long-Term English Learners). Section allocation will be adjusted each year according to need per site.</p> <p>Use developed assessment tool to determine effectiveness of class.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$184,500: S/C, Certificated Salaries (CSAM)</p>
<p>Provide Apex sections for credit recovery, a-g completion, and/or academic advancement = 42 sections X \$18,000 per section = \$756,000 + \$220,000 for licensing and resources = \$976,000 + \$374,000 for professional development = \$1,350,000.</p> <p>http://www.apexlearning.com/</p>	<p>District</p>	<p><u>__ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,130,000: S/C, Certificated Salaries, (CSAM)</p> <p>\$220,000: S/C, Book & Supplies (CSAM)</p> <p>TOTAL = \$1,350,000: S/C</p>
<p>Continue to provide intervention classes for students who need additional support in English and math – e.g. Algebra Lab, Foundations in Math, literacy classes, support classes for the grade 11 Smarter Balanced test, and Academic Performance classes that support “at risk” grade 9-12 students = up to 75 sections X \$18,000 = \$1,350,000.</p>	<p>District</p>	<p><u>__ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>\$1,350,000: S/C, Certificated Salaries (CSAM)</p>



Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the neediest and youngest students first.

Retain the EL/Title 1 Coordinators to oversee EL instruction at the school site, coordinate EL/Title 1 services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.

Retain Bilingual Technicians to support the EL program at the site by processing mandatory state and federal data and providing translation service; however, restructure period allocations proportionate to EL enrollment.

District

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

\$2,053,303:
S/C, for BIA
and IA
periods,
Classified
Salaries
(CSAM)

\$716,545:
S/C, for
Bilingual
Tech
periods,
Classified
Salaries
(CSAM)

\$177,130:
S/C, for
EL/Title 1
Coordinators,
Certificated
Salaries
(CSAM)

TOTAL =
\$2,946,978:
S/C

<p>Maintain Teacher-Librarians at each site. Teacher-Librarians reinforce the school’s instructional framework by providing support to the core curriculum through complementary and supplementary resources and services – e.g. include:</p> <ul style="list-style-type: none"> • Providing Internet and computer access to all students and direction on how to access these resources, especially to students who may not have Internet at home • Co-developing instructional units with teachers that build information/research literacy skills • Providing library access before/after school and on Saturdays • Providing options for tutoring and mentoring services • Providing options for parent/community workshops, particularly for parents of students of the “unduplicated count” <p>18 Teacher-Librarians (one per comprehensive site) X \$109,000 (approximately) = \$1,962,000</p>	<p>District</p>	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,962,000: S/C, Certificated Salaries (CSAM)</p>
	<p>District</p>	<p><u> </u>ALL</p>	

<p>Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress: \$8,500 per site @ 18 sites = \$153,000. Sites may use the funding as deemed appropriate to fulfill the primary expectation of serving the students of the "unduplicated count." The funding may include bilingual literacy support for EL students.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$111,000: S/C, Certificated Salaries</p> <p>\$37,500: S/C, Classified Salaries (CSAM)</p> <p>\$4,500: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$153,000: S/C</p>
<p>Purchase materials and resources for ACCESS and ACCESS 2 courses (redesigned literacy course), implemented in 2015-16 school year to serve students reading below grade level and supporting EL students who have reclassified.</p>	<p>District</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$20,000: S/C, Books & Supplies (CSAM)</p>
		<p><input checked="" type="checkbox"/> ALL</p>	

Maintain **Kern Learn**, KHSD online education system, which will widen academic options for students of the “unduplicated count” – e.g., recover credit, complete a-g, and/or accelerate student. The course offerings may include dual enrollment options, as well.

- Hire instructional staff = \$90,000 per teacher.
 - English
 - Math
 - Social Studies
 - Science
 - Physical Education
- Hire counselor = \$125,000.
- Hire clerical support = \$60,000.
- Provide professional development for curriculum development and instructional delivery.
- Purchase equipment and software, including licenses.

OR:

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

\$982,000:
S/C,
Certificated
Salaries
(CSAM)

\$50,000:
S/C,
Classified
Salaries
(CSAM)

\$304,000:
S/C,
Books &
Supplies
(CSAM)

\$14,000:
S/C,
Equipment
(CSAM)

TOTAL =
\$1,350,000:
S/C

GOAL

3

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

Related State and/or Local Priorities:

1__ 2__ 3__ 4_X 5__ 6__ 7_X
8_X

COE only: 9__ 10__

Local : Specify 1

Identified Need:

Provide access to the core curriculum through high quality instruction to all students.

- Per student survey responses for agree or strongly agree: “My teachers provide high quality instruction.”
 - Math = 91.79%
 - Reading/Language Arts = 92.75%
 - History/Social Science = 82.75%
 - Science = 88.75%
 - Visual/Performing Arts = 77.74%
 - Health/PE = 85.64%
 - Computer Application/Technology = 78.42%
- Per parent responses (English) for agree or strongly agree: “Teachers provide high-quality instruction at my child’s school.”
 - Math = 98.63%
 - Reading/Language Arts = 97.30%
 - History/Social Science = 93.74%
 - Science = 94.93%
 - Visual/Performing Arts = 81.59%
 - Health/PE = 91.05%
 - Computer Application/Technology = 73.23%
- Per parent responses (Spanish) for agree or strongly agree: “Teachers provide high-quality instruction at my child’s school.”
 - Math = 95%
 - Reading/Language Arts = 89.47%
 - History/Social Science = 80%
 - Science = 90%
 - Visual/Performing Arts = 85%
 - Health/PE = 94.11%
 - Computer Application/Technology = 85.71%

Encourage students to take the most challenging courses, and encourage all students to achieve their highest potential.

- A-G completion, 2013-2014
 - **A-G completion, 2014-2015**
 - District = 32.3%, decrease of .06

- **District = 35.6%**
 - African American = 25.8%, growth of 1.1
 - **African American = 32.5%**
 - Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
 - White = 39.6%, growth of 2.1
 - **White = 41.6%**
 - County = 29.8%, growth of .06
 - **County = 33.3%**
 - State = 39.4%, growth of 2.8
 - **State = 41.9**
- Students enrolled in Gifted and Talented Education (GATE), Honors (HP), and Advanced Placement (AP); 2014-15
 - Hispanic = 15% of total student population; 55% of total GATE, HP, AP enrollment
 - African American = 1% of total student population; 3.9% of total GATE, HP, AP enrollment
 - White = 7.9% of total student population; 28% of total GATE, HP, AP enrollment
 - EL = ≤1% of total student population; ≤1% of total GATE, HP, AP enrollment (29 students enrolled total)
- Advanced Placement (AP), 2013-2014
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2

Increase and improve intervention and support mechanisms, including the proper monitoring of student-progress data, to promote academic achievement and reduce the need for remediation at the college-entrance level.

- Grad rate
 - District = 79.6%, decrease of 1.2 from previous year, 2011-12
 - **84.4%, 2013-14**
 - African American = 74.4%, decrease of 3.2
 - **80.2%, 2013-14**
 - Hispanic = 78%, no change
 - **83%, 2013-14**
 - White = 83.1%, decrease of 2.8
 - **88.2%, 2013-14**
 - County = 76.4%, growth of 0.2

- **79.8%, 2013-14**
 - State = 80.4%, growth of 1.5
 - **80.8, 2013-14**
- Early Assessment Program (EAP) to determine college readiness – English, 2013-2014
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
- EAP – math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Grade distribution for all students for semester 1, 2014-15:
 - A = 30.6%
 - B = 27.4%
 - C = 22.3%
 - D = 11.4%
 - F = 8.2%
 - I = .01%
- Project BEST college-going rate
 - 57% of Project BEST seniors were admitted to 4-year schools in 2012-13.
 - 70% of Project BEST seniors were admitted to 4-year schools in 2013-14.
- CAHSEE 2013-14, English, grade 10, pass rate
 - District = 82%, no change
 - African American = 77%, growth of 3
 - Hispanic = 79%, growth of 1
 - White = 89%, no change
 - EL = 19%, decrease of 6
 - Reclassified (RFEP) = 90%, decrease of 1
 - Migrant = 72%, growth of 2
 - Special Ed = 25%, growth of 3
 - Socio-economically disadvantaged = 77%, growth of 1
- CAHSEE 2013-14, math, grade 10, pass rate
 - District = 83%, growth of 2

- African American = 72%, growth of 1
- Hispanic = 82%, growth of 3
- White = 88%, no change
- EL = 45%, growth of 8
- RFEP = 90%, no change
- Migrant = 81%, growth of 7
- Special Ed = 24%, decrease of 1
- Socio-economically disadvantaged = 80%, growth of 3
- CAHSEE 2013-14, English, grade 10, proficiency rate
 - District = 53.5%, growth of .8
 - African American = 43.8%, growth of 2.1
 - Hispanic = 47.2%, decrease of .8
 - White = 67%, decrease of 2.7
 - EL = 40.5%, decrease of 1.2
 - Socio-economically disadvantaged = 44.6%, decrease of .9
 - Students w/ disabilities = 15.6%, decrease of .1
- CAHSEE 2013-14, math, grade 10, proficiency rate
 - District = 58.6%, growth of 2.9
 - African American = 45.5%, growth of 4.8
 - Hispanic = 54%, growth of 3.1
 - White = 68.5%, growth of 1.3
 - EL = 52.3%, growth of 3.9
 - Socio-economically disadvantaged = 67.6%, growth of 18.6
 - Students w/ disabilities = 15.8%, growth of .5
- Reclassification of ELs
 - 28% reclassified in 2014-15
 - 15% reclassified in 2013-14
 - 13% reclassified in 2012-13
- Per Annual Measurable Achievement Objectives (AMAO)
 - Percent of ELs making annual progress in learning English
 - 44.2% in 2014-15
 - 49.8% in 2013-14
 - 47.5% in 2012-13

- Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)
 - 11.1% in 2014-15
 - 13.0% in 2013-14
 - 18.5% in 2012-13
- Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13
- CST scores (see page 68)
- Annual Yearly Progress (AYP), 2013-14
 - Participation rate = 95% for ELA and Math
 - Participation rate = 99% for ELA and Math, 2012-13
 - ELA percent at or above proficient, 2013-14
 - District = 53.5%
 - 54.3%, 2012-13
 - African American = 43.8%
 - 41.7%, 2012-13
 - Hispanic = 47.2%
 - 48%, 2012-13
 - White = 67%
 - 69.7%, 2012-13
 - Economically Disadvantaged = 44.6%
 - 45.5%, 2012-13
 - EL = 40.5%
 - 41.7%, 2012-13
 - Students with Disabilities = 15.6%
 - 15.7%, 2012-13
 - Math percent at or above proficient, 2013-14
 - District = 58.6%
 - 55.7%, 2012-13
 - African American = 45.5%
 - 40.7%, 2012-13
 - Hispanic = 54%

- 50.9%, 2012-13
 - White = 68.5%
 - 67.2%, 2012-13
 - Economically Disadvantaged = 52.3%
 - 49%, 2012-13
 - EL = 50.5%
 - 48.4%, 2012-13
 - Students with Disabilities = 15.8%
 - 15.3%, 2012-13
- Academic Performance Index (API), 2013
 - District = 739, growth of 6 points from 2012
 - African American = 687, growth of 4
 - Hispanic = 711, growth of 7
 - White = 799, growth of 5
 - Socio-economically disadvantaged = 706, growth of 11
 - EL = 696, growth of 41
 - Students w/ disabilities = 485, growth of 23

Broaden CTE course offerings, career exploration classes, and career experiences to develop both college and career readiness.

- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.
 - 3,312 of the students who took a “concentrator” course were grade 12 students.
 - 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%
- Per survey
 - 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career path.

	<ul style="list-style-type: none">○ 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Broaden course options for students that include intervention classes in literacy and math, STEM, Visual and Performing Arts, CTE, AVID, and dual enrollment opportunities for advancement. All classes, courses, and programs are open to all students of the unduplicated count and to students with exceptional needs. • Increase survey responses of agree or strongly agree as they relate to instruction by 5% compared to last year's responses (see page 100). • Increase graduation rate by 2%, district wide and for all significant subgroups, as measured by previous year's graduation rate (see pages 101-102). • Increase a-g rate by 2%, district wide and for all significant subgroups, as measured by previous year's a-g rate (see pages 100-101). • Increase enrollment rate in GATE, HP, and AP of under-represented student groups by 1%, as measured by previous year's enrollment rate (see page 101). • Increase AP exam takers by 2% and increase in score of 3 or better by 2%, as measured by previous year's exam takers and results (see page 101). • Increase EAP results in English by 2% for ready and conditionally ready, as measured by previous year's results (see page 102). • Increase EAP results in math by 2% for ready and conditionally ready, as measured by previous year's results (see page 102). • Increase CAHSEE English pass rate by 2% (102). • Increase CAHSEE math pass rate by 2% (see pages 102-103). • Decrease Ds and Fs, overall, by 2%, as measured by previous year's grade distribution (see page 102). • Increase CTE completion rate by 1.5% for all levels and all categories, as measured by previous year's participation rate (see page 105). • Increase in CTE survey responses of agree or strongly agree by 5% as compared to last year's responses (see pages 105-106). • Increase Project BEST college admittance rate by 3% and increase in participation by 5%, as measured by previous year's rates (see page 102). • See CST data (see page 68). 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Increase CTE participation by 2% (see page 97 for previous year's rate), providing priority enrollment to the students of the "unduplicated count."</p> <ul style="list-style-type: none"> • Continue to increase CTE pathway offerings, particularly "concentrator" and "capstone" courses. • Continue to align CTE courses to articulate with local community colleges and meet local industry needs. • Pursue dual-enrollment opportunities for appropriate CTE courses. <ul style="list-style-type: none"> ○ Dual enrollment refers to high school students taking college courses and receiving college credit. ○ KHSD is working to expand dual enrollment to include core subjects, as well. • Continue to pursue additional CTE funding through grant opportunities (California Career Pathways Trust) and local industry partnerships. • Continue to support (13) California Partnership Academy Programs = \$855,360. <ul style="list-style-type: none"> ○ Arvin <ul style="list-style-type: none"> ▪ Construction Design ▪ Health Careers ▪ Horticulture ○ BHS <ul style="list-style-type: none"> ▪ Public Service ○ East <ul style="list-style-type: none"> ▪ Health Careers ▪ Multi-Media ○ Foothill 	<p>District</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify) _____</p>	<p>California Partnership Academy Programs = \$855,360: S/C, Certificated Salaries (CSAM)</p> <p>Career Pathways, 49 sections = \$944,640: S/C, Certificated Salaries (CSAM)</p> <p>TOTAL = \$1,800,000: S/C</p>
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<ul style="list-style-type: none">▪ Agribusiness▪ Computer Design & Engineering○ Independence<ul style="list-style-type: none">▪ Energy○ Ridgeview<ul style="list-style-type: none">▪ Information Technology○ South<ul style="list-style-type: none">▪ Criminal Justice▪ Engineering○ Stockdale<ul style="list-style-type: none">▪ Medical• Continue to support the 377 courses, district wide, designated as Career Pathways = \$944,640 for 49 sections in 2015-16.			

Expand **Career Choices** to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities, particularly targeting the needs of the under-served and at-risk student population. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,000 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development (PD = \$50,000).

Schools implementing Career Choices in 2015-16 are as follows (12):

- Arvin
- BHS
- Centennial
- East
- Foothill
- Frontier
- Golden Valley
- North
- Nueva
- Shafter
- South
- Stockdale

The following schools will receive professional development in 2015-16, so that they may implement the program in 2016-17 (3):

- Liberty
- Mira Monte
- Vista

District

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

\$100,000:
S/C, Books & Supplies (CSAM)

\$50,000:
S/C, Certificated Salaries (CSAM)

<p>Career Choices' long-term educational and career plan will work in concert with the long-term educational plan being developed using the California Community College (CCC) system's long-term educational plan. The CCC plan is meant to provide consistency as students move through high school and transition into college, and will particularly serve students who immediately enroll at Bakersfield College (BC) or California State College, Bakersfield (CSUB).</p> <p>Career Choices is part of the <u>Get Focused, Stay Focused</u>TM Initiative through Santa Barbara City College. The program was awarded the 2013 Aspen Prize for Community College Excellence.</p>			
<p>Develop college/career readiness program, which may include resume writing, learning and practicing the "soft skills" for work success, and writing a successful college-entrance essay. The program is principally directed to serving the students of the "unduplicated count."</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Certificated Salaries (CSAM)</p>
<p>Provide funding to maintain Quest for Success, a career-development program that includes work</p>	<p>Continuation Sites</p>	<p><input type="checkbox"/> ALL</p>	

experience for the student. The program is offered at the continuation sites and includes the following:

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

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

Total cost to maintain the program = \$200,000

- Instructor = \$90,000
- Support staff and supplies = \$110,000

OR:

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

\$90,000:
S/C,
Certificated
Salaries
(CSAM)

\$60,000:
S/C,
Classified
Salaries
(CSAM)

\$50,000:
S/C,
Books &
Supplies
(CSAM)

TOTAL =
\$200,000:
S/C

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

- Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year.
- Provide \$5,000 per Project BEST site to provide incentives and resources, support mentoring, and coordinate activities/functions with Black Student Union (BSU) = \$6,071 X 14 sites = \$70,000.
- TOTAL = \$100,000

Sites currently supporting Project BEST (14):

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

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

\$15,000:
S/C,
Certificated
Salaries
(CSAM)

\$25,000:
S/C,
Classified
Salaries
(CSAM)

\$60,000:
S/C,
Books &
Supplies
(CSAM)

TOTAL =
\$100,000:
S/C

57% of Project BEST seniors were admitted to 4-year schools in 2012-13. 70% of Project BEST seniors were admitted to 4-year schools in 2013-14.

Maintain **District Resource Counselor**, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students. A main focus is to provide avenues for “seamless transitioning” into college or career. One such avenue is the long-term educational plan, currently being developed in partnership with Bakersfield College. Also, the Resource Counselor will work closely with the Foster Youth Liaison to increase FY college-going rate by ensuring priority enrollment in Summer School and in college and by closely monitoring student progress to determine appropriate and timely interventions.

District

ALL

OR:

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

\$125,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

Provide professional development to further support and expand **AVID** (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction, and provide professional development through subject-area conferences and workshops.

Currently there are 11 AVID sites; next year there will be 13 AVID sites, Kern Valley becoming the 13th site:

- Arvin
- BHS
- Centennial
- East
- Foothill
- Highland
- Independence
- Kern Valley
- Mira Monte
- North
- South
- Stockdale
- West

KHSD AVID achievements

- 1,504 students participated in AVID last year, 2013-14, and 1,332 participated in 2014-15.
- 259 seniors graduated from AVID in 2014 and approximately the same number are expected to graduate in 2015.

District

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

\$50,000:
S/C,
Certificated
Salaries
(CSAM)

<p>Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English. Students who score “conditionally ready” on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately enroll in a credit bearing class.</p> <p>ERWC sections offered in 2014-15 increased by 22% from the previous year for a total of 79 sections offered. Funding last year was provided to purchase supplies and curriculum, as well as to support attendance at training sessions.</p> <p>Continue to support ERWC by funding materials and training = \$120,000.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$120,000: S/C, Books & Supplies (CSAM)</p>
<p>Continue to support development of a 4th-year, ERWC-like math course in order to provide the same opportunity for students who score “conditionally ready” in math on the EAP. The course, with a dual-enrollment component, is currently being developed in partnership with Bakersfield College and CUSB. Course completion and pilot launch is projected for 2016-17.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$10,000: S/C, Certificated Salaries (CSAM)</p> <p>\$5,000: CAPP grant</p>

Prepare students to score proficient or its equivalent on the **Smarter Balanced** assessments in English and math.

- Continue to provide **professional development** in the effective teaching of the Common Core State Standards.
- Continue aligning current practices in instruction and assessment to Smarter Balanced.
- Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.
 - A comprehensive monitoring system to collect ongoing student progress is still being developed.
 - STAR Renaissance and Edmentum assessment programs will provide data to assist in the monitoring process.

District

_ALL

OR:

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

\$300,000:
S/C,
Certificated
Salaries
(CSAM)

<p>Fund summer outreach to retain or recover “at-risk” juniors, seniors, and incoming 9th graders.</p> <ul style="list-style-type: none"> • Determine students with the greatest intervention need. • Provide graduation options for 5th year seniors. • Provide \$5,000 per comprehensive site (18) + \$10,000 total per the continuation sites to be used per the objective = \$100,000. • Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200. 	<p>District</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American, Special Education students</u></p>	<p>\$148,200: S/C, Certificated Salaries (CSAM)</p> <p>\$100,000: S/C, Classified Salaries (CSAM)</p> <p>TOTAL = \$248,200: S/C</p>
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<p>Employ district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first = \$100,000.</p> <p>Provide expert vendor to support grant writing and research = \$100,000.</p>	<p>District</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Classified Salaries (CSAM)</p> <p>\$100,000: S/C, Services & Other Operating Expenditures (CSAM)</p> <p>TOTAL = \$200,000: S/C</p>
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GOAL 3
LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Broaden course options for students that include intervention classes in literacy and math, STEM, Visual and Performing Arts, CTE, AVID, and dual enrollment opportunities for advancement. All classes, courses, and programs are open to all students of the unduplicated count and to students with exceptional needs. • Increase survey responses of agree or strongly agree as they relate to instruction by 5% compared to last year's responses (see page 100). • Increase graduation rate by 2%, district wide and for all significant subgroups, as measured by previous year's graduation rate (see pages 101-102). • Increase a-g rate by 2%, district wide and for all significant subgroups, as measured by previous year's a-g rate (see pages 100-101). • Increase enrollment rate in GATE, HP, and AP of under-represented student groups by 1%, as measured by previous year's enrollment rate (see page 101). • Increase AP exam takers by 2% and increase in score of 3 or better by 2%, as measured by previous year's exam takers and results (see page 101). • Increase EAP results in English by 2% for ready and conditionally ready, as measured by previous year's results (see page 102). • Increase EAP results in math by 2% for ready and conditionally ready, as measured by previous year's results (see page 102). • Increase CAHSEE English pass rate by 2% (see page 102). • Increase CAHSEE math pass rate by 2%. (see pages 102-103). • Decrease Ds and Fs, overall, by 2%, as measured by previous year's grade distribution (see page 102). • Increase CTE completion rate by 1.5% for all levels and all categories, as measured by previous year's participation rate (see page 105). • Increase in CTE survey responses of agree or strongly agree by 5% as compared to last year's responses (see pages 105-106). • Increase Project BEST college admittance rate by 3% and increase in participation by 5%, as measured by previous year's rates (see page 102). • See CST data (see page 68). 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Increase CTE participation by 2% from previous year.</p> <ul style="list-style-type: none"> • Continue to increase CTE pathway offerings, particularly “concentrator” and “capstone” courses. • Continue to align CTE courses to articulate with local community colleges and meet local industry needs. • Pursue dual-enrollment opportunities for appropriate CTE courses. <ul style="list-style-type: none"> ○ Dual enrollment refers to high school students taking college courses and receiving college credit. ○ KHSD is working to expand dual enrollment to include core subjects, as well. • Continue to pursue additional CTE funding through grant opportunities (California Career Pathways Trust) and local industry partnerships. • Continue to support (13) California Partnership Academy Programs = \$855,360. • Continue to support the 377 courses, district wide, designated as Career Pathways = \$944,640 for 49 sections in 2015-16. 	<p>District</p>	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>__X</u> Low Income pupils <u>__X</u> English Learners <u>__X</u> Foster Youth <u>__X</u> Redesignated fluent English proficient <u>__X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>California Partnership Academy Programs = \$855,360: S/C, Certificated Salaries (CSAM)</p> <p>Career Pathways, 49 sections = \$944,640: S/C, Certificated Salaries (CSAM)</p> <p>TOTAL = \$1,800,000: S/C</p>
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<p>Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development.</p> <p>Schools expected to implement the program in 2016-17 are Liberty, Mira Monte, and Vista.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$150,000: S/C, Books & Supplies (CSAM)</p>
<p>Implement and measure program effectiveness of college/career readiness course or program, which may include resume writing, learning and practicing the “soft skills” for work success, and writing a successful college-entrance essay.</p>	<p>District, beginning with Parent Center sites</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Certificated Salaries (CSAM)</p>

<p>Maintain funding of Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following:</p> <ul style="list-style-type: none"> • 6 weeks of career development • 6 weeks of paid work experience (15 hours) <p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding has recently been cut by 60%.</p> <p>Total cost to maintain the program = \$200,000</p> <ul style="list-style-type: none"> • Instructor = \$90,000 • Support staff and supplies = \$110,000 	<p>Continuation Sites</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$90,000: S/C, Certificated Salaries (CSAM)</p> <p>\$60,000: S/C, Classified Salaries (CSAM)</p> <p>\$50,000: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$200,000: S/C</p>
	<p>District</p>	<p><u> </u> ALL</p>	

<p>Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going culture among African American male students and increase their college-going rate.</p> <ul style="list-style-type: none"> • Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year. • Provide \$5,000 per Project BEST site to provide incentives and resources, support mentoring, and coordinate activities/functions with Black Student Union (BSU) = \$6,071 X 14 sites = \$70,000. • TOTAL = \$100,000 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American male students</u></p>	<p>\$15,000: S/C, Certificated Salaries (CSAM)</p> <p>\$25,000: S/C, Classified Salaries (CSAM)</p> <p>\$60,000: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$100,000: S/C</p>
<p>Maintain district Resource Counselor to support college and career readiness objectives, as well as behavioral and emotional support programs.</p>	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>\$125,000: S/C, Certificated Salaries (CSAM)</p>
	<p>District</p>	<p><input type="checkbox"/> ALL</p>	

<p>Provide professional development to further support and expand AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction, and provide professional development through subject-area conferences and workshops.</p> <p>Continue to support and encourage the expansion of AVID schools.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$60,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English.</p> <p>Continue to support and encourage the expansion of ERWC course offerings at school sites.</p>	<p>District</p>	<p><u>__ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Books & Supplies (CSAM)</p>
<p>Launch 4th-year, ERWC-like math course in order to provide the same opportunity to students who score “conditionally ready” in math on the EAP. Pilot in 1 or 2 schools.</p> <p>Monitor program effectiveness to adjust components, as needed, to meet the needs of the students.</p>	<p>District</p>	<p><u>__ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$45,000: S/C, Certificated Salaries (CSAM)</p> <p>\$5,000: CAPP grant</p> <p>TOTAL = \$50,000: S/C</p>

<p>Prepare students to score proficient or its equivalent on the Smarter Balanced assessments in English and math.</p> <ul style="list-style-type: none"> Continue to provide professional development in the effective teaching of the Common Core State Standards. Continue aligning current practices in instruction and assessment to Smarter Balanced. Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention. 	<p>District</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to fund summer outreach to retain or recover “at-risk” juniors, seniors, and incoming 9th graders.</p> <ul style="list-style-type: none"> Determine students with the greatest intervention need. Provide graduation options for 5th year seniors. Provide \$5,000 per comprehensive site (18) + \$10,000 total per the continuation sites to be used per the objective = \$100,000. Provide 120 additional hours per site for counseling during Summer School = \$148,200. 	<p>District</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$148,200: S/C, Certificated Salaries (CSAM)</p> <p>\$100,000: S/C, Classified Salaries (CSAM)</p> <p>TOTAL = \$248,200: S/C</p>

<p>Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first = \$150,000.</p> <p>Continue to provide grant writing and research support through Hanover Research = \$50,000.</p>	<p>District</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Classified Salaries (CSAM)</p> <p>\$100,000: S/C, Services & Other Operating Expenditures (CSAM)</p> <p>TOTAL = \$200,000: S/C</p>
<p>GOAL 3 LCAP Year 3: 2017-2018</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>METRICS</p>		
	<ul style="list-style-type: none"> • Broaden course options for students that include intervention classes in literacy and math, STEM, Visual and Performing Arts, CTE, AVID, and dual enrollment opportunities for advancement. All classes, courses, and programs are open to all students of the unduplicated count and to students with exceptional needs. • Increase survey responses of agree or strongly agree as they relate to instruction by 5% compared to last year's responses (see page 100). • Increase graduation rate by 2%, district wide and for all significant subgroups, as measured by previous year's graduation rate (see pages 101-102). • Increase a-g rate by 2%, district wide and for all significant subgroups, as measured by previous year's a-g rate (see pages 100-101). • Increase enrollment rate in GATE, HP, and AP of under-represented student groups by 1%, as measured by previous year's enrollment rate (see page 101). • Increase AP exam takers by 2% and increase in score of 3 or better by 2%, as measured by previous year's exam takers and results (see page 101). • Increase EAP results in English by 2% for ready and conditionally ready, as measured by previous year's results (see page 102). • Increase EAP results in math by 2% for ready and conditionally ready, as measured by previous year's results (see page 94). • Increase CAHSEE English pass rate by 2% (see page 102). • Increase CAHSEE math pass rate by 2% (see pages 102-103). • Decrease Ds and Fs, overall, by 2%, as measured by previous year's grade distribution (see page 102). • Increase CTE completion rate by 1.5% for all levels and all categories, as measured by previous year's participation rate (see page 105). • Increase in CTE survey responses of agree or strongly agree by 5% as compared to last year's responses (see pages 105-106). • Increase Project BEST college admittance rate by 3% and increase in participation by 5%, as measured by previous year's rates (see page 102). • See CST data (see page 68). 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Increase **CTE** participation by 2% from previous year, and ensure priority enrollment to students of the “unduplicated count.”

- Continue to increase CTE pathway offerings, particularly “concentrator” and “capstone” courses.
- Continue to align CTE courses to articulate with local community colleges and meet local industry needs.
- Pursue dual-enrollment opportunities for appropriate CTE courses.
 - Dual enrollment refers to high school students taking college courses and receiving college credit.
 - KHSD is working to expand dual enrollment to include core subjects, as well.
- Continue to pursue additional CTE funding through grant opportunities (California Career Pathways Trust) and local industry partnerships.
- Continue to support (13) California Partnership Academy Programs = \$855,360.
- Continue to support the 377 courses, district wide, designated as Career Pathways = \$882,000 for 49 sections in 2015-16.

District

 ALL

OR:

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

California Partnership Academy Programs = \$855,360: S/C, Certificated Salaries (CSAM)

Career Pathways, 49 sections = \$944,640: S/C, Certificated Salaries (CSAM)

TOTAL = \$1,800,000: S/C

<p>Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development.</p>	<p>District</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$150,000: S/C, Books & Supplies (CSAM)</p>
<p>Implement and measure program effectiveness of college/career readiness course or program, which may include resume writing, learning and practicing the “soft skills” for work success, and writing a successful college-entrance essay.</p>	<p>District, beginning with Parent Center sites</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Certificated Salaries (CSAM)</p>

<p>Maintain funding of Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following:</p> <ul style="list-style-type: none"> • 6 weeks of career development • 6 weeks of paid work experience (15 hours) <p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding has recently been cut by 60%.</p> <p>Total cost to maintain the program = \$200,000</p> <ul style="list-style-type: none"> • Instructor = \$90,000 • Support staff and supplies = \$110,000 	<p>Continuation Sites</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups: (Specify) <u>African American students, Special Education students</u></p>	<p>\$90,000: S/C, Certificated Salaries (CSAM)</p> <p>\$60,000: S/C, Classified Salaries (CSAM)</p> <p>\$50,000: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$200,000: S/C</p>
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<p>Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going culture among African American male students and increase their college-going rate.</p> <ul style="list-style-type: none"> • Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year. • Provide \$5,000 per Project BEST site to provide incentives and resources, support mentoring, and coordinate activities/functions with Black Student Union (BSU) = \$6,071 X 14 sites = \$70,000. • TOTAL = \$100,000 	<p>District</p>	<p><u>__</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>African American male students</u></p>	<p>\$15,000: S/C, Certificated Salaries (CSAM) \$25,000: S/C, Classified Salaries (CSAM) \$60,000: S/C, Books & Supplies (CSAM) TOTAL = \$100,000: S/C</p>
<p>Maintain district Resource Counselor to support college and career readiness objectives, as well as behavioral and emotional support programs.</p>	<p>District</p>	<p><u>__</u>ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>\$125,000: S/C, Certificated Salaries (CSAM)</p>
	<p>District</p>	<p><u>__</u>ALL</p>	

<p>Provide professional development to further support and expand AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction, and provide professional development through subject-area conferences and workshops.</p> <p>Continue to support and encourage the expansion of AVID schools.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$60,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English.</p> <p>Continue to support and encourage the expansion of ERWC course offerings at school sites.</p>	District	<p><u>ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Books & Supplies (CSAM)</p>
<p>Evaluate 4th-year, ERWC-like math course and adjust course based on data and other outcomes to meet course and program goals.</p> <p>Continue to monitor program effectiveness to adjust components, as needed, to meet the needs of the students.</p>	District	<p><u>ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$45,000: S/C, Certificated Salaries (CSAM)</p> <p>\$5,000: CAPP grant</p> <p>TOTAL = \$50,000: S/C</p>
	District	<p><u>ALL</u></p>	

<p>Prepare students to score proficient or its equivalent on the Smarter Balanced assessments in English and math.</p> <ul style="list-style-type: none"> Continue to provide professional development in the effective teaching of the Common Core State Standards. Continue aligning current practices in instruction and assessment to Smarter Balanced. Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention. 		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to fund summer outreach to retain or recover “at-risk” juniors, seniors, and incoming 9th graders.</p> <ul style="list-style-type: none"> Determine students with the greatest intervention need. Provide graduation options for 5th year seniors. Provide \$5,000 per comprehensive site (18) + \$10,000 total per the continuation sites to be used per the objective = \$100,000. Provide 120 additional hours per site for counseling during Summer School. 	<p>District</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$148,200: S/C, Certificated Salaries (CSAM)</p> <p>\$100,000: S/C, Classified Salaries (CSAM)</p> <p>TOTAL = \$248,200: S/C</p>

<p>Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first = \$150,000.</p> <p>Continue to provide grant writing and research support through expert = \$50,000.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$100,000: S/C, Classified Salaries (CSAM)</p> <p>\$100,000: S/C, Services & Other Operating Expenditures (CSAM)</p> <p>TOTAL = \$200,000: S/C</p>
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GOAL

4

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

Related State and/or Local Priorities:

1__ 2__ 3_X 4__ 5_X 6_X

7__ 8__

COE only: 9__ 10__

Local : Specify 3 and 4

Identified Need:

Areas of “significant disproportionality” per root-cause report (using the New York University Data Analysis Workbook), compiled by expert, consultant and trainer for Collaborative Learning Solutions are as follows:

- American Indian students enter Special Education at a higher rate than other subgroups.
- African American students, specifically those in Special Education, constitute a higher rate of discipline incidents.
- African American students display an elevated risk for being served in highly restrictive settings.
- Males account for the greatest number of students appearing in the discipline file (61%) and account for 68% of all discipline incidents.
- A majority of discipline events originate from students in grade 9.
- Over 68% of the leading discipline events are found to be low-level behavioral incidents – i.e., disruption, defiance, tardy, and improper use of electronics.
- Out-of-school suspensions constitute 18% of discipline events.
- 56% of discipline events, combined, are found to be low-level incidents – i.e., California Education Code §48900K violations, classroom disruption, profanity, probation, electronics, and other.

The following actions are recommended to improve the district’s “significant disproportionality” in discipline:

- Coordinate a system for identifying students in need of intervention.
- Coordinate a system for providing behavior and/or mental health interventions.
- Construct a consistent procedure for holding student study teams.
- Monitor strategies for effective discipline practices.
- Provide training and professional development around equity and cultural responsiveness.

Enrollment data by subgroup

- 2013-14
 - 62.84%, Hispanic
 - 6.28%, African American
 - 24.77%, White
- 2012-13
 - 63.37%, Hispanic
 - 6.33%, African American
 - 25.30%, White

Attendance rate at P2 (months 1-8)

- 95.12%, 2014-15
- 94.96%, 2013-14
- 94.36%, 2012-13
 - Chronic Absenteeism
 - 13% of students, 29 average absences per chronically absent student, 2013-14
 - 15% of students, 29 average absences per chronically absent student, 2012-13
 - Truancy rate
 - 30.49%, 2013-14 (per CDE)
 - 31.14%, statewide
 - 26.19%, 2012-13 (per CDE)
 - 29.28%, statewide

Dropout rate (by cohort)

- 14.5%, 2012-13 (per CDE)
- **11.2, 2013-14**
 - 15.2%, Hispanic
 - **12.1%, 2013-14**
 - 17.7%, African American
 - **14%, 2013-14**
 - 12.7%, White
 - **8.5%, 2013-14**
- 14.4%, 2011-12 (per CDE)
 - 16.5%, Hispanic
 - 17.6%, African American
 - 10.4%, White
- 11.4%, 2012-13, statewide (per CDE)
 - 13.9%, Hispanic
 - 19.7%, African American
 - 7.4%, White
- 13.1%, 2011-12, statewide (per CDE)
 - 16.1%, Hispanic
 - 22.1, African American
 - 8.2%, White

Suspension rate

- 12.79%, 2013-14
 - 60.43%, Hispanic
 - 13.86%, African American
 - 22.02%, White
- 15.5%, 2012-13
 - 63.37%, Hispanic
 - 12.24%, African American
 - 20.24%, White

Expulsion rate

- 0.22%, 2013-14
 - 65.43%, Hispanic
 - 12.35%, African American
 - 19.75%, White
- 0.60%, 2012-13
 - 56.64%, Hispanic
 - 21.88%, African American
 - 17.97%, White

Grad rate

- District = 79.6%, decrease of 1.2 from previous year, 2011-12
 - **84.4%, 2013-14**
- African American = 74.4%, decrease of 3.2
 - **80.2%, 2013-14**
- Hispanic = 78%, no change
 - **83%, 2013-14**
- White = 83.1%, decrease of 2.8
 - **88.2%, 2013-14**
- County = 76.4%, growth of 0.2
 - **79.8%, 2013-14**
- State = 80.4%, growth of 1.5
 - **80.8, 2013-14**

- Grade 9 repeaters, 2014-2015
 - 8.355%, district wide
- Grade distribution, district wide, for all students for semester 1, 2014-15
 - A = 30.6%
 - B = 27.4%
 - C = 22.3%
 - D = 11.4%
 - F = 8.2%
 - I = .01%

Survey responses, 2014-15 (per 14,951 students)

- 71.58% of students agree or strongly agree that they feel safe at school.
- 18.83% disagree or strongly disagree that they do not feel safe at school.
 - 0.91% state “not applicable”
 - 8.68% state “no opinion”
- 48.53% of students agree or strongly agree that they look forward to coming to school each day.
- 39.2% of students disagree or strongly disagree that they look forward to coming to school each day.
- 34.14% of students agree or strongly agree that students treat each other with respect.
- 54.36% of students disagree or strongly disagree that students treat each other with respect.
- 69.32% of students agree or strongly agree that staff treats them with respect.
- 21.46% of students disagree or strongly disagree that staff treats them with respect.
- 63% of parents agree or strongly agree that the school actively seeks their input about decisions related to their child’s education.
- 63% of parents agree or strongly agree that they have opportunities to take part in decisions made at their child’s school.
- 76% of parents agree or strongly agree that the school values them as important partners in their child’s education.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual
Measurable
Outcomes:

METRICS

- Increase course completion rate with a C or better as compared to previous year's completion rate (see page 140).
- Decrease grade 9 repeaters, as measured by last year's percentage of 8.355% (see page 140).
- Increase grad rate by 2% from previous year's rate (see page 139).
- Increase attendance rate by .5% from previous year's rate (see page 138).
- Decrease chronic absenteeism rate by .5% from previous year's rate (see page 138).
- Decrease truancy rate by 1% from previous year's rate (see page 138).
- Decrease dropout rate (by cohort) by 1% from previous year's rate (see page 138).
- Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate (see page 139).
- Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year's rate (see page 139).
- Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 5% compared to last year's responses (see page 140).
- A Multi-Tiered System of Supports (MTSS) is established to foster positive student relations, student connectedness, and culturally responsive school environments. Program effectiveness is measured by student, staff, and parent surveys.
- A system to collect, analyze, and report school and student data is established to monitor and measure program effectiveness and student progress.
- Parents feel welcomed and connected to their student's school, as measured by parent survey.
- Parents feel supported and engaged in their student's academic progress, as measured by parent survey.
- Maintain current level of LCAP stakeholder meetings and provide other meetings or resources to support parents – including parents of pupils of the unduplicated count and exceptional needs.
- Continue to build and support existing Parent Centers.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Based on expert's findings, the district will create a CEIS plan (Coordinated Early Intervening Services) that will include the following recommended actions for improvement:</p> <ol style="list-style-type: none"> 1. Close the achievement gap. 2. Provide culturally responsive school environments. 3. Provide positive behavior interventions and supports. 4. Respond to instruction and intervention using a multi-tiered system of supports (MTSS). 5. Provide the least restrictive environment for all students. <p>Retain expert to facilitate the development and implementation of CEIS plan, which includes implementing PBIS; building accountability structures to ensure fidelity of process and programs, including accurately monitoring progress through proper data collection, reporting, and analysis; and providing training to staff = \$123,000.</p> <p>Full implementation of PBIS, per expert's research, takes between 5-7 years for a high school.</p>		<p>—</p> <hr/> <p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$123,000: IDEA Fund (Individuals with Disabilities Education Act), Services & Other Operating Expenditures (CSAM)</p>

Implement a Multi-Tiered System of Student Supports (MTSS) to address the district’s “significant disproportionality” issues. One such system to be used is **PBIS**, Positive Behavioral Intervention and Supports. PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support.

Per the PBIS framework, the approach “assists school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.”

PBIS is not a scripted curriculum or intervention. It is a “prevention-oriented way for school personnel to 1) organize evidence-based practices, 2) improve the implementation of those practices, and 3) maximize academic and social behavior outcomes for students.

PBIS supports the success of ALL students.” (<http://www.pbis.org/school/swpbis-for-beginners/pbis-faqs>).

Support PBIS by funding professional development, supplies, and other start-up costs for the following schools:

- Arvin
- BHS
- East
- Foothill

Arvin
 BHS
 East
 Foothill
 Frontier
 GV
 Highland
 IHS
 MM
 North
 Ridgeview
 South
 Stockdale
 Vista

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

\$225,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

\$100,000:
 S/C,
 Classified
 Salaries
 (CSAM)

\$225,000:
 S/C,
 Equipment
 (CSAM)

\$350,000:
 S/C,
 Books &
 Supplies
 (CSAM)

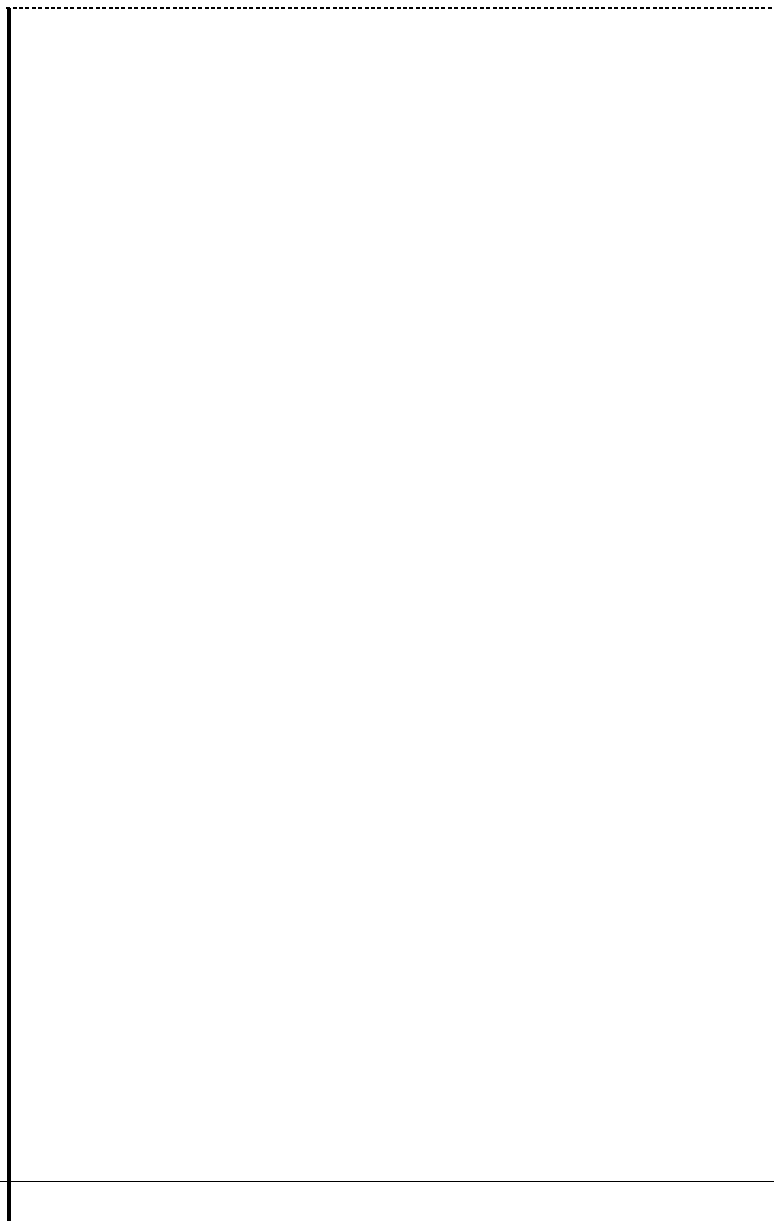
TOTAL =
 \$900,000:
 S/C

- Frontier
- Golden Valley
- Highland
- Independence
- Mira Monte
- North
- Ridgeview
- Shafter
- South
- Stockdale
- Vista

Except for BHS, the above-mentioned schools will be in year 1 of PBIS implementation; BHS will be in year 2.

An approximate breakdown of expenses is as follows:

- \$19,000 per BHS, year 2
- \$15,800 per all other sites, year 1
- \$15,500 per site for signage, supplies, software, incentives, and any other associated startup costs
- \$427,300 to be distributed at all PBIS sites for professional development in PBIS implementation, including development of restorative practices and Student Study Teams, as well as coordination of Multi-Tiered Systems of Supports to address “significant disproportionality” issues outlined in Dr. Eycler’s report



<p>Provide 4 regional PBIS Intervention Specialists + 1 PBIS (district) Student Support Facilitator to support PBIS implementation and practices at school sites. PBIS Interventional Specialists and Student Support Facilitator may provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment CEIS plan.</p> <p>Region 1 = BHS, Vista, North Region 2 = MM, Arvin, Foothill, East Region 3 = South, GV, Ridgeview Region 4 = Stockdale, IHS, Frontier, Highland</p> <p>Estimated cost per Intervention Specialist = \$87,500; estimated cost for Student Support Facilitator = \$112,000</p>	<p>Arvin BHS East Foothill Frontier GV Highland IHS MM North Ridgeview South Stockdale Vista</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups: (Specify) <u>African American students, Special Education students</u></p>	<p>\$465,000: S/C, Classified Salaries (CSAM)</p>
<p>Allocate 1.5 months of time for Deans of Students to focus on PBIS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.</p> <p>18 X 1.5 months = \$270,000</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups: (Specify) <u>African American students, Special Education students</u></p>	<p>\$270,000: S/C, Certificated Salaries (CSAM)</p>

<p>Retain district Education Options Administrator (formerly known as Attendance Administrator) who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism.</p> <p>Facilitate truancy-prevention programs/practices at comprehensive and continuation KHSD sites, assessing needs and focusing on the needs of highest “at risk” students first.</p>		<p><u>__ALL</u> <u>OR:</u> <u>X Low Income pupils X English Learners</u> <u>X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) African American students, Special Education students</u></p>	<p>\$123,560: S/C, Certificated Salaries (CSAM)</p>
<p>Provide additional support at school sites for truancy-prevention, intervention for chronic absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.</p> <ul style="list-style-type: none"> • Administrative sections, 1 per site, 18 total = \$300,000 (18 periods = 3 FTE X \$100,000) • Classified sections, half FTE per site, 9 total = \$550,000 	<p>District</p>	<p><u>__ALL</u> <u>OR:</u> <u>_X_Low Income pupils _X_English Learners</u> <u>_X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) African American students, Special Education students</u></p>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p> <p>\$550,000: S/C, Classified Salaries (CSAM)</p> <p>TOTAL = \$850,000: S/C</p>

Open **Parent Centers** at 8 sites that accomplish the following:

1. Support and value parent and community voices.

Arvin
East
Foothill
GV
MM
Shafter

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

\$500,000:
S/C,
Classified
Salaries
(CSAM)

South
 West

2. Create a place where all parents feel welcomed and invited and receive primary-language support as needed.
3. Provide meaningful resources for parents to educate themselves about how to become a college advocate and advisor for their child.
 - a. Parents understand that they should be involved in their child's education.
 - b. Parents feel capable of making a contribution.
4. Provide meaningful parenting-support resources like Parent Project, Teen Project, PIQE, Parent Promoters, and Family Literacy.
5. Engage parents as partners in creating college-going cultures at home and at school and providing a strong focus on academic success.
6. Keep the Parent Center open during and after school hours to accommodate all parents' schedules.

(Evidenced-based research for parent-center creation from "Building Educational Success Through [BEST] Collaboration in Los Angeles County" initiative, March 2008, a collaborative work with UCLA, USC, LAUSD, and LA County of Education; Hoover-Dempsey and Sandler, 1997; "Family Involvement Makes a Difference," Harvard Family Research Project, 2007).

The following 8 sites will open a Parent Center in 2015-16:

- Arvin

\$200,000:
 S/C,
 Equipment
 (CSAM)

\$100,000:
 S/C,
 Books &
 Supplies
 (CSAM)

TOTAL =
 \$800,000:
 S/C

<ul style="list-style-type: none"> • East • Foothill • Golden Valley • Mira Monte • Shafter • South • West <p>Each site will receive \$100,000 to open its Parent Center. Funding may include hiring of staff and/or purchasing furniture, equipment, programs, and other needed resources.</p>			
<p>Provide funding for programs such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, and/or other evidence-based programs that support healthy students, parents, and families, and can support the overall objectives of the Parent Centers.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$125,000: S/C, Books & Supplies (CSAM)</p>

Provide **additional, full-time counselor** at the following sites to “increase and improve” services to students of the “unduplicated count.” Focus of services may include PBIS implementation, tier 2 and 3 interventions, and FY and EL support.

- Arvin
- BHS
- East
- Foothill
- GV
- MM
- North
- Ridgeview
- South
- West

Arvin
 BHS
 East
 Foothill
 GV
 MM
 North
 Ridgeview
 South
 West

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

 ALL

\$880,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

<p>Maintain Community Specialists at each site to provide outreach to students of the “unduplicated count” and their families. Each site employs a full-time or part-time Community Specialist who works with counselors and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting MTSS (Multi-Tiered Systems of Support). 27.125 FTE was utilized in 2014-15 for a cost of \$1,252,311. Similar funding will be allocated for 2015-16.</p> <p>Provide 2 (additional) district Community Specialist to work with Education Options Administrator = \$120,000.</p> <ul style="list-style-type: none"> • Reinforce truancy-prevention efforts, district wide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance. • Support programs and strategies to reduce chronic absenteeism. • Provide truancy intervention to the most chronically absent. 	<p>District</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>\$1,250,000 for school-site Community Specialists: S/C, Classified Salaries (CSAM)</p> <p>\$120,000 for district Community Specialists: S/C, Classified Salaries (CSAM)</p> <p>TOTAL = \$1,370,000: S/C</p>
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Maintain district staff to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring.

- Foster Youth Liaison = \$120,000
- Student Outreach Liaison = \$123,000
- Parent Education Liaison = \$125,000
- TOTAL = \$368,000

Provide \$105,000 operational budget for above-mentioned staff (\$32,000 per focus area) to support district and site-based work, that may include the following:

- Seek grant funding that improves academic achievement, enriches services that reinforce and complement the academic program, and provides family literacy and related educational services. (California Department of Education [CDE] program description for 21st Century Community Learning Centers).
- Assist in the building of the Parent Centers, which may include developing after-school programs – e.g., submit ASSET (After School Safety and Enrichment for Teens program) grant.
- “Improve and increase” services for Foster Youth that will include working closely with community and education agencies to coordinate services, monitor student progress and delivery of availed services, determine needs, and provide smooth transitioning out of the FY system – e.g., providing priority

District

 ALL with a focus on students noted below
 OR:
 X Low Income pupils X English Learners
 X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) African American and Special Education Students

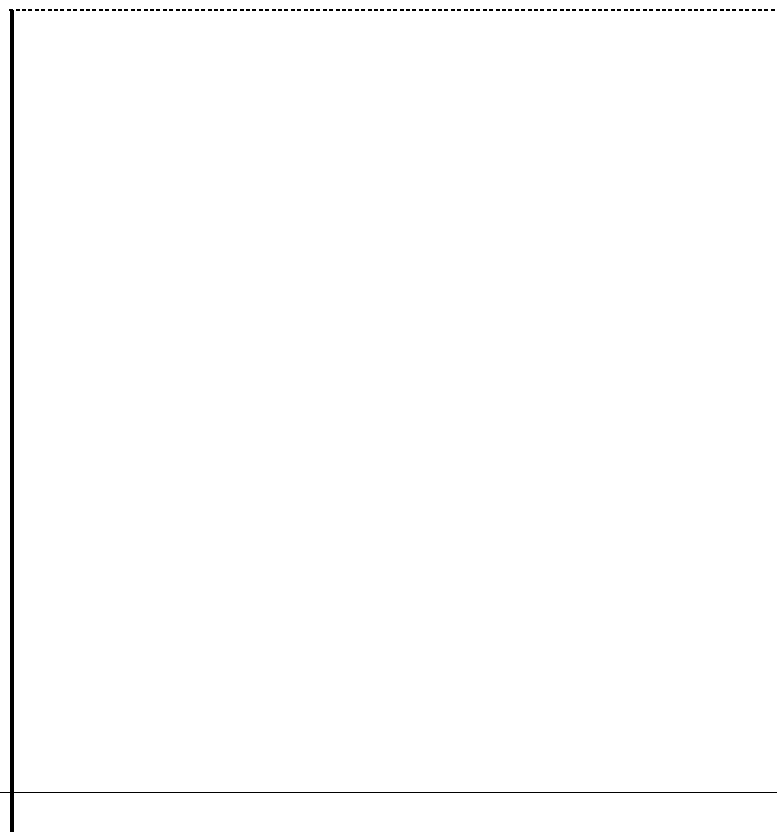
\$368,000 for staff: S/C, Certificated Salaries (CSAM)

\$105,000 for operational budget: S/C, Books & Supplies (CSAM)

TOTAL \$473,000: S/C

enrollment in college, providing work opportunities and other support to safeguard the student's academic and overall progress.

- Provide support to students and families – e.g., organizing regular focus-group meetings; arranging for health-care services, like optical and dental care; referring to appropriate health/mental health care services or agencies; ensuring family literacy opportunities, like ESL classes for parents.
- Convene student groups to gauge quality and growth of academic programs, co-curricular and extra-curricular activities, and student services, and to ensure that the students' concerns and interests are addressed.
- Provide appropriate professional development to parents and site staff to educate on school/parent/community partnerships.
- Provide effective communication services for parents and community and timely responses to their issues and concerns.



Provide on-going **training in implicit bias**, cultural responsiveness, and equity per CEIS plan. Also, include training in Student Study Teams (**SST**).

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

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

To date, expert (currently, independent consultant, Tia Elena Martinez, whose experience includes working for the Warren Institute on Race, Ethnicity, and Diversity at UC Berkeley Law School) has provided implicit bias/cultural responsiveness training for the Superintendent and his associates, the principals, assistant principals, deans, campus supervisors, and KHSD Police Department = \$4,900. Based on the positive feedback she received, Ms. Martinez is expected back to provide additional training in the same areas.

The \$85,000 allocation for training in 2015-16, does not include the \$4,900 expensed in, 2014-15.

District

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

\$85,000:
S/C,
Services &
Other
Operating
Expenditures
(CSAM)

KHSD Instruction Department will consult and collaborate with experts in KHSD Special Education Department, such as mental health clinicians and school psychologists, to determine need for possible employment of Licensed Clinical Social Workers (LCSW) to **support the district's MTSS implementation plan**. If LCSWs are hired, their assignment may include the following:

- Work with KHSD Special Education and General Education, as well as with higher education partners and community agencies to establish Multi-Tiered System of Supports at designated PBIS sites.
- Work with Mental Health Clinicians and School Psychologists to provide students appropriate counseling and/or appropriate referrals to other health/mental health agencies.
- Supervise MSW interns placed at designated PBIS sites to support PBIS and MTSS implementation.

Approximate cost for 3 full-time LCSWs = \$300,000

District

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

\$300,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

Provide funding at individual school sites for **parent workshops** that update and inform parents of their child's academic progress, educate them to be strong college advocates and advisors to their child, and actively engage them in their child's education and career goals.

Workshops may include the following:

- Learning about college enrollment and career opportunities
- Learning to use Parent Vue to monitor their student's grades
- Learning about Common Core and other curriculum, including state testing and elective and CTE programs
- Learning how to provide an effective study environment for their student at home

Funds will be allocated per site application in the form of mini-grants = \$125,000.

District

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

\$125,000:
S/C,
Certificated
Salaries
(CSAM)

<p>Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by increasing adult ESL classes to serve more areas. Currently classes are being offered at the following locations:</p> <ul style="list-style-type: none"> • Lamont Family Resource Center; day and evening • South Chester Partnership; day • Stine Elementary; evening • Paramount Farms, Lost Hills; evening <p>\$100,000 (approximate cost) per teacher X 2 = \$200,000</p>	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$200,000: S/C, Certificated Salaries (CSAM)</p>
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<p>Provide translating services at meetings where non-English speaking parents are present – district and school sites.</p>	<p>District School Site</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$60,000: S/C, Certificated Services (CSAM)</p>
<p>Retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations, as well as perform the following:</p> <ul style="list-style-type: none"> • Assess existing group, ensuring that its members represent district stakeholders and students of “unduplicated count.” • Identify mission and purpose. • Develop monitoring system to ensure equity of access to students of “unduplicated count.” • Convene regularly. 	<p>District</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$5,000: S/C, Certificated Salaries (CSAM)</p>
<p>Retain LCAP Administrator to ensure the following:</p> <ul style="list-style-type: none"> • Development of student/parent/community engagement systems and practices • Implementation of student support systems • Coordination with school sites and PBIS/MTSS consultant to implement PBIS/MTSS programs and practices • Supervision of MTSS/PBIS programs at designated sites 	<p>District</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$129,000: S/C, Certificated Salaries (CSAM)</p>

Provide **LCAP support staff** to assist in operation of LCAP completion:

- Clerical support = \$80,000
- Budget management = \$125,000

District

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

\$80,000:
 Base Grant,
 Classified
 Salaries
 (CSAM)

\$125,000:
 Base Grant,
 Classified
 Salaries
 (CSAM)

TOTAL =
 \$205,000:
 S/C

Support the following leadership and mentoring programs, principally serving “at risk” youth:

- **Americorps** = \$50,000
- **Latina Leaders** = \$45,000
- **ASB Outreach and Mentoring** = \$25,000
- **Real Men Sing** = \$25,000

District

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

\$170,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

- **Detroit Creativity Project** = \$25,000

Americorps is currently serving students through mentoring and goal-setting at Golden Valley, Mira Monte, Nueva, South, and Tierra Del Sol. Up to this point, this program was being funded through a grant; however, the grant has ended and KHSD must assume funding for it to continue:

http://www.nationalservice.gov/programs/american_corps

Latina Leaders funding will enable the program to expand to all school sites. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community: <http://kernlatinas.com/about/>.

ASB Outreach and Mentoring is designed to encourage and mentor students to participate in school leadership. This program is currently being developed.

Real Men Sing is designed to encourage young men to participate in choir and to provide role models and motivation to stay involved throughout their school career:

<http://www.gnusing.com/RMS>.

Detroit Creativity Project aims to “empower and inspire young people” through improvisation, a theatre art form that “helps students build confidence and develop a creative and

collaborative approach to their lives:”
<http://detroitcreativityproject.org/>.

GOAL 4

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	METRICS		
	<ul style="list-style-type: none"> • Increase course completion rate with a C or better as compared to previous year's completion rate (see page 140). • Decrease grade 9 repeaters, as measured by last year's percentage of 8.355% (see page 140). • Increase grad rate by 2% from previous year's rate (see page 139). • Increase attendance rate by .5% from previous year's rate (see page 138). • Decrease chronic absenteeism rate by .5% from previous year's rate (see page 138). • Decrease truancy rate by 1% from previous year's rate (see page 138). • Decrease dropout rate (by cohort) by 1% from previous year's rate (see page 138). • Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate (see page 139). • Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year's rate (see page 139). • Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 5% compared to last year's responses (see page 140). • A Multi-Tiered System of Supports (MTSS) is established to foster positive student relations, student connectedness, and culturally responsive school environments. Program effectiveness is measured by student, staff, and parent surveys. • A system to collect, analyze, and report school and student data is established to monitor and measure program effectiveness and student progress. • Parents feel welcomed and connected to their student's school, as measured by parent survey. • Parents feel supported and engaged in their student's academic progress, as measured by parent survey. • Maintain current level of LCAP stakeholder meetings and provide other meetings or resources to support parents – including parents of pupils of the unduplicated count and exceptional needs. • Continue to build and support existing Parent Centers. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	District	__ALL	

Retain expert to facilitate the development and implementation of **CEIS plan**, which includes implementing PBIS; building accountability structures to ensure fidelity of process and programs, including accurately monitoring progress through proper data collection, reporting, and analysis; and providing training to staff = \$123,000.

Implement CEIS plan (Coordinated Early Intervening Services) that will accomplish the following:

1. Close the achievement gap.
2. Provide culturally responsive school environments.
3. Provide positive behavior interventions and supports.
4. Respond to instruction and intervention using a multi-tiered system of supports (MTSS).
5. Provide the least restrictive environment for all students.

Full implementation of PBIS, per Dr. Eyster's research, takes between 5-7 years for a high school.

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

____ALL

\$123,000:
 IDEA Fund
 (Individuals with Disabilities Education Act),
 Services &
 Other Operating Expenditures (CSAM)

District

Support the **continued implementation and integration of PBIS**, district wide, including implementation of restorative practices, Student Study Teams, and Multi-Tiered Systems of Supports (MTSS, tiers 1 and 2) to address “significant disproportionality” issues outlined in the root-cause report.

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

\$225,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

\$100,000:
 S/C,
 Classified
 Salaries
 (CSAM)

\$225,000:
 S/C,
 Equipment
 (CSAM)

\$350,000:
 S/C,
 Books &
 Supplies
 (CSAM)

TOTAL =
 \$900,000

<p>Maintain 4 regional PBIS Intervention Specialists + 1 PBIS (district) Student Support Facilitator to support PBIS implementation and practices at school sites. PBIS Interventional Specialists and Student Support Facilitator may provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment CEIS plan.</p> <p>Region 1 = BHS, Vista, North Region 2 = MM, Arvin, Foothill, East Region 3 = South, GV, Ridgeview Region 4 = Stockdale, HIS, Frontier, Highland</p> <p>Estimated cost per Intervention Specialist = \$87,500; estimated cost for Student Support Facilitator = \$112,000</p>	<p>District</p>	<p><u>__</u>ALL OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$465,000: S/C, Classified Salaries (CSAM)</p>
<p>Retain district Education Options Administrator (formerly known as Attendance Administrator) who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism.</p> <p>Facilitate truancy-prevention programs/practices at comprehensive and continuation KHSD sites, assessing needs and focusing on the needs of highest "at risk" students first.</p>	<p>District</p>	<p><u>__</u>ALL OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$123,560: S/C, Certificated Salaries (CSAM)</p>

<p>Provide additional support at school sites for truancy-prevention, intervention for chronic absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.</p> <ul style="list-style-type: none"> Administrative sections, 1 per site, 18 total = \$300,000 (18 periods = 3 FTE X \$100,000) Classified sections, half FTE per site, 9 total = \$550,000 	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u> </u> African American students, <u> </u> Special Education students</p>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p> <p>\$550,000: S/C, Classified Salaries (CSAM)</p> <p>TOTAL = \$850,000: S/C</p>
<p>Allocate 1.5 months of time for Deans of Students to focus on PBIS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.</p> <p>18 X 1.5 months = \$270,000</p>	<p>District</p>	<p><u> </u> ALL</p> <p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u> </u> African American students, <u> </u> Special Education students</p>	<p>\$270,000: S/C, Certificated Salaries (CSAM)</p>
	<p>District</p>		

<p>Continue to expand and develop Parent Centers by opening 4-6 additional centers in 2016-17, with the goal of opening a Parent Center at each site by the end of 2017-18.</p> <p>Funds will be spent based on focus and need at each Parent Center, with input from the parent community.</p>		<p><u> </u> ALL OR: <u> X</u> Low Income pupils <u> X</u> English Learners <u> X</u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$500,000: S/C, Classified Salaries (CSAM)</p> <p>\$200,000: S/C, Equipment (CSAM)</p> <p>\$100,000: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$800,000: S/C</p>
<p>Continue to provide funding for programs such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, and/or other evidence-based programs that support healthy students, parents, and families, and can support the overall objectives of the Parent Centers.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> X</u> Low Income pupils <u> X</u> English Learners <u> X</u> Foster Youth <u> X</u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$125,000: S/C, Books & Supplies (CSAM)</p>
	<p>Arvin</p>	<p><u> </u> ALL</p>	

<p>Maintain additional, full-time counselors to “increase and improve” services to students of the “unduplicated count.” Focus of services may include PBIS implementation, tier 2 and 3 interventions, and FY and EL support.</p>	<p>BHS East Foothill GV MM North Ridgeview South West</p>	<p>OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$880,000: S/C, Certificated Salaries (CSAM)</p>
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Maintain **Community Specialists** at each site to provide outreach to students of the “unduplicated count” and their families. Each site employs a full-time or part-time Community Specialist who works with counselors and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting MTSS (Multi-Tiered Systems of Support). 27.125 FTE was utilized in 2014-15 for a cost of \$1,252,311. Similar funding will be allocated for 2015-16, 2016-17, and 2017-18.

Maintain 2 (additional) **district Community Specialist** to work with Education Options Administrator = \$120,000.

- Reinforce **truancy-prevention** efforts, district wide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.
- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.

District

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

\$1,250,000 for school-site Community Specialists: S/C, Classified Salaries (CSAM)
 \$120,000 for district Community Specialists: S/C, Classified Salaries (CSAM)
 TOTAL = \$1,370,000: S/C

<p>Maintain district staff to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring.</p> <ul style="list-style-type: none"> • Foster Youth Liaison = \$120,000 • Student Outreach Liaison = \$123,000 • Parent Education Liaison = \$125,000 • TOTAL = \$368,000 <p>Provide \$105,000 (\$22,000 per focus area) operational budget for above-mentioned staff to support district and site-based goals.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$368,000 for staff: S/C, Certificated Salaries (CSAM)</p> <p>\$105,000 for operational budget: S/C, Books & Supplies (CSAM)</p> <p>TOTAL \$473,000: S/C</p>
<p>Maintain on-going training in implicit bias, cultural responsiveness, and equity per CEIS plan. Also, include training in Student Study Teams (SST).</p> <p>Continue to include training to improve “customer service” at school sites.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$85,000: S/C, Services & Other Operating Expenditures (CSAM)</p>
<p>Continue to consult with expert in building tiers 1, 2, and 3 of MTSS and fulfilling plans to correct issues of “significant disproportionality.”</p> <p>Continue to consult and collaborate with Special Education Department to establish MTSS and hire appropriate staff.</p>	<p>District</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p>
	<p>District</p>		

<p>Mainain funding at individual school sites for parent workshops that update and inform parents of their child’s academic progress, educate them to be strong college advocates and advisors to their child, and actively engage them in their child’s education and career goals.</p>		<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$125,000: S/C, Certificated Salaries (CSAM)</p>
<p>Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by increasing adult ESL classes to serve more areas. Regularly conduct needs assessment to determine need and best location.</p> <p>\$100,000 (approximate cost) per teacher X 2 = \$200,000</p>	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$200,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to provide translating services at meetings where non-English speaking parents are present – district and school sites.</p>	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$60,000: S/C, Classified Salaries (CSAM)</p>

<p>Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations and monitor accountability of plans and actions.</p> <p>The group's composition will continue to represent the district's stakeholders. It will monitor data and progress of the LCAP goals and actions through convening regularly.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000: S/C, Certificated Salaries (CSAM)</p>
<p>Retain LCAP Administrator to ensure the following:</p> <ul style="list-style-type: none"> • Development of student/parent/community engagement systems and practices • Implementation of student support systems • Coordination with school sites and PBIS/MTSS expert to implement PBIS/MTSS programs and practices • Supervision of MTSS/PBIS programs at designated sites 	<p>District</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$129,000: S/C, Certificated Salaries (CSAM)</p>

<p>Provide LCAP support staff to assist in operation of LCAP completion:</p> <ul style="list-style-type: none"> • Clerical support = \$80,000 • Budget management = \$125,000 	<p>District</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000: Base Grant, Classified Salaries (CSAM)</p> <p>\$125,000: Base Grant, Classified Salaries (CSAM)</p> <p>TOTAL = \$225,000: Base Grant</p>
<p>Continue to support the following leadership and mentoring programs, principally serving “at risk” youth:</p> <ul style="list-style-type: none"> • Americorps = \$50,000 • Latina Leaders = \$45,000 • ASB Outreach and Mentoring = \$25,000 • Real Men Sing = \$25,000 • Detroit Creativity Project = \$25,000 	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$170,000: S/C, Certificated Salaries (CSAM)</p>

GOAL 4

LCAP Year 3: 2017-2018

Expected Annual
Measurable
Outcomes:

METRICS

- Increase course completion rate with a C or better as compared to previous year's completion rate (see page 140).
- Decrease grade 9 repeaters, as measured by last year's percentage of 8.355% (see page 140).
- Increase grad rate by 2% from previous year's rate (see page 139).
- Increase attendance rate by .5% from previous year's rate (see page 138).
- Decrease chronic absenteeism rate by .5% from previous year's rate (see page 138).
- Decrease truancy rate by 1% from previous year's rate (see page 138).
- Decrease dropout rate (by cohort) by 1% from previous year's rate (see page 138).
- Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate (see page 139).
- Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year's rate (see page 139).
- Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 5% compared to last year's responses (see page 140).
- A Multi-Tiered System of Supports (MTSS) is established to foster positive student relations, student connectedness, and culturally responsive school environments. Program effectiveness is measured by student, staff, and parent surveys.
- A system to collect, analyze, and report school and student data is established to monitor and measure program effectiveness and student progress.
- Parents feel welcomed and connected to their student's school, as measured by parent survey.
- Parents feel supported and engaged in their student's academic progress, as measured by parent survey.
- Maintain current level of LCAP stakeholder meetings and provide other meetings or resources to support parents – including parents of pupils of the unduplicated count and exceptional needs.
- Continue to build and support existing Parent Centers.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Retain expert to facilitate the development and implementation of CEIS plan, which includes implementing PBIS; building accountability structures to ensure fidelity of process and programs, including accurately monitoring progress through proper data collection, reporting, and analysis; and providing training to staff = \$123,000.</p> <p>Full implementation of PBIS, per Dr. Eyler's research, takes between 5-7 years for a high school.</p>	District	<p><input checked="" type="checkbox"/> ALL and principally directed to students noted below</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students and all other students affected by "significant disproportionality" practices</u></p>	<p>\$123,000: IDEA Fund (Individuals with Disabilities Education Act), Services & Other Operating Expenditures (CSAM)</p>
	District	<input type="checkbox"/> ALL	

Support the **continued implementation and integration of PBIS**, district wide, including implementation of restorative practices, Student Study Teams, and Multi-Tiered Systems of Supports (MTSS, tiers 1 and 2) to address “significant disproportionality” issues outlined in the root-cause report.

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

\$225,000:
 S/C,
 Certificated
 Salaries
 (CSAM)

\$100,000:
 S/C,
 Classified
 Salaries
 (CSAM)

\$225,000:
 S/C,
 Equipment
 (CSAM)

\$350,000:
 S/C,
 Books &
 Supplies
 (CSAM)

TOTAL =
 \$900,000:
 S/C

<p>Maintain 4 regional PBIS Intervention Specialists + 1 PBIS (district) Student Support Facilitator to support PBIS implementation and practices at school sites. PBIS Interventional Specialists and Student Support Facilitator may provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment CEIS plan.</p> <p>Region 1 = BHS, Vista, North Region 2 = MM, Arvin, Foothill, East Region 3 = South, GV, Ridgeview Region 4 = Stockdale, HIS, Frontier, Highland</p> <p>Estimated cost per Intervention Specialist = \$87,500; estimated cost for Student Support Facilitator = \$112,000</p>	<p>District</p>	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$465,000: S/C, Classified Salaries (CSAM)</p>
<p>Allocate 1.5 months of time for Deans of Students to focus on PBIS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.</p> <p>18 X 1.5 months = \$270,000</p>	<p>District</p>	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$270,000: S/C, Certificated Salaries (CSAM)</p>

<p>Retain district Education Options Administrator (formerly known as Attendance Administrator) who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism.</p> <p>Facilitate truancy-prevention programs/practices at comprehensive and continuation KHSD sites, assessing needs and focusing on the needs of highest “at risk” students first.</p>	<p>District</p>	<p><u>__ALL</u> OR: <u>_X_Low Income pupils _X_English Learners</u> <u>_X_Foster Youth _X_Redesigned fluent English proficient</u> <u>_X_Other Subgroups:(Specify) <u>African American students, Special Education students</u></u></p>	<p>\$123,560: S/C, Certificated Salaries (CSAM)</p>
<p>Maintain additional support at school sites for truancy-prevention, intervention for chronic absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.</p> <ul style="list-style-type: none"> • Administrative sections, 1 per site, 18 total = \$300,000 (18 periods = 3 FTE X \$100,000) • Classified sections, half FTE per site, 9 total = \$550,000 	<p>District</p>	<p><u>__ALL</u> OR: <u>_X_Low Income pupils _X_English Learners</u> <u>_X_Foster Youth _X_Redesigned fluent English proficient</u> <u>_X_Other Subgroups:(Specify) <u>African American students, Special Education students</u></u></p>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p> <p>\$550,000: S/C, Classified Salaries (CSAM)</p> <p>TOTAL = \$850,000: S/C</p>

<p>Continue to expand and develop Parent Centers by opening 4-6 additional centers in 2016-17, with the goal of opening a Parent Center at each site by the end of 2017-18.</p> <p>Funds will be spent based on focus and need at each Parent Center, with input from the parent community.</p>	<p>District</p>	<p><u> </u>ALL and services principally directed to the groups noted below OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$500,000: S/C, Classified Salaries (CSAM)</p> <p>\$200,000: S/C, Equipment (CSAM)</p> <p>\$100,000: S/C, Books & Supplies (CSAM)</p> <p>TOTAL = \$800,000: S/C</p>
<p>Continue to provide funding for programs such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, and/or other evidence-based programs that support healthy students, parents, and families, and can support the overall objectives of the Parent Centers.</p>	<p>District</p>	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$125,000: S/C, Books & Supplies (CSAM)</p>
	<p>Arvin</p>	<p><u> </u>ALL</p>	

<p>Maintain additional, full-time counselors to “increase and improve” services to students of the “unduplicated count.” Focus of services may include PBIS implementation, tier 2 and 3 interventions, and FY and EL support.</p>	<p>BHS East Foothill GV MM North Ridgeview South West</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$880,000: S/C, Certificated Salaries (CSAM)</p>
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Maintain **Community Specialists** at each site to provide outreach to students of the “unduplicated count” and their families. Each site employs a full-time or part-time Community Specialist who works with counselors and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting MTSS (Multi-Tiered Systems of Support). 27.125 FTE was utilized in 2014-15 for a cost of \$1,252,311. Similar funding will be allocated for 2015-16, 2016-17, and 2017-18.

Maintain 2 (additional) **district Community Specialist** to work with Education Options Administrator = \$120,000.

- Reinforce **truancy-prevention** efforts, district wide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.
- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.

District

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

\$1,250,000 for school-site Community Specialists: S/C, Classified Salaries (CSAM)

\$120,000 for district Community Specialists: S/C Classified Salaries (CSAM)

TOTAL = \$1,370,000

<p>Maintain district staff to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring.</p> <ul style="list-style-type: none"> • Foster Youth Liaison = \$120,000 • Student Outreach Liaison = \$123,000 • Parent Education Liaison = \$125,000 • TOTAL = \$368,000 <p>Provide \$105,000 operational budget for above-mentioned staff (\$22,000 per focus area) to support district and site-based goals</p>	<p>District</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$368,000 for staff: S/C, Certificated Salaries (CSAM)</p> <p>\$105,000 for operational budget: S/C, Books & Supplies (CSAM)</p> <p>TOTAL \$473,000: S/C</p>
<p>Maintain on-going training in implicit bias, cultural responsiveness, and equity per CEIS plan. Also, include training in Student Study Teams (SST).</p> <p>Continue to include training to improve “customer service” at school sites.</p>	<p>District</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$85,000: S/C, Services & Other Operating Expenditures (CSAM)</p>
<p>Continue to consult with expert in building tiers 1, 2, and 3 of MTSS and fulfilling plans to correct issues of “significant disproportionality.”</p> <p>Continue to consult and collaborate with Special Education Department to establish MTSS and hire appropriate staff.</p>	<p>District</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p>

<p>Maintain funding at individual school sites for parent workshops that update and inform parents of their child’s academic progress, educate them to be strong college advocates and advisors to their child, and actively engage them in their child’s education and career goals.</p>	<p>Direct</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$125,000: S/C, Certificated Salaries (CSAM)</p>
<p>Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by increasing adult ESL classes to serve more areas. Regularly conduct needs assessment to determine need and best location.</p> <p>\$100,000 (approximate cost) per teacher X 2 = \$200,000</p>	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$200,000: S/C, Certificated Salaries (CSAM)</p>
<p>Continue to provide translating services at meetings where non-English speaking parents are present – district and school sites.</p>	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$60,000: S/C, Classified Salaries (CSAM)</p>

<p>Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations.</p> <p>The group's composition will continue to represent the district's stakeholders. It will monitor data and progress of the LCAP goals and actions through convening regularly.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000: S/C, Certificated Salaries (CSAM)</p>
<p>Retain LCAP Administrator to ensure the following:</p> <ul style="list-style-type: none"> • Development of student/parent/community engagement systems and practices • Implementation of student support systems • Coordination with school sites and PBIS/MTSS consultant (Dr. Eyler) to implement PBIS/MTSS programs and practices • Supervision of MTSS/PBIS programs at designated sites 	<p>District</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$129,000: S/C, Certificated Salaries (CSAM)</p>

<p>Maintain LCAP support staff to assist in operation of LCAP completion:</p> <ul style="list-style-type: none"> • Clerical support = \$80,000 • Budget management = \$125,000 	<p>District</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$80,000: Base Grant, Classified Salaries (CSAM)</p> <p>\$125,000: Base Grant, Classified Salaries (CSAM)</p> <p>TOTAL = \$225,000: Base Grant</p>
<p>Continue to support the following leadership and mentoring programs, principally serving “at risk” youth:</p> <ul style="list-style-type: none"> • Americorps = \$50,000 • Latina Leaders = \$45,000 • ASB Outreach and Mentoring = \$25,000 • Real Men Sing = \$25,000 • Detroit Creativity Project = \$25,000 	<p>District</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$170,000: S/C, Certificated Salaries</p>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update 2014-15

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Maintain a highly qualified (HQ) and effective teaching staff, being mindful of diversity needs.		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>1 & 2</u>
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	District will maintain or increase percent of HQ staff.	Actual Annual Measurable Outcomes:	METRICS Commission on Teacher Credentialing and KHSD HQ Per KHSD HQ report, 98% of teachers are HQ and zero are mis-assigned. All EL teachers are teaching with EL authorization. 6 teachers are not fully credentialed due to lack of qualified candidates in those areas at the time of hiring. Those 6 are currently in the BTSA program and in the process of completing their credential.

LCAP Year: 2014-15, Annual Update

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Recruit, hire, develop, and retain an HQ and effective teaching staff</p> <p>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.</p> <p>b. HR will ensure that teachers are appropriately credentialed and trained per NCLB requirements.</p> <p>c. HR will work with appropriate district divisions to provide suitable and relevant staff and leadership development.</p>	<p>\$150,000: LCFF S/C (a-c)</p>	<p>108 new teachers were hired for the current school year, 2014-15, 37% of which are Hispanic. The percentage is worth noting because it is higher than before. In addition, though the district recruits teacher candidates from all across the nation, its intention is to increase recruitment in California, as its spring recruiting calendar shows.</p> <p>HR provides orientation and training to new teachers and administrators.</p>	<p>\$150,000: LCFF (a-c)</p> <p>\$60,000 = recruiting, S/C</p> <p>\$90,000 = recruitment administrator, S/C</p>
<p>Scope of service:</p> <p><u> </u>X All</p>	<p>District</p>	<p>Scope of service:</p> <p><u> </u>X All</p>	<p>District</p>

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
a. Provide awareness training that includes effective teaching strategies for FY, EL, LI, and other subgroups, prioritizing training by highest-need sites first. 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.	\$100,000: LCFF S/C (a-b)	Professional development (Kagan workshop), addressing specific needs of FY, EL, and LI students, was provided to build teacher awareness and effectiveness. Kagan focuses on student engagement strategies and structures. 100 teachers attended this workshop. Based on an LCAP staff survey, over 50% of school site administrators said their staffs would benefit from "additional training in 'customer service.'"	\$10,650 for Kagan (a), LCFF S/C
Scope of service:	District	Scope of service:	District
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American</u>	

<p>Continue to fund the BTSA induction program for new teachers to obtain advanced/clear credentials.</p>	<p>\$265,000: LCFF S/C</p>	<p>All first and second year teachers must be enrolled in BTSA to obtain a clear credential. Last year, 92 teachers were enrolled in BTSA; this year, 107 teachers are enrolled in BTSA. Included in the 107 are 17 CTE teachers and 6 interns.</p> <p>Teachers in BTSA complete training using <i>Teach Like a Champion</i>, which includes training in the following areas: classroom management, basic professionalism, instructional strategies that address the new standards, EL, and Special Education. Additional trainings are provided throughout the year, as needed, to target specific needs of the teacher and student.</p> <p>Each new teacher is assigned a Support Provider to provide coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards expertise.</p> <p>The district currently employs 1 BTSA Resource Coordinator, 51 support providers, and 15 intern mentors.</p>	<p>\$115,635 \$54,631 \$121,437 \$14,118 \$305,821: LCFF S/C</p>
		<p>BTSA Resource Coordinator BTSA PD, activities, books, supplies 51 support providers 15 intern mentors TOTAL</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The district will continue assessing all certificated and classified staff's awareness, knowledge, and performance needs in order to provide appropriate training to support the specific needs of FY, EL, LI, and other significant subgroups, including African American and Special Education. Though training was not completed as planned last year, training is planned and scheduled for the 2015-2016 year (see goal 4 in the 2015-16 plan).

The BTSA budget was under-estimated. For the 2015-16 year, it is estimated at \$320,000, closer to the "estimated actual" of \$305,821.

The Kagan training completed this year cost under \$11,000, far less than the estimated \$100,000. All training in this area, however, was not completed this year; continued professional development in effective teaching for Foster Youth, English Learners, and Low Income students is projected moving forward.

Based on an LCAP survey, over 80% of school site administrators said that professional development resulted in "improved instruction by [our] teachers." This validates the district's practice of providing ongoing professional development to its teaching staff.

Also based on the same LCAP survey, over 50% of school site administrators said their staffs would benefit from "additional training in 'customer service.'" Based on that response and requests from parents to provide a more welcoming environment at school sites, the district plans to offer training to improve "customer relations" at the school sites.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will be taught by a highly qualified, well-trained, and diverse teaching staff who provide rigorous and relevant instruction that prepares students for success at the next level of learning.**

Original GOAL from prior year LCAP:	Ensure sufficient instructional materials at all schools.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 1 and 2	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	All sites will be Williams compliant for instructional materials.		Actual Annual Measurable Outcomes:	METRICS <ul style="list-style-type: none"> • Ensure that all schools remain Williams compliant. • Provide 100% Highly Qualified (HQ) teaching staff. • Provide EL authorization for 100% of EL teachers. • Provide adequate and appropriate instructional materials for all students. • Maintain a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).
LCAP Year: 2014-15, Annual Update				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	

<p>a. Instruction Division will work with Kern County Superintendent of Schools (KCSOS) to maintain Williams Act compliance.</p> <p>b. Continue to monitor all schools for Williams Act compliance in adopting instructional materials.</p>	<p>No cost items (a-b)</p>	<p>Worked with KCSOS to ensure that all schools remained Williams Act compliant.</p> <p>Teachers were appropriately assigned.</p> <p>Monitored all schools so that all students had sufficient instructional materials.</p> <p>Worked with school sites so that facilities remained in good repair, receiving a rating of “good” or “exemplary” per Facilities Inspection Tool (FIT).</p>	<p>No cost (a-b)</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>c. Current Textbook Committee will continue its practice for instructional material review and adoption, making appropriate adjustments to its procedures to meet the new Common Core State Standards (CCSS).</p>	<p>\$1.2 million: Lottery</p>	<p>A district mathematics committee was convened to evaluate textbooks and resources to purchase a new math textbook series. The committee met with publishers to assess material that would best satisfy the new math standards, as well as the students' needs. A textbook was selected and presented to the Board for review; its approval is expected at the May Board meeting. The projected cost for the new math textbook series is \$1,824,945 million: Kendall Hunt, <u>Discovering Series</u> (Algebra, Geometry, and Algebra 2).</p> <p>In addition, meetings regarding math acceleration in CCSS have been held regularly with KHSD and feeder-school districts. The intent of the meetings is to create a common focus and understanding for course alignment, appropriate placement, and seamless transitioning, grades 7-12. Also, the meetings were held (and continue to be held) so that parents become familiar with CCSS for mathematics and to understand the points for acceleration at each level for math advancement.</p>	<p>\$1.8 million: Lottery</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Supplemental instructional materials will be approved and adopted for EL, FY, LI students enrolled in literacy classes.		\$30,000: LCFF S/C \$70,000: Title 1	A new course was written for literacy. Called ACCESS, the course will provide targeted reading instruction to the struggling readers and to the reclassified Long-Term English Learners (LTELs) who may need extra support in their transition to core English. The course's intent is to provide the students full "access" to the core curriculum. LTELs are students who have been enrolled in school in the U.S. for 6+ years and are struggling academically. 67% of the district's English Learners (ELs) are LTELs. Funding was used to purchase materials and resources for the new ACCESS class.	\$30,000: LCFF S/C \$70,000: Title 1
Scope of service:	District		Scope of service:	District
__ All			__ All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The adopted math textbook cost approximately \$600,000 more than anticipated.

Ongoing professional development will be needed for the teachers who teach ACCESS; hence, funding will need to be secured for this. In addition, funding will need to be secured for additional sections (districtwide) needed for the ACCESS class.

Students' reading level will be tested through STAR Renaissance, an assessment program that measures students' reading and math skills. The district purchased this program for 9th graders this year but will need to purchase it for the subsequent grade levels in order to measure growth accurately and determine appropriate interventions. The projected cost to purchase the program to include all students is \$268,551 per year. The cost would allow for testing at least twice annually, once at the beginning and once at the end of the year. Also, it would allow for more frequent testing throughout the year to monitor student progress.

It is expected that additional PD will be needed for effective implementation of the math textbook. Also, the purchase of additional resources and materials for teachers and students is recommended by the committee.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will be taught by a highly qualified, well-trained, and diverse teaching staff who provide rigorous and relevant instruction that prepares students for success at the next level of learning.**

Original GOAL from prior year LCAP:	Ensure well-maintained campuses at all sites.	Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>1 and 2</u>
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>All sites will be Williams compliant for facilities and receive a “good” rating.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Worked with KCSOS to ensure that all schools remained Williams Act compliant. • Teachers were appropriately HQ assigned. • Monitored all schools so that all students had sufficient instructional materials. • Worked with school sites so that facilities remained in good repair, receiving a rating of “good” or “exemplary” per Facilities Inspection Tool (FIT). • School maintenance and safety per survey <ul style="list-style-type: none"> ○ 50% of students agree or strongly agree that school is clean ○ 65% of students agree or strongly agree that school is well maintained ○ 70%+ agree or strongly agree that they feel safe at school • School safety per survey <ul style="list-style-type: none"> ○ 71.58% of students agree or strongly agree that they feel safe at school ○ 18.83% of students disagree or strongly disagree that they feel safe at school • Per Student Accountability Report Card (SARC) and Highly Qualified Teacher (HQ) Report <ul style="list-style-type: none"> ○ Teachers appropriately assigned ○ Facilities in “good” repair (per FIT) ○ Sufficient instructional materials provided <ul style="list-style-type: none"> ▪ 80%+ of parents agree or strongly agree that district provides textbooks and instructional materials to meet needs of their student
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			<ul style="list-style-type: none"> 77% of students agree or strongly agree that their school provides the materials they need <p>Maintenance and Operation evaluates each school using the Williams rating system and seeks to maintain a “good repair” status for all schools.</p> <p>The public may review Williams Act compliance reports for KHSD at the Kern County Superintendent of Schools (KCSOS) website. It may also review SARC reports at the KHSD website, “School Report Cards,” under “Parental Information.”</p>
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LCAP Year: 2014-15, Annual Update

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.)	No cost items (a-b)	These actions are maintained. The public may review a school’s FIT report through SARC reports at KHSD website. Business Division adopted the FIT tool to ensure proper maintenance at all school sites.	No cost items (a-b)

Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>c. Per funding allowances and restoration schedules, the Business Division will continue to repair facilities, as needed.</p> <p>d. Per funding allowances and restoration schedules, the Business Division will continue to renovate facilities as needed and per renovation cycles.</p>		<p>\$9,880,000: Base Grant</p> <p>\$35 million: General Obligation Bonds and Building Funds</p>	<p>Below are a few updates to restoration projects and repairs:</p> <ul style="list-style-type: none"> • BHS is projected to complete its stadium and playfields restoration in 2016. • Foothill is projected to begin its next modernization, phase 1, in 2016. • Golden Valley is currently working on planting shade trees on its campus. • Kern Valley is currently in the process of restoring its football stadium. • North has completed 95% of phase 1 (of 2 phases) of its modernization, begun in 2012. For phase 1, classrooms were retrofitted for LED lighting, which adjust output based on natural sunlight. Phase 2 is projected to be completed in 2017. • South finished its restoration last year, 2014. Currently, South is working on planting more shade trees on its campus. • The district is currently working on upgrading technology infrastructure. • The district is also working on retrofitting lighting for LED lights, an effort to conserve energy in gymnasiums and other areas. 		<p>\$9,880,000: Base Grant</p> <p>\$35 million: General Obligation Bonds and Building Funds</p>

Scope of service:	District	Scope of service:	District
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>KHSD will continue to maintain Williams Act compliant facilities for all sites (not only Williams sites) and upgrade facilities per allocated funding and renovation cycles. The FIT documentation will show that all schools are in good repair.</p> <p>KHSD takes pride in providing clean, safe, and well maintained schools for all its students. According to this year's student survey, 50% of students agree or strongly agree that their school is clean and over 65% agree or strongly agree that their school is well maintained.</p> <p>Restoration projects funded outside of LCFF will not be included next year's plan.</p> <p>The proposed <u>NEW GOAL</u> for 2015-16, which will encompass the goal and actions of this section is the following: KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources.</p>
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Original GOAL from prior year LCAP:	Implement the Common Core State Standards (CCSS) for language and mathematics through the district.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 1
	Teachers will receive professional development (PD) that prepares them to teach the CCSS.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Implement Algebra and Geometry courses aligned to CCSS. The degree of implementation will be measured by classroom observations, teacher surveys, and student surveys.</p> <p>Implement English Language Arts (ELA) courses in grades 9-11 aligned to CCSS. The degree of implementation will be measured by classroom observations, teacher surveys, and student surveys.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Academic Performance Index (API) for 2013 <ul style="list-style-type: none"> ○ District = 739, growth of 6 points from 2012 ○ African American = 687, growth of 4 ○ Hispanic = 711, growth of 7 ○ White = 799, growth of 5 ○ Socio-economically disadvantaged = 706, growth of 11 ○ EL = 696, growth of 41 ○ Students w/ disabilities = 485, growth of 23 • CST data (see page 68) • Grad rate <ul style="list-style-type: none"> ○ District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ▪ 84.4% for 2013-14 ○ African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ▪ 80.2% for 2013-14 ○ Hispanic = 78%, no change <ul style="list-style-type: none"> ▪ 83% for 2013-14 ○ White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ▪ 88.2% for 2013-14 ○ County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ▪ 79.8% for 2013-14 ○ State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ▪ 80.8 for 2013-14 • A-G completion, 2013-2014 <ul style="list-style-type: none"> ○ A-G completion, 2014-2015 ○ District = 32.3%, decrease of .06 <ul style="list-style-type: none"> ▪ District = 35.6% ○ African American = 25.8%, growth of 1.1
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- **African American = 32.5%**
- Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
- White = 39.6%, growth of 2.1
 - **White = 41.6%**
- County = 29.8%, growth of .06
 - **County = 33.3%**
- State = 39.4%, growth of 2.8
 - **State = 41.9%**
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 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.

			<ul style="list-style-type: none">○ 3,312 of the students who took a “concentrator” course were grade 12 students.○ 97% of grade 12 students graduated, a 3% increase from the year before.● Students completing a CTE class, 2013-14<ul style="list-style-type: none">○ Grade 9, 31.4%○ Grade 10, 16.8%○ Grade 11, 27.1%○ Grade 12, 24.5%● Instructional Reading Level (IRL) of grade 9 students who were tested districtwide:<ul style="list-style-type: none">○ 220 (4%) tested at 4.5 average IRL○ 3,589 (70%) tested at 6.5 IRL○ 1,300 (25%) tested at 9.4○ 5,109 = total number of students tested, which is approximately half of grade 9 enrollment● Reclassification of ELs<ul style="list-style-type: none">○ 28% reclassified in 2014-15○ 15% reclassified in 2013-14○ 13% reclassified in 2012-13● Per Annual Measurable Achievement Objectives (AMAO)<ul style="list-style-type: none">○ Percent of ELs making annual progress in learning English<ul style="list-style-type: none">▪ 44.2% in 2014-15▪ 49.8% in 2013-14▪ 47.5% in 2012-13○ Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)<ul style="list-style-type: none">▪ 11.1% in 2014-15
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- 13.0% in 2013-14
- 18.5% in 2012-13
- Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13
- Delivered 75% implementation of Algebra and Geometry courses aligned to CCSS. Implementation was measured by classroom observation and teacher surveys.
- Delivered 75% implementation of CCSS content and literacy standards at all sites, as measured by classroom observation and teacher surveys.
- Provided at least one Bilingual Aide in ELD classes and one Instructional Assistant in core classes to provide support for the EL students to access the CCSS.
- Per survey
 - 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career path.
 - 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college.

The goal, moving forward, is to test all grade 9 students at the start and end of their 9th grade year and to include interval testing to monitor progress.

		<p>Mathematical Anchor Tasks for Algebra, Geometry, and Algebra 2 courses that are CCSS aligned were developed and new ones continue to be developed. The Anchor Tasks are required instructional units that are taught each quarter in every math classroom, districtwide. (See www.anchortasks.net for more information on Anchor Tasks.)</p> <p>Algebra, Geometry, and Algebra 2 pacing guides were rewritten and implemented at all sites.</p> <p>CCSS literacy strategies were integrated throughout ELA courses district wide. ELA anchor tasks will be built this summer and course re-design to align with CCSS will also begin this summer.</p> <p>Last year, 80% of students believed that CCSS was implemented in their classrooms.</p> <p>Last year, 15% of EL students reclassified. The previous year, 2012-13, 13% reclassified. This year to date, 16.5% have reclassified. (Because of CELDT testing in Summer School last year, 30% of ELs who completed Summer School were reclassified prior to the start of this school year. The 30% are included in the 16.5%.)</p> <p>In 2013-14, for which data is currently available, 53.5% of <u>students scored proficient</u> on the ELA portion of CAHSEE; 58.6% scored proficient in math. (A proficient score is 380; a passing score is</p>
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			<p>350. Over 80% of grade 10 students, districtwide, passed in both ELA and math. Over 90% of the Reclassified Fluent-English Proficient [RFEP] passed in both ELA and math.)</p> <p>For more information on testing results, the public may refer to Data Quest on the California Department of Education's website: www.cde.ca.gov/.</p>
LCAP Year: 2014-15, Annual Update			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Professional development (PD) will include a focus on course design, curriculum implementation, and instructional practices.</p> <ul style="list-style-type: none"> 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 assessment to the statewide assessments and to “college and career readiness,” as described in CCSS. 	<p>\$1 million: CCSS Implementation Funding (a-d)</p>	<p>District provided workshops with feeder schools to develop common math strategies for CCSS implementation.</p> <p>Math team rewrote scope and sequence and pacing guides for Algebra, Geometry, and Algebra 2 courses.</p> <p>District provided a series of “Literacy for Core Subjects” workshops for all teachers of ELA, Science, and technical subjects. Teachers were taught to use a literacy template to design literacy-rich units of study.</p> <p>Subject-area teams created subject-specific and cross-disciplinary literacy units aligned to the CCSS.</p> <p>Teams implemented Lesson Study model for developing lessons and refining instructional practices.</p> <p>District purchased STAR Renaissance for all 9th grade students to diagnose math and reading levels, as well as to track progress = \$123,726</p> <p>District purchased 10 Chromebooks (390 total) for use in all foundation-level math classrooms, with Edmentum software; plus, provided courseware training for 46 teachers = \$133,610.</p> <p>District purchased “math toolkits” for all math teachers (Algebra, Geometry, Algebra 2),</p>	<p>\$123,726 \$133,610 \$270,714 \$11,400 \$4,800</p> <p>TOTAL = \$544,250: CCSS</p>
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		<p>including TI- Nspire calculators and student engagement tools to be used with the Anchor Tasks = \$270,714.</p> <p>District provided 3 TI-Nspire workshops. 76 math teachers attended = $\\$150 \times 76 = \\$11,400$.</p> <p>District provided workshop and follow up meeting for foundation math teachers = $\\$150 \times 32 = \\$4,800$.</p> <p>District currently examining grading practices and aligning them to statewide assessments remains a next step (d).</p>	
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>e. Hold Quarterly Math Anchor Task and Supporting Task workshops to ensure all Algebra, Geometry, and Algebra II teachers are providing standards-based lessons.</p>	<p>\$100,000: CCSS Implementation Funding</p>	<p>District provided 10 full-day sessions of PD for all KHSD math teachers to learn and practice the Anchor Tasks before teaching them.</p> <p>Math team developed and implemented the Anchor Tasks for Algebra 2 courses.</p> <p>Math team developed and implemented Supporting Tasks for Algebra and Geometry courses.</p>	<p>\$108,960: CCSS</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>a. Continue to employ district resource teachers in mathematics, English, and EL to develop appropriate PD that supports specific academic needs of EL, FY, LI, and other subgroups.</p>	<p>\$335,000: LCFF S/C (a)</p>	<p>One resource teacher each for AVID, ELA, ELD, and math continue to be employed to support the classroom teacher to meet the academic needs of EL, FY, LI, and other subgroups: AVID = 60% funded, math = 100%, ELA = 100%, ELD = 60% funded.</p> <p>A science resource teacher will be added for next year, approximate cost = \$106,000.</p>	<p>\$310,171 (a): S/C</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

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

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

<ul style="list-style-type: none"> 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 ELD Team will develop a course specific to the needs of reclassified students. 	<p>\$15,000: LCFF S/C (b-d)</p> <p>\$20,000: CAPP grant (e)</p>	<p>Literacy team developed ACCESS course to address reading/literacy weaknesses of students reading below grade level. Course's intent is to provide students full "access" to core curriculum. Course will replace current literacy course (b, c, and e).</p> <p>Teachers were trained to teach reading/literacy to high school students. 176 teachers were trained by a local reading expert = 175 X \$150 per all day sub (d).</p> <p>ELD Curriculum team reconvened to refine the ACCESS course to address the specific needs of the reclassified students.</p>	<p>\$15,000 + \$20,000 = \$35,000 (b, c, e): S/C</p> <p>\$30,000 (d): S/C</p> <p>\$750 (e): CAPP</p>
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Per the LCAP administrative survey, over 60% of principals and assistant principals agree or strongly agree that instructional practices at their sites in ELA, ELD, and math classes have shifted to align with the new standards. Over 60% of the administrators surveyed stated that they agree or strongly agree that district professional development has resulted in improved instruction by their teachers. Over 60% also agree or strongly agree that teachers have improved in their ability to assess their students' progress. At the same time, over 45% of site administrators believe that teachers need further assistance in providing adequate academic intervention for their students. The survey results present a strong argument for continued professional development at the district and site levels, particularly in the area of academic intervention.

The considerable difference between the estimated and estimated actual for PD (\$1,000,000 versus \$544,240) is a result of an over-estimation of cost.

Ongoing program monitoring will be needed for the new ACCESS course to ensure that it is meeting the needs of the students – i.e., to increase reading levels and overall literacy. In addition, ongoing professional development will be needed for its core team of teachers to ensure that their instruction remain effective in meeting program outcomes. The cost for this effort, initially estimated at \$35,000, actually cost \$65,750. More teachers were involved in the training – those directly involved in teaching ACCESS and teachers who wanted to strengthen the teaching of literacy in their classroom.

Training on effective use of TI Nspire graphing calculators is needed; the projected cost for this training is \$21,000, for beginner and advanced users.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.**

Original GOAL from prior year LCAP:	Incorporate the Common Core State Standard (CCSS) practices for literacy development in all subject areas.	1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 1
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Implement 2-3 literacy units focused on the CCSS literacy standards in all subject areas.</p> <p>Continue training as needed.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Academic Performance Index (API) for 2013 <ul style="list-style-type: none"> ○ District = 739, growth of 6 points from 2012 ○ African American = 687, growth of 4 ○ Hispanic = 711, growth of 7 ○ White = 799, growth of 5 ○ Socio-economically disadvantaged = 706, growth of 11 ○ EL = 696, growth of 41 ○ Students w/ disabilities = 485, growth of 23 • CST data (see page 68) • Grad rate <ul style="list-style-type: none"> ○ District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ▪ 84.4% for 2013-14 ○ African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ▪ 80.2% for 2013-14 ○ Hispanic = 78%, no change <ul style="list-style-type: none"> ▪ 83% for 2013-14 ○ White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ▪ 88.2% for 2013-14 ○ County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ▪ 79.8% for 2013-14 ○ State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ▪ 80.8 for 2013-14 • A-G completion, 2013-2014 <ul style="list-style-type: none"> ○ A-G completion, 2014-2015 ○ District = 32.3%, decrease of .06 <ul style="list-style-type: none"> ▪ District = 35.6% ○ African American = 25.8%, growth of 1.1
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- 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
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 - 220 (4%) tested at 4.5 average IRL
 - 3,589 (70%) tested at 6.5 IRL
 - 1,300 (25%) tested at 9.4
 - 5,109 = total number of students tested, which is approximately half of grade 9 enrollment
- Reclassification of ELs
 - 28% reclassified in 2014-15
 - 15% reclassified in 2013-14
 - 13% reclassified in 2012-13
- Per Annual Measurable Achievement Objectives (AMAO)
 - Percent of ELs making annual progress in learning English
 - 44.2% in 2014-15
 - 49.8% in 2013-14
 - 47.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)
 - 11.1% in 2014-15

- 13.0% in 2013-14
- 18.5% in 2012-13
- Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
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- Delivered 75% implementation of Algebra and Geometry courses aligned to CCSS. Implementation was measured by classroom observation and teacher surveys.
- Delivered 75% implementation of CCSS content and literacy standards at all sites, as measured by classroom observation and teacher surveys.
- Provided at least one Bilingual Aide in ELD classes and one Instructional Assistant in core classes to provide support for the EL students to access the CCSS.
- Per survey
 - 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career path.
 - 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college.

98% of all teachers – core and non-core – were trained in how to integrate CCSS literacy standards and practices in their curriculum and daily instruction.

			<p>Each core subject area, as well as some elective subject areas, implemented at least one literacy unit based on CCSS standards. English implemented more literacy units, as expected, and continues to incorporate literacy strategies into daily instructional routines. English also works in tandem with other disciplines to facilitate this work. In addition, to date, over 900 teachers in the district have gone through RIAP training (Reading Institute for Academic Preparation), which focuses on research-based literacy practices that work to improve students' reading and writing skills so that no future remediation in reading and writing is needed. RIAP works in concert with college-readiness expectations and skills.</p>
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1. Professional development (PD) will continue to be provided on how to incorporate literacy-building skills in core and non-core classes.</p> <p>a. Implement literacy units focused on CCSS literacy standards.</p> <p>b. Provide a venue for teachers to share, review, and revise units.</p>	<p>No cost (1a- 1b)</p>	<p>After the intensive literacy training held in the 2013-14 school year, teachers met in their professional learning teams and/or departments (district and site) to create literacy units which they integrated into their existing units.</p> <p>Teachers met by teams – e.g., English, US history, world history, chemistry, biology, earth science, and others as requested – to create subject-area units with imbedded literacy-building skills (a).</p> <p>Teachers met by district teams, as well as by site teams. District teams took learning back to site teams to develop the literacy-based units (b).</p>	<p>\$71,230: LCFF S/C</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>2. Provide a course design template for literacy integration that can be used in all subject areas.</p>	<p>No cost</p>	<p>A literacy template was designed in 2013-14 to integrate literacy-building skills in all subject areas. This year, a unit design template focusing on ELA standards was designed to align ELA courses (9-12) to the new standards. PD in correctly using the template will be provided this spring and through the summer. The template can be used in multiple subject areas.</p> <p>Framework Advisory reviewed framework for ELA to recommend future course design.</p> <p>ELA committee determined end-of-course targets.</p>	<p>No cost</p> <p>\$9,750: LCFF S/C</p> <p>\$9,000: LCFF S/C</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>3. Provide training on how to use literacy-integration template.</p>	<p>\$300,000: CCSS Implementation Funding</p>	<p>District provided sites with model units that included video-taped examples of CCSS-aligned, template-based instruction.</p> <p>Editing and uploading videos to Share Point.</p> <p>In June, 2015, anchor unit development will begin for ELA grades 9, 10, 11. Teams will design the anchor units to be implemented next school year.</p>	<p>\$100,800 for training and building of model units: CCSS</p> <p>\$10,400: CCSS</p> <p>\$88,237: CCSS</p>
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Scope of service:	District		Scope of service:	District			
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL				
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

92% of teachers surveyed agree or strongly agree that their school provides a high quality education for their students, and 85% agree or strongly agree that their instruction has improved in recent years. 71% agree or strongly agree that they participate in the planning of the instructional program of their school.

School-site administrators indicate that district PD assists in maintaining a strong teaching staff, as well as provides focus in curriculum development and implementation. To ensure that the learning from district training is integrated in lesson planning and daily instructional practices, Principals suggest providing school sites with instructional coaches, particularly in the areas of ELA and math, to monitor and support implementation of district instructional training.

PD was scheduled for teachers to meet in teams after they received literacy training. The training cost a little over \$71,000.

Teachers reviewed the ELA framework to recommend future course design. This effort cost \$9,750 and became necessary before a template could be designed. In addition, the PD was added for the ELA committee to determine end-of-course targets. This effort cost \$9,000.

Training of the model units cost less because video was used through Share Point.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.**

<p>Original GOAL from prior year LCAP:</p>	<p>Curriculum adoption committees will be formed to evaluate and adopt CCSS aligned materials.</p> <p>Content-area teams will evaluate primary and supplemental materials that may be needed to be purchased.</p> <p>Curriculum development and evaluation will follow Board Policy (BP) 6141(a).</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 1</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Though courses of study are reviewed and adjusted per the prescribed cycles, courses still need to be redesigned according to the Common Core State Standards (CCSS).</p> <p>METRICS</p> <ul style="list-style-type: none"> • Academic Performance Index (API) for 2013 <ul style="list-style-type: none"> ○ District = 739, growth of 6 points from 2012 ○ African American = 687, growth of 4 ○ Hispanic = 711, growth of 7 ○ White = 799, growth of 5 ○ Socio-economically disadvantaged = 706, growth of 11 ○ EL = 696, growth of 41 ○ Students w/ disabilities = 485, growth of 23 • CST data (see page 68) • Grad rate <ul style="list-style-type: none"> ○ District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ▪ 84.4% for 2013-14 ○ African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ▪ 80.2% for 2013-14 ○ Hispanic = 78%, no change <ul style="list-style-type: none"> ▪ 83% for 2013-14 ○ White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ▪ 88.2% for 2013-14 ○ County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ▪ 79.8% for 2013-14 ○ State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ▪ 80.8 for 2013-14
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- A-G completion, 2013-2014
 - **A-G completion, 2014-2015**
 - District = 32.3%, decrease of .06
 - **District = 35.6%**
 - African American = 25.8%, growth of 1.1
 - **African American = 32.5%**
 - Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
 - White = 39.6%, growth of 2.1
 - **White = 41.6%**
 - County = 29.8%, growth of .06
 - **County = 33.3%**
 - State = 39.4%, growth of 2.8
 - **State = 41.9%**
- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014

- 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
- 6,978 students completed the second – “concentrator” – course.
- 3,312 of the students who took a “concentrator” course were grade 12 students.
- 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%
- Instructional Reading Level (IRL) of grade 9 students who were tested districtwide:
 - 220 (4%) tested at 4.5 average IRL
 - 3,589 (70%) tested at 6.5 IRL
 - 1,300 (25%) tested at 9.4
 - 5,109 = total number of students tested, which is approximately half of grade 9 enrollment
- Reclassification of ELs
 - 28% reclassified in 2014-15
 - 15% reclassified in 2013-14
 - 13% reclassified in 2012-13
- Per Annual Measurable Achievement Objectives (AMAO)
 - Percent of ELs making annual progress in learning English
 - 44.2% in 2014-15
 - 49.8% in 2013-14

- 47.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)
 - 11.1% in 2014-15
 - 13.0% in 2013-14
 - 18.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13
- Delivered 75% implementation of Algebra and Geometry courses aligned to CCSS. Implementation was measured by classroom observation and teacher surveys.
- Delivered 75% implementation of CCSS content and literacy standards at all sites, as measured by classroom observation and teacher surveys.
- Provided at least one Bilingual Aide in ELD classes and one Instructional Assistant in core classes to provide support for the EL students to access the CCSS.
- Per survey
 - 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career path.
 - 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college.

LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Convene district-wide, subject-area committees (core and non-core) to review and update courses of study and align to CCSS.	\$100,000: CCSS Implementation Funding	<p>Redesign of courses of study for Algebra, Geometry, Algebra 2, and ACCESS will be completed by the end of the fiscal year.</p> <p>The work will begin prior to summer: team of 10 teachers X 4 nights, 2 hours per night @ \$65 per hour = \$5,200.</p> <p>The summer work will consist of a team of 8 teachers X 20 days, 6.5 hours a day @ \$65 per hour = \$67,600.</p>	\$5,200 \$67,600 = \$72,800: CCSS
Scope of service:	District	Scope of service:	District
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

b. Convene a district-wide science team to study and implement Next Generation Science Standards (NGSS).		\$50,000: Title 2	<p>Though the science department has met to discuss the new standards, a science team has not been officially formed to focus specifically on district implementation of NGSS.</p> <p>Science teachers convened districtwide to examine impact of NGSS on courses of study.</p>	\$12,750: Title 2
Scope of service:	District		Scope of service:	District
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
c. Use textbook adoption process to purchase CCSS materials.		\$1.3 million: CCSS Implementation Funding	<p>3000 Chromebooks were purchased (\$350 each). The purchase included a management license, “white glove” service and with some purchases, loading and prepping carts (a).</p> <p>“Bridge” materials to meet CCSS standards were purchased and continue to be purchased as needed (b).</p> <p>Resource data bases were also purchased (c).</p>	<p>\$1,050,000 (a): CCSS</p> <p>\$716,189.22 (b): CCSS</p> <p>\$252,890.81 (c): CCSS</p> <p>TOTAL = \$2,019,080: CCSS</p>
Scope of service:	District		Scope of service:	District
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
(Section 3B, page 55, last year's LCAP) ELD team will evaluate primary and supplemental materials for purchase.	\$25,000: LCFF Supplemental/ Concentration	High-interest, age appropriate novels for summer reading are being purchased for EL students to promote independent and "wider reading."	\$30,000: LCFF S/C
Scope of service:	District	Scope of service:	District
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Responding to the higher literacy expectations of the new standards, the district focused on teacher training to embed literacy skills in all subject areas, as well as infuse instructional practices to increase rigor in all classrooms, beginning with the core subjects – English, science, social studies, and math.

As more LTELs transition out of the EL program, it is anticipated that the district's RFEP population will be less equipped with academic language than in previous years. Language – that is, speaking English – will cease to be the priority learning need for these students; rather, reading will become the main learning need. To close this learning gap, the following is proposed:

- Increase ACCESS sections to support low level readers and EL students who have reclassified and are enrolled in core classes. This will provide the appropriate reading intervention needed to bring students to at-grade-level reading capacity.
- Provide CELDT preparation classes in the summer, and provide summer CELDT testing.
- As students transition out of EL, more true language-learners will remain in ELD courses; hence, targeted EL instruction will be needed to focus on language acquisition.

66% of teachers surveyed agree or strongly agree that the district provides instructional materials to meet the needs of all students, including English Learners. Over 80% of parents agree or strongly agree that the district provides textbooks and instructional materials that meet the needs of their student, and over 77% of the students agree or strongly agree that their school provides the materials they need to learn.

A science team to study and implement Next Generation Science Standards (NGSS) was not formed; rather, science teachers convened to examine impact of NGSS. This effort ended up costing a quarter of what was anticipated (from \$50,000 to \$12,750).

The textbook purchases (Chromebooks and bridge materials) cost more than anticipated.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include**

all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.

<p>Original GOAL from prior year LCAP:</p>	<p>Align English Language Development (ELD) courses with Common Core State Standards (CCSS) and ELD standards.</p> <p>Provide academic support for EL students to increase graduation, reclassification, and transition rates.</p> <p>Increase intervention and support mechanisms to further promote academic achievement and reduce or eliminate the need for remediation at the college entrance level.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify <u>1 and 3</u></p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: EL</p>		

<p>Expected Annual Measurable Outcomes:</p>	<p>Implement CCSS and ELD standards in all ELD courses.</p> <p>Increase graduation rate for EL by 1% over 2012-13: 63.3%.</p> <p>Increase reclassification rate by 1% over 2012-13.</p> <p>Increase transition rate by 1% over 2012-13: 13%.</p> <p><u>Terms to note</u> “Reclassification” means when a student successfully moves out of the EL program into the regular core program.</p> <p>“Transition” means when a student moves from one EL level to the next.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Academic Performance Index (API) for 2013 <ul style="list-style-type: none"> ○ District = 739, growth of 6 points from 2012 ○ African American = 687, growth of 4 ○ Hispanic = 711, growth of 7 ○ White = 799, growth of 5 ○ Socio-economically disadvantaged = 706, growth of 11 ○ EL = 696, growth of 41 ○ Students w/ disabilities = 485, growth of 23 • CST data (see page 68) • Grad rate <ul style="list-style-type: none"> ○ District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ▪ 84.4% for 2013-14 ○ African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ▪ 80.2% for 2013-14 ○ Hispanic = 78%, no change <ul style="list-style-type: none"> ▪ 83% for 2013-14 ○ White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ▪ 88.2% for 2013-14 ○ County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ▪ 79.8% for 2013-14 ○ State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ▪ 80.8 for 2013-14 • A-G completion, 2013-2014 <ul style="list-style-type: none"> ○ A-G completion, 2014-2015 ○ District = 32.3%, decrease of .06 <ul style="list-style-type: none"> ▪ District = 35.6% ○ African American = 25.8%, growth of 1.1
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- **African American = 32.5%**
- Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
- White = 39.6%, growth of 2.1
 - **White = 41.6%**
- County = 29.8%, growth of .06
 - **County = 33.3%**
- State = 39.4%, growth of 2.8
 - **State = 41.9%**
- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.

			<ul style="list-style-type: none">○ 3,312 of the students who took a “concentrator” course were grade 12 students.○ 97% of grade 12 students graduated, a 3% increase from the year before.● Students completing a CTE class, 2013-14<ul style="list-style-type: none">○ Grade 9, 31.4%○ Grade 10, 16.8%○ Grade 11, 27.1%○ Grade 12, 24.5%● Instructional Reading Level (IRL) of grade 9 students who were tested districtwide:<ul style="list-style-type: none">○ 220 (4%) tested at 4.5 average IRL○ 3,589 (70%) tested at 6.5 IRL○ 1,300 (25%) tested at 9.4○ 5,109 = total number of students tested, which is approximately half of grade 9 enrollment● Reclassification of ELs<ul style="list-style-type: none">○ 28% reclassified in 2014-15○ 15% reclassified in 2013-14○ 13% reclassified in 2012-13● Per Annual Measurable Achievement Objectives (AMAO)<ul style="list-style-type: none">○ Percent of ELs making annual progress in learning English<ul style="list-style-type: none">▪ 44.2% in 2014-15▪ 49.8% in 2013-14▪ 47.5% in 2012-13○ Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)<ul style="list-style-type: none">▪ 11.1% in 2014-15
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- 13.0% in 2013-14
 - 18.5% in 2012-13
- Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13
- Delivered 75% implementation of Algebra and Geometry courses aligned to CCSS. Implementation was measured by classroom observation and teacher surveys.
- Delivered 75% implementation of CCSS content and literacy standards at all sites, as measured by classroom observation and teacher surveys.
- Provided at least one Bilingual Aide in ELD classes and one Instructional Assistant in core classes to provide support for the EL students to access the CCSS.
- Per survey
 - 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career path.
 - 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college.
- CAHSEE, English, grade 10, pass rate
 - District = 82%, no change
 - African American = 77%, growth of 3
 - Hispanic = 79%, growth of 1
 - White = 89%, no change

- EL = 19%, decrease of 6
- Reclassified (RFEP) = 90%, decrease of 1
- Migrant = 72%, growth of 2
- Special Ed = 25%, growth of 3
- Socio-economically disadvantaged = 77%, growth of 1
- CAHSEE, math, grade 10, pass rate
 - District = 83%, growth of 2
 - African American = 72%, growth of 1
 - Hispanic = 82%, growth of 3
 - White = 88%, no change
 - EL = 45%, growth of 8
 - RFEP = 90%, no change
 - Migrant = 81%, growth of 7
 - Special Ed = 24%, decrease of 1
 - Socio-economically disadvantaged = 80%, growth of 3
- CAHSEE, English, grade 10, proficiency rate
 - District = 53.5%, growth of .8
 - African American = 43.8%, growth of 2.1
 - Hispanic = 47.2%, decrease of .8
 - White = 67%, decrease of 2.7
 - EL = 40.5%, decrease of 1.2
 - Socio-economically disadvantaged = 44.6%, decrease of .9
 - Students w/ disabilities = 15.6%, decrease of .1
- CAHSEE, math, grade 10, proficiency rate
 - District = 58.6%, growth of 2.9
 - African American = 45.5%, growth of 4.8
 - Hispanic = 54%, growth of 3.1
 - White = 68.5%, growth of 1.3

			<ul style="list-style-type: none"> ○ EL = 52.3%, growth of 3.9 ○ Socio-economically disadvantaged = 67.6%, growth of 18.6 ○ Students w/ disabilities = 15.8%, growth of .5 <p>The graduation data for EL for 2012-13 is 63.3%. The graduation data for EL for 2013-14 is 64.6%.</p> <p>Course options for all students, including students of the unduplicated count and students with exceptional needs, were broadened to include classes in literacy and math (Access, Algebra Lab, CAHSEE, CELDT summer reclassification), STEM, Visual and Performing Arts, CTE, and AVID. All courses and programs were open to all students of the unduplicated count and to students with exceptional needs as measured and monitored by sites' master schedule and student schedules.</p>
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Align curriculum to CCSS and rewrite courses of study to meet CCSS, providing pacing guides and assessments to monitor student progress and determine appropriate interventions (programs and strategies).</p> <p>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.</p> <p>Purchase appropriate primary and supplemental materials.</p>	<p>\$1 million: CCSS</p>	<p>Redesign of courses of study for Algebra, Geometry, Algebra 2, and ACCESS course will be completed by the end of the fiscal year. Work on ELA is in process, as well.</p> <p>ELD course of study alignment to meet the Next Generation ELD Standards and CCSS has been completed, along with assessments and pacing guides. Also, new assessment pieces and a second year of the latest reading and writing curriculum was completed last June. As the new curriculum continues to be vetted, adjustments per teacher feedback will be made.</p>	<p>\$1 million: CCSS</p>
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Scope of service:	District		Scope of service:	District	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			

<p>Increase the transition and reclassification rates of EL students; decrease the number of LTEL.</p> <p>a. Provide targeted PD for teachers of EL, which will include following district pacing guide and following benchmark exam schedule.</p> <p>b. Provide regular ELD workshops that support EL teachers, monitor student progress, and refine instruction to meet EL learning needs.</p>	<p>\$25,000: LCFF S/C (a-b)</p>	<p>Last year, the district restructured its EL program’s transition and reclassification process and criteria to focus on the individual student’s linguistic abilities. As a result, more students reclassified.</p> <p>Because of the new standards and state framework for ELA and ELD, the district’s EL program was re-worked to include all four domains of language and assessment (speaking, listening, reading, and writing) that promote its effectiveness. Also, EL coordinators were included in all EL Special Education IEP meetings to discuss appropriate linguistic goals for students and to assess the feasibility of administering the CELDT or portions of the CELDT to those students.</p> <p>ELD teachers participated in RIAP (Reading Institute for Academic Preparation) and ERWC (Expository Reading and Writing Course) trainings, as well as attended regular district meetings and workshops to obtain ELD instructional support. (37 teachers participated in RIAP this year @ \$150 per teacher X 10 days = \$55,500). This year, the workshop was funded through the CAPP grant [California Academic Partnership Program, which works to “improve the preparation for college for all students,” with a focus on “students from groups which are under-represented in postsecondary education.”</p>	<p>\$25,000: LCFF S/C</p> <p>\$5,550: CAPP grant \$49,950: Title 1 TOTAL = \$55,500 (a-b)</p>
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		<p>Please see http://www.calstate.edu/CAPP/). The district has been supporting RIAP since 2001; to date, 756 teachers and 26 administrators completed the program. Please see http://www.csuci.edu/eap/riap.htm to find out more about RIAP.</p> <p>An EL workshop is planned for fall to help new teachers address the specific needs of EL students. Also, partnering with one of the local universities to offer the World Languages ELD course is being considered (b).</p>		
Scope of service:	District	Scope of service:	District	
__ALL		__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>c. Provide intensive summer school intervention for reclassification. d. Offer CELDT in summer.</p>	<p>\$100,000: LCFF S/C (c) \$25,000: LCFF S/C (d)</p>	<p>Last year, a summer school program of intensive study for reclassification was piloted at 3 sites (5 sections total). At the end of the study, CELDT (California English Language Development Test) was administered. 35% of ELs who took the test reclassified (c).</p> <p>The classes last year were held at Mira Monte, Arvin, and Shafter (5 summer-school sections, total = 5 X 4.5 hours @ \$65 per hour X 30 days = 43.875). Because of the program's success, expansion to more sites with high EL populations is projected for this summer. Like last year, each classroom is expected to have a paraprofessional to provide further academic support (d).</p> <p>The sites offered the Summer CELDT 2015 program this year are as follows:</p> <ul style="list-style-type: none"> • Arvin = 4 sections • East = 2 sections • Foothill = 2 sections • Golden Valley = 2 sections • Mira Monte = 4 sections • South = 2 sections • Vista = 2 sections • West = 2 sections • Westside schools = 1 section <ul style="list-style-type: none"> ○ TOTAL = 21 summer school sections = \$184,275 (d) 	<p>\$43,875: LCFF S/C (c)</p> <p>\$184,275 S/C</p>
<p>Scope of service: __ALL</p>	<p>District</p>	<p>Scope of service: __ALL</p>	<p>District</p>

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<ul style="list-style-type: none"> e. Provide additional program support to EL students to minimize literacy gaps and to increase successful course completion and graduation rates. f. Provide ongoing training and support for Instructional Assistants and Bilingual Technicians. g. Provide adequate bilingual technician, 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, and LI students. 	<p>\$3.4 million: LCFF S/C (e-i)</p>	<p>The summer intensive study class for reclassification and CELDT testing included additional bilingual techs and instructional aides to administer the test, as well as offer support in the classroom. 5 bilingual techs were hired for this effort: 6 hours per day for 6 weeks = \$3,800 per tech X 5 = \$19,000 (g).</p> <p>69 sections were provided at all sites for additional program support for EL and all students who needed academic support. The following courses were included in the sections: Literacy, CAHSEE, Algebra Lab, and Academic Performance = \$1,242,000. Program personnel costs included IAs, BIAs, Bilingual Techs, and EL Coordinators = \$2,895,248 (e).</p> <p>An instructional aide (IA) is provided for each EL 1 classroom. For EL 2, 3, and 4 students, support staff serves the linguistically neediest students first (g).</p> <p>Meetings for IAs are held at the school sites, but more trainings need to be held at the district level to provide updates in instructional support practices (f).</p> <p>Tutoring for EL students and for all students is offered after school and on Saturdays. 18 of the district's comprehensive sites offer Saturday school for students to receive additional help to complete their coursework or to make up homework. To date, 3,747 students attended at</p>	<p>\$3.4 million: LCFF S/C</p>
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		<p>least one session of Saturday school. Last year, 2013-14, 7,324 students attended at least one session of Saturday school. Food Services provided food at each Saturday school session (h).</p> <p>Tutoring and mentoring is also available through AVID (Advancement Via Individual Determination), Migrant Education Program, Cal-SOAP (California Student Opportunity and Access Program), AmeriCorps, and Garden Pathways. (http://www.nationalservice.gov/programs/ameri-corps).</p> <p>1,504 students participated in AVID last year. 1,332 are currently enrolled in AVID this year. 259 seniors graduated from AVID last year, 2013-14, and approximately the same number are expected to graduate this year. In addition to the AVID class, AVID strategies (writing, inquiry, collaboration, organization, and reading to learn) are being practiced in all AVID schools. Currently, 11 schools are AVID schools. The goal is to continue to expand AVID to all 18 sites (i).</p> <p>All 18 comprehensive sites have the Migrant Education Program, including the continuation schools and the Bakersfield Adult School. To date, KHSD has just under 1,200 Migrant students (h and i).</p>	
Scope of service: __ALL	District	Scope of service: __ALL	District

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) ____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American</u>	
<p>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 before/after school or summer school hours. Provide supplemental staffing for targeted students in credit recovery programs.</p>	<p>\$1.2 million: LCFF S/C</p>	<p>Credit recovery and/or a-g completion is offered through Apex Learning, the district’s online instructional program. Apex is offered throughout the year and during summer. Computer classes run during the school day and after school to accommodate students who do not have access to a computer or Internet connection at home. In addition, the library is open before/after hours to assist in the students’ learning needs.</p> <p>The majority of Apex sections this year were distributed to the following schools: Arvin, BHS, East, Mira Monte, Ridgeview, Shafter, and South.</p> <p>Other credit-recovery and intervention classes are also offered – e.g., CAHSEE prep, Literacy, Algebra Lab, and Academic Intervention. In total, 67 sections are allocated this year to serve these needs.</p>	<p>77 sections of Apex distributed at sites X \$18,000 per section = \$1,386,000 LCFF S/C</p>

Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_African American		
k. Continue to offer intervention programs and classes for students who are underperforming in English and math – e.g., Literacy for Reading course being developed in summer of 2014.		\$50,000: CAPP grant	In addition to the literacy ACCESS course which was created this year, a 4 th -year math course to parallel ERWC is currently being created. Course completion and pilot launch is projected for 2016-17. The course is being developed in partnership with Bakersfield College and CSUB, which will also assist in the development of dual enrollment courses (currently in development).		\$50,000: CAPP grant
Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
l. Purchase supplemental and intervention materials to assist EL students.		\$150,000: Title 1	Materials and supplies are being purchased as needed; however, new textbooks were not needed this year for EL.		\$150,000: Title 1
Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

m. Continue to employ AVID/Migrant Coordinator to meet the needs of EL, FY, and LI.		\$40,000: Migrant \$60,000: Title 1	A full-time AVID and Migrant Ed Program Coordinator is employed to support the instructional needs of teacher and students.	\$122,746 (half Title 1 and half Migrant)
Scope of service:	District		Scope of service:	District
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) ____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African American	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The district plans to move forward with a focus on literacy in order for all students to gain full access to the core curriculum and to become college and career ready with no need for future remediation in reading, writing, and math. This is an urgent charge. Closely aligned to this goal would be finding means to build family literacy.

Called ACCESS, the new literacy course will be offered next year, 2015-16, to provide necessary support to reclassified students to transition into core English, as well as provide all students who are reading between the 4th and 6th Instructional Reading Level (IRL) according to STAR Renaissance assessment support in reading instruction. 36 sections, districtwide, have been allocated for ACCESS = \$648,000 projected cost:

- Arvin = 3 sections
- BHS = 3 sections
- Centennial = 1 section
- EBHS = 3 sections
- FHS = 3 sections
- Frontier = 1 section
- GV = 3 sections
- Highland = 1 section
- Independence = 1 section
- Kern Valley = 1 section
- Liberty = 1 section
- MMHS = 3 sections
- North = 1 section
- RHS = 3 sections
- Shafter = 1 section
- SHS = 3 sections
- Stockdale = 1 section
- WHS = 3 sections

Course alignment and assessments to meet the new CCSS standards will incorporate literacy strategies in all subject areas – core and non-core. Professional development in this area is

expected to continue to help teachers build literature-rich units according to unit design that can be used in all grade levels and in all subjects.

A focused effort to reclassify EL students will continue, and refining the ELD curriculum to meet the linguistic needs of the students will be at the forefront of course evaluation. Intervention and support mechanisms will be needed to help the transitioning students; hence, professional development in this area is expected to continue so that teachers remain current on their students' progress and can pursue program modifications accurately.

No new text has been purchased for ELD, but supplemental material is purchased as needed. What is needed at this point are supplies for building word libraries, personal white boards and white board markers for all levels (approximate cost \$10,000), as well as more novels to promote "wide reading" and independent reading.

Because last year's summer CELDT program was a success (Arvin, Mira Monte, Shafter), it will expand this year to include sites with high EL populations. A total of 25 sections are projected to be designated for this effort this year, an 80% increase from last year: $25 \times \$18,000 = \$450,000$, projected allocation. To properly prepare for this expanded summer program, professional development is being planned for the ELD instructors teaching the summer course = \$3,500 projected cost for the pre-summer training.

The budget for credit recovery and intervention classes was underestimated by approximately \$200,000 (estimated = \$1.2 million, actual estimated = \$1,386,000).

The benefits of AVID strategies on academic success are overarching. Included in the strategies are practices that promote strong interpersonal skills and cultivate individual persistence and determination, key attributes for college retention according to the research.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.**

Original GOAL from prior year LCAP:	Maintain EL student access to all content area courses and meet content standards in all curricula.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	EL

<p>Expected Annual Measurable Outcomes:</p>	<p>As funding permits, increase elective offerings by 1% districtwide.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The district increased its section allocations (2% increase in staffing), allowing each school to expand its elective program as needed. As a result, elective offerings increased by, at least, 1% district wide.</p> <p>This year, 2014-15, approximately 1/4 of all sections were dedicated to elective classes, which include Visual and Performing Arts, Applied Arts, and Career Technical Education.</p> <p>Over 75% of KHSD students, parents, and staff indicate (agree or strongly agree) that teachers provide “high-quality instruction” in elective classes.</p> <p>METRICS</p> <ul style="list-style-type: none"> • Academic Performance Index (API) for 2013 <ul style="list-style-type: none"> ○ District = 739, growth of 6 points from 2012 ○ African American = 687, growth of 4 ○ Hispanic = 711, growth of 7 ○ White = 799, growth of 5 ○ Socio-economically disadvantaged = 706, growth of 11 ○ EL = 696, growth of 41 ○ Students w/ disabilities = 485, growth of 23 • CST data (see page 68) • Grad rate <ul style="list-style-type: none"> ○ District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ▪ 84.4% for 2013-14
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- African American = 74.4%, decrease of 3.2
 - **80.2% for 2013-14**
- Hispanic = 78%, no change
 - **83% for 2013-14**
- White = 83.1%, decrease of 2.8
 - **88.2% for 2013-14**
- County = 76.4%, growth of 0.2
 - **79.8% for 2013-14**
- State = 80.4%, growth of 1.5
 - **80.8 for 2013-14**
- A-G completion, 2013-2014
 - **A-G completion, 2014-2015**
 - District = 32.3%, decrease of .06
 - **District = 35.6%**
 - African American = 25.8%, growth of 1.1
 - **African American = 32.5%**
 - Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
 - White = 39.6%, growth of 2.1
 - **White = 41.6%**
 - County = 29.8%, growth of .06
 - **County = 33.3%**
 - State = 39.4%, growth of 2.8
 - **State = 41.9%**
- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4

- Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.
 - 3,312 of the students who took a “concentrator” course were grade 12 students.
 - 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%
- Instructional Reading Level (IRL) of grade 9 students who were tested districtwide:
 - 220 (4%) tested at 4.5 average IRL
 - 3,589 (70%) tested at 6.5 IRL
 - 1,300 (25%) tested at 9.4
 - 5,109 = total number of students tested, which is approximately half of grade 9 enrollment

		<ul style="list-style-type: none">• Reclassification of ELs<ul style="list-style-type: none">○ 28% reclassified in 2014-15○ 15% reclassified in 2013-14○ 13% reclassified in 2012-13• Per Annual Measurable Achievement Objectives (AMAO)<ul style="list-style-type: none">○ Percent of ELs making annual progress in learning English<ul style="list-style-type: none">▪ 44.2% in 2014-15▪ 49.8% in 2013-14▪ 47.5% in 2012-13○ Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)<ul style="list-style-type: none">▪ 11.1% in 2014-15▪ 13.0% in 2013-14▪ 18.5% in 2012-13○ Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)<ul style="list-style-type: none">▪ 30.8% in 2014-15▪ 36.1% in 2013-14▪ 34.8% in 2012-13• Delivered 75% implementation of Algebra and Geometry courses aligned to CCSS. Implementation was measured by classroom observation and teacher surveys.• Delivered 75% implementation of CCSS content and literacy standards at all sites, as measured by classroom observation and teacher surveys.• Provided at least one Bilingual Aide in ELD classes and one Instructional Assistant in core
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		<p>classes to provide support for the EL students to access the CCSS.</p> <ul style="list-style-type: none">• Per survey<ul style="list-style-type: none">○ 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career path.○ 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college. <p>The number of EL students, grades 9-12, on track to graduate is 1,401, approximately 49% of the total EL population. (This number does not include Special Education and Adult School EL students).</p> <p>Grade distribution for all students for semester 1, 2014-15:</p> <ul style="list-style-type: none">• A = 30.6%• B = 27.4%• C = 22.3%• D = 11.4%• F = 8.2%• I = .01% <p>Course options for all students, including students of the unduplicated count and students with exceptional needs, were broadened to include classes in literacy and math (Access, Algebra Lab, CAHSEE, CELDT summer reclassification), STEM, Visual and Performing Arts, CTE, and AVID. All courses and programs were open to all students of</p>
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		<p>the unduplicated count and to students with exceptional needs as measured and monitored by sites' master schedule and student schedules.</p> <p>Per student survey responses for agree or strongly agree: "My teachers provide high quality instruction."</p> <ul style="list-style-type: none">• Math = 91.79%• Reading/Language Arts = 92.75%• History/Social Science = 82.75%• Science = 88.75%• Visual/Performing Arts = 77.74%• Heath/PE = 85.64%• Computer Application/Technology = 78.42% <p>Per parent responses (English) for agree or strongly agree: "Teachers provide high-quality instruction at my child's school."</p> <ul style="list-style-type: none">• Math = 98.63%• Reading/Language Arts = 97.30%• History/Social Science = 93.74%• Science = 94.93%• Visual/Performing Arts = 81.59%• Health/PE = 91.05%• Computer Application/Technology = 73.23% <p>Per parent responses (Spanish) for agree or strongly agree: "Teachers provide high-quality instruction at my child's school."</p> <ul style="list-style-type: none">• Math = 95%• Reading/Language Arts = 89.47%• History/Social Science = 80%
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			<ul style="list-style-type: none"> • Science = 90% • Visual/Performing Arts = 85% • Health/PE = 94.11% • Computer Application/Technology = 85.71%
LCAP Year: 2014-15, Annual Update, Continued			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Ensure students are enrolled in the proper classes to move towards graduation.</p> <p>Provide intervention and credit recovery where needed.</p>	<p>\$25,000: Title 1</p>	<p>EL students are afforded priority access to summer school, and they are placed in the appropriate classes to reclassify as soon as possible in order to gain full access to the core and elective programs.</p> <p>Counselors regularly assess student transcripts to ensure their students are on track to graduate. If they fall off track, counselors work to enroll them in the appropriate classes to recover credits.</p> <p>EL courses and intervention classes, such as CAHSEE, Algebra Lab, and Literacy, all provide the needed academic intervention and support for students to progress. In addition, after school tutoring is available at all schools, as well as after school credit recovery classes (usually offered 8th period), and summer school.</p>	<p>\$25,000: Title 1</p>
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Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>African American</u>			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>African American</u>		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Resources (people, programs, classes) providing academic support and intervention should continue for all students, especially those who fall behind in their progress towards graduation.

Better systems in 2015-2016 to update parents when students have trouble in their learning need to be developed. 35% of students surveyed agree or strongly agree that their teachers contact their parent/guardian when they are having trouble learning, while 40% disagree or strongly disagree that this is so. 40% of students surveyed agree or strongly agree that their counselor contacts their parent/guardian when they are having trouble learning, while 34% disagree or strongly disagree that this is so. 98% of parents/guardians surveyed agree or strongly agree that they monitor their child's progress at school. Based on the survey responses of students and parents, it seems that there may be inconsistencies in the system for updating parents/guardians on their student's progress.

Summer school typically supports approximately 40% of the district's students, offering credit recovery towards graduation, support for a-g completion, relief for impacted schedules, or acceleration. Last year, 14,546 students attended summer school – 39% of the total district enrollment. 98% of those students who completed summer school, one or both sessions, earned credits, and 313 were able to graduate.

Co-training for IAs with their teachers is needed to support instruction in the Common Core classroom.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.**

<p>Original GOAL from prior year LCAP:</p>	<p>Increase intervention and support mechanisms to further promote academic achievement and reduce or eliminate the need for remediation at the college-entrance level.</p> <p>Improve 5th year graduation rates.</p>	<p>Related State and/or Local Priorities: 1__ 2_<u>X</u> 3__ 4_<u>X</u> 5__ 6__ 7_<u>X</u> 8_<u>X</u> COE only: 9__ 10__</p> <p>Local : Specify <u>1</u></p>				
<p>Goal Applies to:</p>	<table border="1"> <tr> <td data-bbox="348 586 491 630"> <p>Schools:</p> </td> <td data-bbox="491 586 2018 630"> <p>All</p> </td> </tr> <tr> <td data-bbox="348 630 772 664"> <p>Applicable Pupil Subgroups:</p> </td> <td data-bbox="772 630 2018 664"> <p>All</p> </td> </tr> </table>		<p>Schools:</p>	<p>All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>Schools:</p>	<p>All</p>					
<p>Applicable Pupil Subgroups:</p>	<p>All</p>					

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase graduation rate by 1% over baseline year, 2012-13: 80.9%.</p> <p>Increase a-g completion rate by 1% over baseline year, 2012-13: 33.3%.</p> <p>Increase scores of “ready” and “conditionally ready” on EAP ELA and math by 1.5% over baseline year, 2012-13.</p> <p>The EAP or Early Assessment Program measures a student’s readiness for college-level English and math in their junior year of high school.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Academic Performance Index (API) for 2013 <ul style="list-style-type: none"> ○ District = 739, growth of 6 points from 2012 ○ African American = 687, growth of 4 ○ Hispanic = 711, growth of 7 ○ White = 799, growth of 5 ○ Socio-economically disadvantaged = 706, growth of 11 ○ EL = 696, growth of 41 ○ Students w/ disabilities = 485, growth of 23 • CST data (see page 68) • Grad rate <ul style="list-style-type: none"> ○ District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ▪ 84.4% for 2013-14 ○ African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ▪ 80.2% for 2013-14 ○ Hispanic = 78%, no change <ul style="list-style-type: none"> ▪ 83% for 2013-14 ○ White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ▪ 88.2% for 2013-14 ○ County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ▪ 79.8% for 2013-14 ○ State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ▪ 80.8 for 2013-14 <p>A percentage increase worth noting is <u>KHSD’s graduation rate for 2013-14</u> = 84.4%, which is 3.6% higher than the state average and a growth of 4.8% for KHSD.</p>
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The dropout rate for 2013-14 was 14.5%.

- A-G completion, 2013-2014
 - **A-G completion, 2014-2015**
 - District = 32.3%, decrease of .06
 - **District = 35.6%**
 - African American = 25.8%, growth of 1.1
 - **African American = 32.5%**
 - Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
 - White = 39.6%, growth of 2.1
 - **White = 41.6%**
 - County = 29.8%, growth of .06
 - **County = 33.3%**
 - State = 39.4%, growth of 2.8
 - **State = 41.9%**
- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11

For EAP for 2012-13, to be used as the baseline year, 16.67% of students scored “ready” in English

for the California State University and California Community College systems. 14.03% scored “conditionally” ready in English. In math for the same year, 2012-13, 14.81% scored “ready,” and 71.62% scored “conditionally” ready.

For EAP 2013-14, 19.96% scored “ready” in English, an increase of 3.29% and 16.10% scored “conditionally ready,” an increase of 2.07%. In math for the same year, 12.20% scored “ready,” a decrease of 2.61% and 73.64% scored “conditionally ready,” an increase of 2.02%.

- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.
 - 3,312 of the students who took a “concentrator” course were grade 12 students.
 - 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%

- Instructional Reading Level (IRL) of grade 9 students who were tested districtwide:
 - 220 (4%) tested at 4.5 average IRL
 - 3,589 (70%) tested at 6.5 IRL
 - 1,300 (25%) tested at 9.4
 - 5,109 = total number of students tested, which is approximately half of grade 9 enrollment
- Reclassification of ELs
 - 28% reclassified in 2014-15
 - 15% reclassified in 2013-14
 - 13% reclassified in 2012-13
- Per Annual Measurable Achievement Objectives (AMAO)
 - Percent of ELs making annual progress in learning English
 - 44.2% in 2014-15
 - 49.8% in 2013-14
 - 47.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)
 - 11.1% in 2014-15
 - 13.0% in 2013-14
 - 18.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13

		<ul style="list-style-type: none">• Delivered 75% implementation of Algebra and Geometry courses aligned to CCSS. Implementation was measured by classroom observation and teacher surveys.• Delivered 75% implementation of CCSS content and literacy standards at all sites, as measured by classroom observation and teacher surveys.• Provided at least one Bilingual Aide in ELD classes and one Instructional Assistant in core classes to provide support for the EL students to access the CCSS.• CAHSEE, English, grade 10, <u>pass rate</u><ul style="list-style-type: none">○ District = 82%, no change○ African American = 77%, growth of 3○ Hispanic = 79%, growth of 1○ White = 89%, no change○ EL = 19%, decrease of 6○ Reclassified (RFEP) = 90%, decrease of 1○ Migrant = 72%, growth of 2○ Special Ed = 25%, growth of 3○ Socio-economically disadvantaged = 77%, growth of 1• CAHSEE, math, grade 10, <u>pass rate</u><ul style="list-style-type: none">○ District = 83%, growth of 2○ African American = 72%, growth of 1○ Hispanic = 82%, growth of 3○ White = 88%, no change○ EL = 45%, growth of 8○ RFEP = 90%, no change○ Migrant = 81%, growth of 7○ Special Ed = 24%, decrease of 1
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			<ul style="list-style-type: none"> ○ Socio-economically disadvantaged = 80%, growth of 3 ● CAHSEE, English, grade 10, <u>proficiency rate</u> <ul style="list-style-type: none"> ○ District = 53.5%, growth of .8 ○ African American = 43.8%, growth of 2.1 ○ Hispanic = 47.2%, decrease of .8 ○ White = 67%, decrease of 2.7 ○ EL = 40.5%, decrease of 1.2 ○ Socio-economically disadvantaged = 44.6%, decrease of .9 ○ Students w/ disabilities = 15.6%, decrease of .1 ● CAHSEE, math, grade 10, <u>proficiency rate</u> <ul style="list-style-type: none"> ○ District = 58.6%, growth of 2.9 ○ African American = 45.5%, growth of 4.8 ○ Hispanic = 54%, growth of 3.1 ○ White = 68.5%, growth of 1.3 ○ EL = 52.3%, growth of 3.9 ○ Socio-economically disadvantaged = 67.6%, growth of 18.6 ○ Students w/ disabilities = 15.8%, growth of .5 <p>Course options for all students, including students of the unduplicated count and students with exceptional needs, were broadened to include classes in literacy and math – e.g., Access, Algebra Lab, CAHSEE, CELDT summer reclassification, STEM, Visual and Performing Arts, CTE, and AVID. All courses and programs were open to all students of the unduplicated count and to students with exceptional needs as measured and</p>
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		<p>monitored by sites' master schedule and student schedules.</p> <p>Last year, 2013-14, a total of 578 students graduated after the June graduation date. Having completed their credits, 313 of those students were able to graduate after summer school and 265 by the December graduation. The December graduates are considered 5th year graduates. Moving forward, these numbers will serve as the district's baseline data for this goal or action. For FAFSA (Free Application for Federal Student Aid), the application used by colleges and universities to determine eligibility for federal, state, and college-sponsored financial aid, 60% of seniors completed the FAFSA in 2014, a growth of 3% from 2013. 64% were awarded Cal Grants in 2013 and 2014.</p> <p>Students enrolled in Gifted and Talented Education (GATE), Honors (HP), and Advanced Placement (AP) by ethnic breakdown for the past three years:</p> <p>2012-13</p> <ul style="list-style-type: none">• Hispanic = 14% of total student population; 54% of total GATE, HP, AP enrollment• African American = 1% of total student population; 3.9% of total GATE, HP, AP enrollment• White = 8% of total student population; 31% of total GATE, HP, AP enrollment
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			<p>2013-14</p> <ul style="list-style-type: none">• Hispanic = 14% of total student population; 54% of total GATE, HP, AP• African American = 1.2% of total student population; 4% of total GATE, HP, AP• White = 8% of total student population; 30% of total GATE, HP, AP <p>2014-15</p> <ul style="list-style-type: none">• Hispanic = 15% of total student population; 55% of total GATE, HP, AP• African American = 1% of total student population; 3.9% of total GATE, HP, AP• White = 7.9% of total student population; 28% of total GATE, HP, AP <p>Per district survey, 78% of students (and 83% of parents/guardians) agree or strongly agree that their school is preparing them for college.</p> <ul style="list-style-type: none">• Per parent/student survey<ul style="list-style-type: none">○ 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career path.○ 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college.
<p>LCAP Year: 2014-15, Annual Update, Continued</p>			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>a. Bring in experts to augment PD – e.g., reading, literacy, intervention strategies, AVID, classroom management and engagement strategies.</p> <p>b. Support teacher attendance at subject-area conferences.</p>	<p>\$50,000: LCFF Supplemental/ Concentration (a-b)</p>	<p>A reading expert was hired to provide professional development in the teaching of reading so that the literacy/reading course, now re-named ACCESS, could be effectively redesigned, and so that literacy teachers would receive appropriate training to teach reading: \$6,400 for expert’s fee + 7 workshops = \$55,025 (a):</p> <ul style="list-style-type: none"> • Reading Institute, cohort 1 with reading expert • 48 teachers • 4 full-day sessions • August 4, 5, 6, and October 27 <p>Kagan was hired to provide professional development training in classroom management. This training was offered to all teachers = 11,400 (a).</p> <p>An AVID workshop was provided to strengthen instructional strategies in WICOR (writing, inquiry, collaboration, organization, and reading). 47 teachers attended @ \$150 = \$7,050 (a).</p> <p>Teachers were supported to attend subject area conferences. Approximately 10 teachers attended last year, mostly from English and math departments across the district They attended the California Association of Teachers of English – CATE – and the California Math Council – CMC. The funding covered conference fee + sub fee = \$20,000 (b).</p>	<p>\$55,025 (a) \$11,400 (a) \$7,050 (a) \$20,000 (b)</p> <p>Total = \$93,475: LCFF S/C</p>
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Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African American, Hispanic			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African American, Hispanic		
c. Collaborate with local colleges to promote seamless transitioning between high school and college – e.g., providing one entrance exam accepted by all local 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.		\$20,000: CAPP grant, (c-d)	The collaborative work currently being done for “seamless transitioning” has born no cost to the grant thus far. Also, there has not been any additional costs to school sites to administer the BC placement exam. In the future, additional resources may be needed to assist in this process (c). BC continues to work with KHSD to provide avenues for priority enrollment. Through its “multiple measures” assessment system, BC is working on being able to provide priority enrollment to freshmen students (grade 13) who receive a score of 3 or higher on the Advanced Placement test (c). ERWC-like course development in mathematics is in progress but will not be finished by the end of this fiscal year. Four meetings have been held thus far in collaboration with BC and CSUB (d).		\$20,000: CAPP grant (c-d)
Scope of service:	District		Scope of service:	District	

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
e. Increase course offerings for Expository Reading and Writing Course (ERWC).		\$15,000: LCFF S/C	ERWC sections offered this year increased by 22% from last year. 62 sections were offered districtwide last year, and 79 sections are offered this year, 2014-15. The LCFF allocation for ERWC was given to materials, supplies, and consumables: <ul style="list-style-type: none"> • \$900 for 12 sites for supplies and curriculum • Conference fee + subs for Building Bridges, March 13, 2015 = 25 teachers 	\$14,550: LCFF S/C
Scope of service:	District		Scope of service:	District
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
f. Create 6-year educational plan in the fall of 2014. g. Purchase National Clearing House Student Tracker.		\$10,000: CAPP (g)	Thus far, work completed on the 6-year educational plan has been at no cost to the grant or district. The work this summer, however, to continue building the plan will require funding (f). The district purchased the National Clearing House Student Tracker and plans to renew the subscription yearly (g).	\$7,500: CAPP

Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			

<p>a. Monitor credit deficiencies to provide adequate credit accrual options – e.g., Apex, after school programs, Summer School, interventions through support classes and programs (literacy, math, EL, Independent Study).</p> <p>b. Expand 5th year completion options for students (school site and district), and promote the completion of their educational plans to promote goal setting and build confidence.</p>	<p>No immediate costs</p> <p>\$14,600: LCFF S/C for unanticipated costs</p>	<p>Counselors regularly examine their students' progress to determine appropriate intervention and/or credit recovery classes. 8 (high unduplicated count) sites were provided \$1,825 for additional support for this effort (a).</p> <p>To ensure a student's continuous enrollment to successfully complete his/her graduation credits, the Independent Study Program (ISP) through Discovery provides students with on-going opportunities for credit recovery. In 2013-14, 350 12th grade students, enrolled in Discovery, graduated after completing Summer School. In 2012-13, 245 graduated after completing Summer School, and in 2011-12, 186 graduated after completing Summer School. The <u>47% increase (combined years, 2011-2014) in graduation rate at Discovery</u> is a result of targeted intervention to meet the needs of the students.</p> <p>By spring 2015, 85.1% of the district's seniors were on track to graduate.</p>	<p>\$14,600: LCFF S/C</p>
<p>Scope of service: __ALL</p>	<p>District</p>	<p>Scope of service: __ALL</p>	<p>District</p>

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African American, Hispanic, all students who have fallen behind in credits</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American, Hispanic, Special Education</u></p>	
<p>c. Provide additional outreach counselors to recruit and retain 5th year students. d. Provide ongoing training for counselors – e.g., symposia and other meetings and workshops to focus on student needs.</p>	<p>\$100,000: LCFF S/C (c-d)</p>	<p>\$5,000 per school site was given for the purpose of recruiting/retaining students – \$5,000 X 20 = \$100,000 (c). District counselors and Community Specialists convened regularly to discuss student progress and needs (d).</p>	<p>\$98,000: LCFF S/C</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	

<p>a. Counselors individually meet with EL, FY, and LI students to discuss long-term education plan for years 5 and 6.</p> <p>b. Provide additional meetings with parents of non-graduating seniors to communicate plan of action for completing high school and beyond.</p>	<p>No cost (a-b)</p>	<p>Counselors met with their EL, FY, and LI students to review their 4-year plans. The long-term educational plan has not yet been completed for full implementation. This plan will extend the 4-year plan to 6 years and include non-graduating seniors (a).</p> <p>Counselors contacted each parent/guardian of their non-graduating seniors to communicate a plan of action for completing high school. This has been the practice and will continue to be the practice (b).</p>	<p>No cost</p>	
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>	<p style="background-color: #cccccc;"></p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>		
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American, Hispanic, Students with Disabilities</u></p>		
<p style="background-color: #cccccc;"></p>		<p style="background-color: #cccccc;"></p>		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Work continues for expanding student options (schedules; programs, including expanded online opportunities and dual enrollment; more classes which meet specific student needs) and building a long-term educational plan, grades 9-14, including students who do not graduate on time. (The ultimate goal is to expand the long-term educational plan into middle schools so that the plan spans grades 7-14.)

Because ERWC promotes academic success by reducing need for remediation in college, all schools should consider including ERWC into their course offerings.

Continue to promote programs such as Cal-SOAP, which provide mentoring/tutoring for students to prepare them for college and to encourage them to go to college. The programs also encourage FAFSA completion and provide a direct avenue for priority enrollment at BC and CSUB.

Continue to encourage students to take the most challenging courses, and encourage ALL STUDENTS to achieve to their highest potential.

Based on counselor feedback, the district should provide more community outreach at the sites; provide more elective options, including broader CTE courses and career exploration classes; expand the existing tutoring/mentoring programs; coordinate resources for social and emotional support; focus on academic support so more students gain access to college/career; and align systems and practices within the district and between partnering educational/community agencies to leverage resources, reduce inefficiencies, and make the system work better.

As the district reviews the LCFF budget for next year, these needs should be considered, specifically as they relate to the retention of students.

The cost for training for literacy, Kagan, and AVID was higher than anticipated.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include**

all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.

Original GOAL from prior year LCAP:	Increase support for foster (FY) and homeless youth.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 1, 3, 4
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Foster Youth

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase graduation rate for FY by 1% over baseline data, determined in 2014-15.</p> <p>100% of FY will meet with their counselor to complete a 4-year educational plan for graduation.</p> <p>Provide a counselor-liaison for FY at each site.</p> <p>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, and non-profit entities like Covenant House.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Academic Performance Index (API) for 2013 <ul style="list-style-type: none"> ○ District = 739, growth of 6 points from 2012 ○ African American = 687, growth of 4 ○ Hispanic = 711, growth of 7 ○ White = 799, growth of 5 ○ Socio-economically disadvantaged = 706, growth of 11 ○ EL = 696, growth of 41 ○ Students w/ disabilities = 485, growth of 23 • CST data (see page 68) • Grad rate <ul style="list-style-type: none"> ○ District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ▪ 84.4% for 2013-14 ○ African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ▪ 80.2% for 2013-14 ○ Hispanic = 78%, no change <ul style="list-style-type: none"> ▪ 83% for 2013-14 ○ White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ▪ 88.2% for 2013-14 ○ County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ▪ 79.8% for 2013-14 ○ State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ▪ 80.8 for 2013-14 • A-G completion, 2013-2014 <ul style="list-style-type: none"> ○ A-G completion, 2014-2015 ○ District = 32.3%, decrease of .06 <ul style="list-style-type: none"> ▪ District = 35.6% ○ African American = 25.8%, growth of 1.1
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- **African American = 32.5%**
- Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
- White = 39.6%, growth of 2.1
 - **White = 41.6%**
- County = 29.8%, growth of .06
 - **County = 33.3%**
- State = 39.4%, growth of 2.8
 - **State = 41.9%**
- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.

- 3,312 of the students who took a “concentrator” course were grade 12 students.
- 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%
- Instructional Reading Level (IRL) of grade 9 students who were tested districtwide:
 - 220 (4%) tested at 4.5 average IRL
 - 3,589 (70%) tested at 6.5 IRL
 - 1,300 (25%) tested at 9.4
 - 5,109 = total number of students tested, which is approximately half of grade 9 enrollment
- Reclassification of ELs
 - 28% reclassified in 2014-15
 - 15% reclassified in 2013-14
 - 13% reclassified in 2012-13
- Per Annual Measurable Achievement Objectives (AMAO)
 - Percent of ELs making annual progress in learning English
 - 44.2% in 2014-15
 - 49.8% in 2013-14
 - 47.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)
 - 11.1% in 2014-15

- 13.0% in 2013-14
- 18.5% in 2012-13
- Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13
- Attendance rate at P2 (months 1-8)
 - 95.12%, 2014-15
 - 94.96%, 2013-14
 - 94.36%, 2012-13
 - Chronic Absenteeism
 - 13% of students, 29 average absences per chronically absent student, 2013-14
 - 15% of students, 29 average absences per chronically absent student, 2012-13
 -
 - Truancy rate
 - 30.49%, 2013-14 (per CDE)
 - 31.14%, statewide
 - 26.19%, 2012-13 (per CDE)
 - 29.28%, statewide
- Dropout rate (by cohort)
- 14.5%, 2012-13 (per CDE)
- **11.2, 2013-14**

			<ul style="list-style-type: none"> ○ 15.2%, Hispanic <ul style="list-style-type: none"> ▪ 12.1%, 2013-14 ○ 17.7%, African American <ul style="list-style-type: none"> ▪ 14%, 2013-14 ○ 12.7%, White <ul style="list-style-type: none"> ▪ 8.5%, 2013-14 ● 14.4%, 2011-12 (per CDE) <ul style="list-style-type: none"> ○ 16.5%, Hispanic ○ 17.6%, African American ○ 10.4%, White ● 11.4%, 2012-13, <u>statewide</u> (per CDE) <ul style="list-style-type: none"> ○ 13.9%, Hispanic ○ 19.7%, African American ○ 7.4%, White ● 13.1%, 2011-12, <u>statewide</u> (per CDE) <ul style="list-style-type: none"> ○ 16.1%, Hispanic ○ 22.1, African American ○ 8.2%, White ● Suspension rate ● 12.79%, 2013-14 <ul style="list-style-type: none"> ○ 60.43%, Hispanic ○ 13.86%, African American ○ 22.02%, White ● 15.5%, 2012-13 <ul style="list-style-type: none"> ○ 63.37%, Hispanic ○ 12.24%, African American ○ 20.24%, White ● Expulsion rate ● 0.22%, 2013-14 <ul style="list-style-type: none"> ○ 65.43%, Hispanic ○ 12.35%, African American ○ 19.75%, White ● 0.60%, 2012-13
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			<ul style="list-style-type: none"> ○ 56.64%, Hispanic ○ 21.88%, African American ○ 17.97%, White <p>250 FY identified for this year, 2014-15 year. 25 took the BC placement test this past spring.</p> <p>260 FY were identified for last year, 2013-14. 51 FY graduated in 2014. 10 of the 51 completed the a-g requirements.</p> <p>FY met with his/her counselor to complete or update student's 4-year educational plan for graduation. A 4-year plan specific to FY needs was developed in collaboration with KCSOS, the county office of education.</p> <p>Each school site has a counselor-liaison for FY. The counselor-liaisons met twice this year with the FY Liaison, once in August and once in April.</p> <p>A KHSD Foster Youth Advisory Committee was set up, directed by the district's FY Liaison. The committee, thus far, is comprised of representatives from the following agencies: KHSD, KCSOS, DHS, Probation, Covenant Services, CASA, CSUB, and BC. Representatives from group homes also served on the committee. The committee met twice this year, once in March and once in April.</p>
LCAP Year: 2014-15, Annual Update, Continued			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
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<p>a. Provide early and accurate identification of foster and homeless youth.</p> <p>b. Coordinate and monitor educational plans to mitigate mobility and transitioning issues that may interfere with academic progress.</p> <p>c. Improve intra-agency communication and collaboration: secure MOU with DHS to identify foster and homeless youth.</p>	<p>No cost (a-c)</p>	<p>With the district’s ongoing work with KCSOS to identify foster and homeless students early, proactive measures were taken to accommodate the students’ specific needs – e.g., provide appropriate course placement, assess “at risk” level to determine appropriate support mechanisms, monitor mobility rate to ensure regular attendance at home school (a).</p> <p>To provide support academically, the following is planned in June (to be completed by the end of the fiscal year, 2015):</p> <ul style="list-style-type: none"> • Foundations of math/Edmentum curriculum development work = 5 teachers @ 6.5 hours per day for 20 days AND • 60 teachers (maximum) @ 2 hours per day for 4 days = \$42,088 • 3 teachers @ 6.5 hours per day for 10 days + one day to share the work developed with 15 teachers @ 2 hours = \$12,480 <p>In conjunction with KCSOS, a 4-year educational plan was devised, with accompanying planning sheet and check list, to help students monitor their own academic progress and focus on their next steps toward college or career. To improve their functionality, 4-year plans will become computer-based (b).</p> <p>In addition to meeting regularly with the Foster Youth Advisory Committee, the district’s FY Liaison regularly met with partnering agencies to remain apprised of new laws or regulations</p>	<p>No cost (a-c)</p> <p>\$42,088 + \$12,480 TOTAL = \$54,488: LCFF S/C</p>
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		concerning FY and to create strong relationships among the various groups. The information received was shared with district site personnel (c).	
Scope of service:	District	Scope of service:	District
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>d. Expand services of Foster Youth Liaison to include annual evaluation of FY student progress.</p>	<p>\$150,000: LCFF S/C</p>	<p>The FY Liaison worked with district and other agencies to align systems and practices in order to facilitate the sharing of appropriate information and resources – e.g., provide online data base that can be shared with partnering agencies, work with child welfare and mental health agencies to support social/emotional well-being of students, monitor mobility between sites to ensure student’s regular attendance.</p> <p>The FY Liaison devised an internal system for record keeping, which includes monitoring student progress – e.g., grades and overall progress, graduation, college enrollment, and mobility rates. FY Liaison also ensured that the student was continually enrolled in school and had appropriate supplies and support to complete assignments and courses with success.</p> <p>The FY Liaison regularly contacts social workers, probation officers, parents, and teachers on behalf of a foster youth. The liaison advocates for the FY, often serving as the connector between “the system” and the student, thereby safeguarding the student’s academic progress.</p>	<p>\$117,000: LCFF S/C</p>	
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		

e. Provide a counselor-liaison per site to oversee and advocate for FY.		No cost	Each site has a counselor-liaison to oversee and advocate for FY.		No cost
Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>f. Provide extra support systems for FY – e.g., appropriate counseling, intervention and recovery classes, outreach (Community Specialists).</p>	<p>\$1.5 million: LCFF S/C</p>	<p>Community Specialists at each site provide outreach to students and families. They work to ensure priority enrollment for FY in all programs and classes, connect with FY families and/or related county agencies, and work closely with the FY counselor liaison at each site to make sure that FY students have the proper support and resources to attend school regularly and move forward academically.</p> <p>Each site has either a full-time and/or part-time Community Specialist. 27.125 FTE was utilized this year for 36 employees who served as Community Specialists in the district.</p> <p>46 FY were provided priority access to the annual College Fair, sponsored by KCSOS and held each September at the Bakersfield Convention Center. FY was provided transportation to/from the event, allowed early entry to peruse the college line-up of booths and speak with respective representatives, assured entry into all breakout sessions, and provided refreshments before leaving the event. The cost included 8 staff who served as drivers and chaperones (most were the students' actual counselors).</p> <p>Motivational speaker and teen expert, Josh Shipp, will present his story to FY on May 13, at South High.</p> <p>Students who need to recover credits may do so through 8th period classes; Apex; Summer School;</p>	<p>\$1,252,311: LCFF S/C</p> <p>\$1,500: LCFF S/C</p> <p>\$7,900: LCFF S/C</p>
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				Discovery; or the district's charter school, Workforce 2000 Academy. Students who need academic intervention may receive it through regularly scheduled classes – CAHSEE, math, literacy, for example – as well as after school and Saturday School.	
Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>g. Provide priority enrollment in summer school and work with local colleges to provide priority enrollment at college level.</p>	<p>No cost</p>	<p>FY were given priority enrollment for summer school. Each FY transcript was reviewed and the student was placed in appropriate summer school class(es).</p> <p>The BC placement test was given at the sites. 25 FY took the BC placement test at their individual school site.</p> <p>All FY were encouraged to take the EAP exam.</p> <p>FY were also connected to CSUB and BC programs specific to FY – e.g., Guardian Scholars at CSUB, Summer Bridge at BC. FY transition into the Extended Opportunity Program and Services (EOPS) program at BC, and the Office of Equity and Inclusion supports all existing college campus programs by providing outreach, workshops on student engagement, and follow up services to all students. FY students are directed to these services by their counselor, as well as through outreach and mentoring services at the school sites.</p> <p>FY counselors make sure that their students complete the FAFSA and attend all available college-preparation workshops – e.g., BC registration workshop.</p>	<p>No cost</p>
<p>Scope of service: __ALL</p>	<p>District</p>	<p>Scope of service: __ALL</p>	<p>District</p>

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
h. Provide knowledge and awareness training to staff about unique challenges to FY.	No cost	District FY Liaison worked with counselors and school leaders to provide regular updates on state legislation and programs – e.g., AB 167/126, AB 1909, parental rights, Independent Living Program – and to provide information about college enrollment and completion. District FY also worked to provide awareness of unique challenges to staff using agencies like Alliance for Children’s Rights.	No cost
Scope of service:	District	Scope of service:	District
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Increase personnel to work with FY – e.g., increase one-on-one meeting time, increase Community Specialists and Guidance Techs (or FTE).

Refine inter/intra agency programs and practices that will reduce inefficiencies and promote FY success – e.g., improve system to reduce partial-credit earnings and improve transitions from one school to another.

Improve transportation for FY to minimize school mobility issues that impede regular school attendance.

Increase updates to staff about FY challenges through workshops or conferences – e.g., Alliance for Children’s Rights.

Improve family support and increase parental involvement.

Increase FY’s participation in programs like Cal-SOAP to ensure FY receive adequate tutoring and complete their FAFSA.

Provide career/job opportunities and experiences and provide leadership and volunteer opportunities and experiences.

Improve monitoring of progress for each student by collecting appropriate assessment data that may include completion of FAFSA and college-placement tests, attendance at college-going workshops, job placement and/or college enrollment, college completion rate (through National Clearing House), etc.

Broaden and adjust Foster Youth Advisory Committee as needed.

PD to support FY academically was provided (\$54,488) though not initially planned. Enough money was available to accelerate this action step.

FY Liaison cost was overestimated at \$150,000; it’s “estimated actual” cost was \$117,000.

The “extra support systems” for FY, estimated to cost \$1.5 million, ended up cost about \$250,000 less that expected.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.**

Original GOAL from prior year LCAP:	Increase participation in CTE programs.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 1
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase CTE participation by 1% over baseline year.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Academic Performance Index (API) for 2013 <ul style="list-style-type: none"> ○ District = 739, growth of 6 points from 2012 ○ African American = 687, growth of 4 ○ Hispanic = 711, growth of 7 ○ White = 799, growth of 5 ○ Socio-economically disadvantaged = 706, growth of 11 ○ EL = 696, growth of 41 ○ Students w/ disabilities = 485, growth of 23 • CST data (see page 68) • Grad rate <ul style="list-style-type: none"> ○ District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ▪ 84.4% for 2013-14 ○ African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ▪ 80.2% for 2013-14 ○ Hispanic = 78%, no change <ul style="list-style-type: none"> ▪ 83% for 2013-14 ○ White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ▪ 88.2% for 2013-14 ○ County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ▪ 79.8% for 2013-14 ○ State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ▪ 80.8 for 2013-14 • A-G completion, 2013-2014 <ul style="list-style-type: none"> ○ A-G completion, 2014-2015 ○ District = 32.3%, decrease of .06 <ul style="list-style-type: none"> ▪ District = 35.6% ○ African American = 25.8%, growth of 1.1
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- **African American = 32.5%**
- Hispanic = 28%, decrease of .06
 - **Hispanic = 30.7%**
- White = 39.6%, growth of 2.1
 - **White = 41.6%**
- County = 29.8%, growth of .06
 - **County = 33.3%**
- State = 39.4%, growth of 2.8
 - **State = 41.9%**
- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.

			<ul style="list-style-type: none">○ 3,312 of the students who took a “concentrator” course were grade 12 students.○ 97% of grade 12 students graduated, a 3% increase from the year before.● Students completing a CTE class, 2013-14<ul style="list-style-type: none">○ Grade 9, 31.4%○ Grade 10, 16.8%○ Grade 11, 27.1%○ Grade 12, 24.5%● Instructional Reading Level (IRL) of grade 9 students who were tested districtwide:<ul style="list-style-type: none">○ 220 (4%) tested at 4.5 average IRL○ 3,589 (70%) tested at 6.5 IRL○ 1,300 (25%) tested at 9.4○ 5,109 = total number of students tested, which is approximately half of grade 9 enrollment● Reclassification of ELs<ul style="list-style-type: none">○ 28% reclassified in 2014-15○ 15% reclassified in 2013-14○ 13% reclassified in 2012-13● Per Annual Measurable Achievement Objectives (AMAO)<ul style="list-style-type: none">○ Percent of ELs making annual progress in learning English<ul style="list-style-type: none">▪ 44.2% in 2014-15▪ 49.8% in 2013-14▪ 47.5% in 2012-13○ Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)<ul style="list-style-type: none">▪ 11.1% in 2014-15
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- 13.0% in 2013-14
- 18.5% in 2012-13
- Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13

Per district survey, 66% of students (and their parents/guardians) agree or strongly agree that their school is preparing them for future career paths.

Per district survey, 78% of students (and 83% of their parents/guardians) agree or strongly agree that their school is preparing them for college.

In addition, the following percentage of students completed a CTE class:

- Grade 9, 31.4%
- Grade 10, 16.8%
- Grade 11, 27.1 %
- Grade 12, 24.5%

178 CTE courses were offered within 32 programs. These courses were offered at the comprehensive sites, as well as ROC. 11 Partnership Academies were offered in 8 schools.

Due to the CDE's recoding of CTE courses and the necessary course realignments due to the

			recoding, KHSD will use 2013-14 as the baseline year for data collection.
LCAP Year: 2014-15, Annual Update, Continued			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

		<p>all freshmen, is \$100,050 for year 1, and \$41,182 for each subsequent year. The approximate cost for all four years is \$42 per student (d).</p> <p>The district supports current California Partnership Academy programs to sustain and grow the programs at the various schools sites. A total of <u>13 academies are offered</u> at the following sites:</p> <ul style="list-style-type: none">• Arvin<ul style="list-style-type: none">○ Construction Design○ Health Careers○ Horticulture• BHS<ul style="list-style-type: none">○ Public Service• East<ul style="list-style-type: none">○ Health Careers○ Multi-media• Foothill<ul style="list-style-type: none">○ Agribusiness○ Computer Design & Engineering• Independence<ul style="list-style-type: none">○ Energy• Ridgeview<ul style="list-style-type: none">○ Information Technology• South<ul style="list-style-type: none">○ Criminal Justice○ Engineering• Stockdale<ul style="list-style-type: none">○ Medical <p>In addition to the California Partnership Academies, there are 377 courses, districtwide,</p>	<p>\$855,360: LCFF S/C</p> <p>\$882,000: LCFF</p>
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			<p>designated as Career Pathways. Some of these have articulation agreements with BC. Moving forward, the goal is to increase the offerings and the articulated agreements with BC. Some of these courses may also receive dual enrollment credit for high school and college: 49 sections X \$18,000 = \$882.000 towards tech classes.</p> <p>Please see BC's website for more information on articulated agreements with BC: http://www2.bakersfieldcollege.edu/techprep/articulation-agreement.html#arvin.</p>	
Scope of service:	District		Scope of service:	District
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
f. Improve or expand CTE facilities.		\$1,223,967: Perkins	<p>A few highlights for improvement or expansion of CTE facilities include the following:</p> <ul style="list-style-type: none"> • Remodel of agricultural facilities at Golden Valley is nearing completion. • Physical fitness training area for its public safety programs was built at ROC. 	\$1,223,967: Perkins
Scope of service:			Scope of service:	

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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.		No cost	The increase in EL transition rates broadened course opportunities for EL students. EL, FY, and LI students were enrolled in courses to meet graduation and college requirements. Intervention classes were provided for students who needed additional help with skills or who needed to recover credits. Supported by the efforts of Project Best, 57% of Project Best seniors (African-American males) were admitted to 4-year schools in 2012-13. 70% of Project Best seniors were admitted to 4-year schools in 2013-14 (a). All FY students were provided transportation and special access to College Night this year. FY students also attended the BC career fair (a). Though EL students complete their 4-year plans with their counselor, a specific EL Educational Plan has not been created yet (b).		No cost
Scope of service:	District		Scope of service:	District	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans	
c. Provide workshops for or meetings with parents of unduplicated student count to update their student's progress and needs, focusing on EL, FY, and LI.	\$50,000: Title 1, Parent Outreach	School sites held meetings with their EL parents through their EL parent groups, PIQE, Migrant Ed, and School Site Councils. Parents of FY and LI were also encouraged to attend these meetings. Project Best also provided meetings to support its parents.	\$50,000: Title 1, Parent Outreach
Scope of service:	District	Scope of service:	District
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>African American</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Feedback from parent and community groups, as well as teachers, students, administrators, and the KHSD School Board indicates the need for continued expansion of CTE classes, courses, opportunities, and experiences.

In the spring of 2015, the district was awarded \$4.8 million from the California Career Pathway Trust (CCPT) Grant. The grant was developed with a consortium consisting of local educational agencies and business partners. The total allocation to the consortium was \$9.8 million. The portion awarded to KHSD will provide new CTE programs, as well as enhance or expand the existing 33 CTE programs.

A program that seems to warrant funding allocation is Career Choices, a program whose data points towards increased retention, motivation, and overall student success.

Counselors indicate that the Armed Services Vocational Aptitude Battery (ASVAB) test is a viable test to help students assess their aptitude for certain professions. The ASVAB is a voluntary test given each year, usually to 11th graders. KHSD is analyzing whether the test is being used at an optimal level.

As employment studies indicate a growing need for interpreters and translators (Occupational Handbook of Bureau of Labor and Statistics, January of 2014, list as one of “fastest growing occupations”), KHSD is collecting information and data to assess a career pathway option in this field. With this in mind, the State Seal of Bi-literacy program should continue to be promoted at all schools, with more students encouraged to meet the requirements and apply for the seal. 284 students completed the requirements and applied for the seal this year, an approximate increase of 7% from last year.

While Project Best supports and promotes the academic achievement of African-American males, a parallel program for African-American females should be developed and implemented.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include**

all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.

Original GOAL from prior year LCAP:	Prepare grade 11 students to score proficient or its equivalent on the Smarter Balanced assessments in ELA and math.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify <u>1</u>
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Baseline statewide assessment (Smarter Balanced) data will provide the benchmark for future goals.</p> <p>Collect and monitor appropriate data and provide baseline analysis of student progress.</p> <p>Develop a system for data collection, analysis, and review.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Baseline data will be taken after Smarter Balanced state results are reported.</p> <p>Instructional leaders and teachers will develop collecting and monitoring mechanisms per Smarter Balanced reporting of results.</p> <p>METRICS</p> <ul style="list-style-type: none"> • Annual Yearly Progress (AYP), 2013-2014 • Participation rate = 95% for ELA and math <ul style="list-style-type: none"> ○ 99%, 2012-13 • ELA percent at or above proficient <ul style="list-style-type: none"> ○ District = 53.5%, 2013-14 <ul style="list-style-type: none"> ▪ 54.3%, 2012-13 ○ African American = 43.8% <ul style="list-style-type: none"> ▪ 41.7% ○ Hispanic = 47.2% <ul style="list-style-type: none"> ▪ 48% ○ White = 67% <ul style="list-style-type: none"> ▪ 69.7% ○ Economically Disadvantaged = 44.6% <ul style="list-style-type: none"> ▪ 45.5% ○ EL = 40.5% <ul style="list-style-type: none"> ▪ 41.7% ○ Students with Disabilities = 15.6% <ul style="list-style-type: none"> ▪ 15.7% • Math percent at or above proficient <ul style="list-style-type: none"> ○ District = 58.6%, 2013-14 <ul style="list-style-type: none"> ▪ 55.7%, 2012-13 ○ African American = 45.5% <ul style="list-style-type: none"> ▪ 40.7% ○ Hispanic = 54% <ul style="list-style-type: none"> ▪ 50.9%
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- White = 68.5%
 - 67.2%
- Economically Disadvantaged = 52.3%
 - 49%
- EL = 50.5%
 - 48.4%
- Students with Disabilities = 15.8%
 - 15.3%
- CST data (see page 68)
- Instructional Reading Level (IRL) of grade 9 students who were tested district wide, 2014-15
 - 220 (4%) tested at 4.5 average IRL (grade 9, general)
 - 3,589 (70%) tested at 6.5 average IRL (grade 9, college prep)
 - 1,300 (25%) tested at 9.4 average IRL (grade 9, GATE)
 - 5,109 = total students tested, approximately half of grade 9 enrollment
- Academic Performance Index (API)
- District = 739, growth of 6 from 2012-13
- African American = 687, growth of 4
- Hispanic = 711, growth of 7
- White = 799, growth of 5
- Economically Disadvantaged = 706, growth of 11
- EL = 696, growth of 41
- Students with Disabilities = 485, growth of 23

- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.
 - 3,312 of the students who took a “concentrator” course were grade 12 students.
 - 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%

			<ul style="list-style-type: none">• Reclassification of ELs<ul style="list-style-type: none">○ 28% reclassified in 2014-15○ 15% reclassified in 2013-14○ 13% reclassified in 2012-13• Per Annual Measurable Achievement Objectives (AMAO)<ul style="list-style-type: none">○ Percent of ELs making annual progress in learning English<ul style="list-style-type: none">▪ 44.2% in 2014-15▪ 49.8% in 2013-14▪ 47.5% in 2012-13○ Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)<ul style="list-style-type: none">▪ 11.1% in 2014-15▪ 13.0% in 2013-14▪ 18.5% in 2012-13○ Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)<ul style="list-style-type: none">▪ 30.8% in 2014-15▪ 36.1% in 2013-14▪ 34.8% in 2012-13• CAHSEE, English, grade 10, <u>pass rate</u><ul style="list-style-type: none">○ District = 82%, no change○ African American = 77%, growth of 3○ Hispanic = 79%, growth of 1○ White = 89%, no change○ EL = 19%, decrease of 6○ Reclassified (RFEP) = 90%, decrease of 1○ Migrant = 72%, growth of 2○ Special Ed = 25%, growth of 3
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			<ul style="list-style-type: none"> ○ Socio-economically disadvantaged = 77%, growth of 1 ● CAHSEE, math, grade 10, <u>pass rate</u> <ul style="list-style-type: none"> ○ District = 83%, growth of 2 ○ African American = 72%, growth of 1 ○ Hispanic = 82%, growth of 3 ○ White = 88%, no change ○ EL = 45%, growth of 8 ○ RFEP = 90%, no change ○ Migrant = 81%, growth of 7 ○ Special Ed = 24%, decrease of 1 ○ Socio-economically disadvantaged = 80%, growth of 3 ● CAHSEE, English, grade 10, <u>proficiency rate</u> <ul style="list-style-type: none"> ○ District = 53.5%, growth of .8 ○ African American = 43.8%, growth of 2.1 ○ Hispanic = 47.2%, decrease of .8 ○ White = 67%, decrease of 2.7 ○ EL = 40.5%, decrease of 1.2 ○ Socio-economically disadvantaged = 44.6%, decrease of .9 ○ Students w/ disabilities = 15.6%, decrease of .1 ● CAHSEE, math, grade 10, <u>proficiency rate</u> <ul style="list-style-type: none"> ○ District = 58.6%, growth of 2.9 ○ African American = 45.5%, growth of 4.8 ○ Hispanic = 54%, growth of 3.1 ○ White = 68.5%, growth of 1.3 ○ EL = 52.3%, growth of 3.9 ○ Socio-economically disadvantaged = 67.6%, growth of 18.6 ○ Students w/ disabilities = 15.8%, growth of .5
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Implement appropriate measures to close learning gaps.</p> <p>a. Provide PD in CCSS implementation that will continue to include the workshops in Math Anchor Tasks and Supporting Tasks, ELA, and ELD.</p> <p>b. Align current practices in instruction and assessment to Smarter Balanced.</p> <p>c. Monitor progress in all groups and in subgroups using Synergy Student Information (SIS).</p> <p>d. Build and/or adjust technology infrastructure to accommodate Smarter Balanced.</p>	<p>\$1 million: CCSS (a-d)</p>	<p>700 teachers participated in PD that included workshops in the core subject areas for Common Core implementation. Workshops primarily focused on literacy, mathematics, science, ELA, and ELD: 700 X \$150 = \$105,000 (a).</p> <p>Teacher teams developed lessons and assessments that mirrored Smarter Balanced and integrated them into their daily instructional practices (b).</p> <p>A comprehensive monitoring system to collect ongoing student progress data is still being developed (c).</p> <p>Bandwidth was increased from 100 MG to 1 GB. It is projected that next year the bandwidth will increase to 10 GB. Network gear was also purchased to process information faster, and new desktop computers were purchased to update aging machines (d).</p>	<p>\$105,000: CCSS (a-b)</p> <p>No cost</p> <p>\$550,500: CCSS (d)</p>
<p>Scope of service:</p> <p><u> X </u> ALL</p>	<p>District</p>	<p>Scope of service:</p> <p><u> X </u> ALL</p>	<p>District</p>

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
a. Ensure that students below grade level in English and math are enrolled in language and math support classes.		\$6 million: Title 1	Counselors regularly assess students' progress through progress reports and transcript evaluations to determine which support classes they need. 60 sections were dedicated to support and intervention classes – e.g., Literacy, Algebra Lab, CAHSEE math and English, Academic Performance (for at-risk students): 60 X \$18,000 = \$1,080,000.		\$1,080,000: Title 1
Scope of service:	District		Scope of service:	District	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans		
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	17 sections were funded through Title 3 for EL literacy, exclusively: 17 X \$18,000 = \$306,000.		\$306,000: Title 3

Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
c. Ensure additional counseling and support services through EL and Migrant programs, FY counselor liaison at the school site, and district FY liaison.		\$350,000: S/C	Time at each site was provided for a counselor-liaison for FY: 20 X \$18,000 = \$360,000.		\$360,000: S/C
Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
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 S/C	Summer School course schedules are based primarily on student needs.		\$50,000: LCFF S/C
Scope of service:	District		Scope of service:	District	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>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.</p>	<p>\$150,000: LCFF S/C</p>	<p>Each site is provided funding to keep its library open at least one hour after school. The libraries provide computer stations for students to complete homework and other assignments. Computer labs at some schools are also open after hours.</p> <p>Classified personnel were employed for security and clerical services to allow access to libraries and labs after school.</p>	<p>\$150,000: LCFF S/C</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As the district receives Smarter Balanced results and reviews student-progress data, more intervention – programs, classes, personnel – may need to be added to remedy academic deficiencies.

Additional PD and workshops to align curriculum to new state standards and develop corresponding instructional material will need to be provided, particularly in the area of science with the upcoming New Generation Science Standards and the accompanying testing.

Outreach to support family literacy through Bakersfield Adult School EL and reading programs may need to be considered to strengthen student literacy.

The budget gap between what was projected to “implement appropriate measures to close learning gaps (\$1 million) and what was actually spent (\$655,500) was due to scheduling options for PD and limitations in ability to complete projects. Bandwidth expansion, for example, was not as extensive as anticipated, and work to implement CCSS took longer than anticipated.

The budget gap between the projected Title 1 expenditure of \$6 million to “ensure that students below grade level in English and math are enrolled in language and math support classes” and what was actually spent, \$1,080,000, was due to a miscalculation of need in this area. Likewise, the budget gap for the Title 3 estimated expenditure of \$1 million for tutoring and other interventions and the actual amount spent, \$306,000, was also due to a miscalculation of need.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.**

Original GOAL from prior year LCAP:	Increase staffing as determined by individual school site needs, prioritizing highest need sites first.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify <u>1</u>
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Consistently provide funding to reduce class size, aiming for full staffing restoration by 2021.</p> <p>Prioritize class size reduction for highest-need sites first.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <p>The average class size for 2013-14 was 32.3 for all subjects and 32.7 for core subjects. The breakdown was as follows:</p> <ul style="list-style-type: none"> • 30.3 for English • 34.5 for Social Studies • 33.0 for Math • 33.8 for Science • 36.4 for Modern Language • 44.2 for PE • 34.6 for Visual and Performing Arts • 32.3 for Applied Arts <ul style="list-style-type: none"> • Annual Yearly Progress (AYP), 2013-2014 • Participation rate = 95% for ELA and math <ul style="list-style-type: none"> ○ 99%, 2012-13 • ELA percent at or above proficient <ul style="list-style-type: none"> ○ District = 53.5%, 2013-14 <ul style="list-style-type: none"> ▪ 54.3%, 2012-13 ○ African American = 43.8% <ul style="list-style-type: none"> ▪ 41.7% ○ Hispanic = 47.2% <ul style="list-style-type: none"> ▪ 48% ○ White = 67% <ul style="list-style-type: none"> ▪ 69.7% ○ Economically Disadvantaged = 44.6% <ul style="list-style-type: none"> ▪ 45.5% ○ EL = 40.5% <ul style="list-style-type: none"> ▪ 41.7% ○ Students with Disabilities = 15.6% <ul style="list-style-type: none"> ▪ 15.7% • Math percent at or above proficient
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- District = 58.6%, 2013-14
 - 55.7%, 2012-13
- African American = 45.5%
 - 40.7%
- Hispanic = 54%
 - 50.9%
- White = 68.5%
 - 67.2%
- Economically Disadvantaged = 52.3%
 - 49%
- EL = 50.5%
 - 48.4%
- Students with Disabilities = 15.8%
 - 15.3%
- CST data (see page 68)
- Instructional Reading Level (IRL) of grade 9 students who were tested district wide, 2014-15
 - 220 (4%) tested at 4.5 average IRL (grade 9, general)
 - 3,589 (70%) tested at 6.5 average IRL (grade 9, college prep)
 - 1,300 (25%) tested at 9.4 average IRL (grade 9, GATE)
 - 5,109 = total students tested, approximately half of grade 9 enrollment
- Academic Performance Index (API)
- District = 739, growth of 6 from 2012-13
- African American = 687, growth of 4
- Hispanic = 711, growth of 7
- White = 799, growth of 5
- Economically Disadvantaged = 706, growth of 11
- EL = 696, growth of 41

- Students with Disabilities = 485, growth of 23
- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.
 - 3,312 of the students who took a “concentrator” course were grade 12 students.
 - 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%

- Reclassification of ELs
 - 28% reclassified in 2014-15
 - 15% reclassified in 2013-14
 - 13% reclassified in 2012-13
- Per Annual Measurable Achievement Objectives (AMAO)
 - Percent of ELs making annual progress in learning English
 - 44.2% in 2014-15
 - 49.8% in 2013-14
 - 47.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort)
 - 11.1% in 2014-15
 - 13.0% in 2013-14
 - 18.5% in 2012-13
 - Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort)
 - 30.8% in 2014-15
 - 36.1% in 2013-14
 - 34.8% in 2012-13
- CAHSEE, English, grade 10, pass rate
 - District = 82%, no change
 - African American = 77%, growth of 3
 - Hispanic = 79%, growth of 1
 - White = 89%, no change
 - EL = 19%, decrease of 6
 - Reclassified (RFEP) = 90%, decrease of 1
 - Migrant = 72%, growth of 2
 - Special Ed = 25%, growth of 3

			<ul style="list-style-type: none"> ○ Socio-economically disadvantaged = 77%, growth of 1 ● CAHSEE, math, grade 10, <u>pass rate</u> <ul style="list-style-type: none"> ○ District = 83%, growth of 2 ○ African American = 72%, growth of 1 ○ Hispanic = 82%, growth of 3 ○ White = 88%, no change ○ EL = 45%, growth of 8 ○ RFEP = 90%, no change ○ Migrant = 81%, growth of 7 ○ Special Ed = 24%, decrease of 1 ○ Socio-economically disadvantaged = 80%, growth of 3 ● CAHSEE, English, grade 10, <u>proficiency rate</u> <ul style="list-style-type: none"> ○ District = 53.5%, growth of .8 ○ African American = 43.8%, growth of 2.1 ○ Hispanic = 47.2%, decrease of .8 ○ White = 67%, decrease of 2.7 ○ EL = 40.5%, decrease of 1.2 ○ Socio-economically disadvantaged = 44.6%, decrease of .9 ○ Students w/ disabilities = 15.6%, decrease of .1 ● CAHSEE, math, grade 10, <u>proficiency rate</u> <ul style="list-style-type: none"> ○ District = 58.6%, growth of 2.9 ○ African American = 45.5%, growth of 4.8 ○ Hispanic = 54%, growth of 3.1 ○ White = 68.5%, growth of 1.3 ○ EL = 52.3%, growth of 3.9 ○ Socio-economically disadvantaged = 67.6%, growth of 18.6 ○ Students w/ disabilities = 15.8%, growth of .5
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>a. A 2% increase in the staffing formula has been determined.</p>	<p>\$4 million: LCFF S/C</p>	<p>185 teaching sections, plus 13 counseling sections were added this year, resulting in an (approximate) increase of 2.5% to the certificated staffing formula. In addition, a 5.99 FTE was added to the classified formula, approximately 6 people.</p> <p><u>2014-15 staffing allocations:</u></p> <ul style="list-style-type: none">• 185 teaching sections = \$3,800,000• 14 counseling sections = \$250,000• TOTAL = \$4,430,000 <p>The increased section allocations for next year, 2015-16, will respond to the literacy need, reduce class size in science to promote wet-lab experiments, restore lost sections due to state funding decrease, and provide additional counseling for targeted intervention. The estimated budget allocation for increased staff next year = \$10,000,000.</p>	<p>\$4,050,000: LCFF S/C</p>
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Scope of service: District		Scope of service: District	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
b. Maintain Teacher-Librarians at comprehensive sites.	\$1.7 million: LCFF S/C	Librarians and the comprehensive work and services they provide to reinforce the school's instructional framework were preserved at all sites. Without LCFF funding, librarians' hours would have been eliminated or significantly reduced.	\$1,960,000: LCFF S/C
Scope of service: District		Scope of service: District	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
c. HR will continue to provide staffing formula to reduce class size, based on funding availability and need.	No cost	The Superintendent and his associates work with HR, Business, Instruction, and Research and Planning to determine staffing allocations. Staffing allocations are based on projected student enrollment, restoration due to revenue loss, and need.	No cost
Scope of service: District		Scope of service: District	

<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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.		No cost	Section allocations are determined by highest need based on enrollment and instructional focus.		No cost
Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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.		No cost	The LCAP Advisory Council was established to review LCAP goals and, per LCAP state regulations, to “consult and confer” with the district in assessing needs and determining next steps to the LCAP. There were 40 individuals, representative of the district stakeholders, who sat on the LCAP Advisory Council this year. The LCAP Advisory Council met 4 times this year.		No cost
Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL <hr/>			<input checked="" type="checkbox"/> ALL <hr/>		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ensure that EL and support classes in math and literacy are at “average,” 34-1.	Funding for item is part of \$4 million in previous action (page 332)	EL 1, 2, 3, and 4, and support classes in math and literacy maintained a class-size average of 34-1.	Funding for item is part of \$4 million in previous action (page 332)
Scope of service:	District	Scope of service:	District
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) All other students with academic need for support classes		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) All other students with academic need for support classes	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Continue to fund class size reduction so that staffing ratios in place prior to the recession in 2005 are reached. Class-size averages should be calculated districtwide and for individual school sites.</p> <p>Budget projections for the new ACCESS (literacy) class is \$700,000 for section allocations, plus \$1,000 per site for materials. Approximately \$1,000,000 is budgeted for science sections (3 per site) to reduce class size.</p> <p>The proposed <u>NEW GOAL</u> for 2015-16, which will encompass the goal and actions of this section is the following: KHSD students will be taught by a highly qualified, well-trained, and diverse teaching staff who provide rigorous and relevant instruction that prepares students for success at the next level of learning.</p>		

Original GOAL from prior year LCAP:	Improve campus climate and student engagement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify <u>3</u> and <u>4</u>
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Improve student attendance by .5% over baseline year, 2013-14: 95.1%.</p> <p>Increase training in behavioral interventions and support programs.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <p>Enrollment data by subgroup</p> <ul style="list-style-type: none"> • 2013-14 <ul style="list-style-type: none"> ○ 62.84%, Hispanic ○ 6.28%, African American ○ 24.77%, White • 2012-13 <ul style="list-style-type: none"> ○ 63.37%, Hispanic ○ 6.33%, African American ○ 25.30%, White <p>Attendance rate at P2 (months 1-8)</p> <ul style="list-style-type: none"> • 95.12% for 2014-15 • 94.96% for 2013-14 • 94.36% for 2012-13 <p>Chronic absenteeism</p> <ul style="list-style-type: none"> • 13% of students, 29 average absences per chronically absent student, 2013-14 • 15% of students, 29 average absences per chronically absent student, 2012-13 <p>Truancy rate</p> <ul style="list-style-type: none"> • 30.49% for 2013-14 (per CDE) <ul style="list-style-type: none"> ○ 31.14%, <u>statewide</u> • 26.19% for 2012-13 (per CDE) <ul style="list-style-type: none"> ○ 29.28%, <u>statewide</u> <p>Dropout rate (by cohort)</p> <ul style="list-style-type: none"> • 14.5% for 2012-13 (per CDE) • 11.2 for 2013-14 <ul style="list-style-type: none"> ○ 15.2%, Hispanic <ul style="list-style-type: none"> ▪ 12.1% for 2013-14 ○ 17.7%, African American <ul style="list-style-type: none"> ▪ 14% for 2013-14 ○ 12.7%, White
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			<ul style="list-style-type: none"> ▪ 8.5% for 2013-14 • 14.4% for 2011-12 (per CDE) <ul style="list-style-type: none"> ○ 16.5%, Hispanic ○ 17.6%, African American ○ 10.4%, White • 11.4% for 2012-13, <u>statewide</u> (per CDE) <ul style="list-style-type: none"> ○ 13.9%, Hispanic ○ 19.7%, African American ○ 7.4%, White • 13.1% for 2011-12, <u>statewide</u> (per CDE) <ul style="list-style-type: none"> ○ 16.1%, Hispanic ○ 22.1, African American ○ 8.2%, White <p>Graduation rate</p> <ul style="list-style-type: none"> • District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ○ 84.4% for 2013-14 • African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ○ 80.2% for 2013-14 • Hispanic = 78%, no change <ul style="list-style-type: none"> ○ 83% for 2013-14 • White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ○ 88.2% for 2013-14 • County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ○ 79.8% for 2013-14 • State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ○ 80.8 for 2013-14 <p>Suspension rate</p> <ul style="list-style-type: none"> • 12.79% for 2013-14 <ul style="list-style-type: none"> ○ 60.43%, Hispanic ○ 13.86%, African American ○ 22.02%, White
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			<ul style="list-style-type: none"> • 15.5% for 2012-13 <ul style="list-style-type: none"> ○ 63.37%, Hispanic ○ 12.24%, African American ○ 20.24%, White <p>Expulsion rate</p> <ul style="list-style-type: none"> • 0.22% for 2013-14 <ul style="list-style-type: none"> ○ 65.43%, Hispanic ○ 12.35%, African American ○ 19.75%, White • 0.60% for 2012-13 <ul style="list-style-type: none"> ○ 56.64%, Hispanic ○ 21.88%, African American ○ 17.97%, White <p>Survey responses, 2014-15 (per 14,951 students)</p> <ul style="list-style-type: none"> • 71.58% of students agree or strongly agree that they feel safe at school • 18.83% disagree or strongly disagree that they do not feel safe at school <ul style="list-style-type: none"> ○ 0.91% state “not applicable” ○ 8.68% state “no opinion” • 48.53% of students agree or strongly agree that they look forward to coming to school each day • 39.2% of students disagree or strongly disagree that they look forward to coming to school each day • 34.14% of students agree or strongly agree that students treat each other with respect • 54.36% of students disagree or strongly disagree that students treat each other with respect • 69.32% of students agree or strongly agree that staff treats them with respect
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		<ul style="list-style-type: none">• 21.46% of students disagree or strongly disagree that staff treats them with respect <p>Highest areas of “significant disproportionality” per consultant’s (currently Dr. Eyer) district study:</p> <ul style="list-style-type: none">• IEP students in rate of suspensions/expulsions• African American students in rate of discipline, specifically those in Special Education• African American students in rate of recommendation to Special Education• Students other than White in rate of discipline <p>At the second Principal Apportionment Period (P2) of this year, 2014-15, the district’s attendance rate was 95.12%. Last year, 2013-14, the district’s attendance rate at P2 was 94.96. The majority of education funding is based on P2, with some adjustments made after P3.</p> <p>13 comprehensive sites and 1 continuation site went through PBIS training this year. Except for BHS, which is implementing year 2 of PBIS next year, the following sites are projected to implement year 1 of PBIS next year, 2015-16:</p> <ul style="list-style-type: none">• Arvin• East• Foothill• Frontier• Golden Valley• Highland• Independence
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		<ul style="list-style-type: none">• Mira Monte• North• Ridgeview• South• Stockdale• Vista <p>Other behavioral intervention and support trainings this year included the following:</p> <ul style="list-style-type: none">• 139 counselors and community specialists trained in Brief Intervention.• 9 staff trained in Forward Thinking.• 5 staff trained in Aggression Replacement Training.• 29 staff trained in Bully Prevention.• 16 staff trained in cyberbullying.• 14 staff trained in Positive School Culture.• 18 staff trained in self-injury.• 37 staff trained in Restorative Justice and 2 trained as advanced mediators of the program.• All deans of discipline trained in Question, Persuade and Refer (QPR). <p><u>BHS results per PBIS implementation</u></p> <p>For the past two years (August 2012 to March 2015), BHS has shown an increase in attendance and a significant decrease in truancy and suspension rates:</p> <ul style="list-style-type: none">• 92.01% attendance for 2012-13• 93.46% attendance rate for 2013-14• 1.45% attendance increase
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				<ul style="list-style-type: none"> • 29% decrease in cuts and unexcused absences • 4% decrease in excused absences • 45% decrease in suspensions 	
LCAP Year: 2014-15, Annual Update, Continued					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>a. Increase staff training in behavioral intervention and support programs and training in providing emotional support to students.</p> <p>b. Implement alternative disciplinary programs.</p>		<p>\$920,000: IDEA Fund (a-c)</p>	<p>13 comprehensive sites plus 1 continuation site (see list above) were trained in PBIS for year 1 implementation, with the exception of BHS, which trained for year 2 implementation. The total cost includes the purchase of signage, supplies, and software (a).</p> <p>289 staff, certificated and classified (see list above), received training in various behavioral intervention and support programs and strategies (a).</p> <p>41 staff were trained in Restorative Justice practices (b).</p>		<p>\$428,400: IDEA Fund</p> <p>\$200,000: IDEA Fund</p> <p>\$5,000: IDEA Fund</p> <p>\$633,400: TOTAL IDEA</p>
Scope of service:	District		Scope of service:	District	
<u>X</u> _ALL			<u>X</u> _ALL		

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

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

<p>c. 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 implementation.</p>	<p>\$135,400: LCFF S/C</p>	<p>District Attendance Administrator, reorganized under Division of Education Services and Innovative Programs, coordinated proactive truancy-prevention programs and practices with KCSOS, District Attorney’s Office, BPD, Kern County Sheriff’s Department, Probation, DHS, and with KHSD school sites. Examples of the work accomplished this year are as follows:</p> <ul style="list-style-type: none"> • Raised attendance awareness level by establishing September as “School Attendance Awareness Month” through Board of Supervisors. • Provided community education and awareness through various media to enlist the help of community and partnering agencies to increase school attendance and reduce truancy. • Oversaw truancy sweeps and DA mediations at sites. • Coordinated and managed Student Attendance Review Board (SARB) hearings. • Partnered with KCSOS to produce Parent Resource Booklet and translated booklet (\$520.24). • Coordinated efforts and plans within KHSD and its community partners to develop proactive plans to improve attendance and reduce truancy. 	<p>\$136,292: LCFF S/C</p> <p>\$136,292 = District Attendance Administrator S/C</p> <p>\$520.24 S/C</p>	
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>	
<p><u>X</u> ALL</p>		<p><u>X</u> ALL</p>		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
d. Continue with Student Attendance Review Board (SARB).		No cost	SARB hearings were held 3 times per month, September through June. Though SARB is for students on STEP 5 of the district's attendance program and though the outcome of a hearing could ultimately result in punitive action if truancy continues, SARB's primary intent is to correct behavior before any court action is taken (STEP 6). The goal is to re-direct students to the proper path to graduate. 75% of parents surveyed and 90% of students surveyed agree or strongly agree that their school contacts the parent/guardian when the student is absent. 62% of students surveyed agree or strongly agree that their parent/guardian is contacted when they are truant.		\$278,000: Base Grant
Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>e. Supplement school safety and security personnel, including training in alternative discipline programs.</p> <p>f. Provide training for safety and security staff in behavioral and support programs to improve school climate.</p>	<p>\$900,000 S/C (f-g)</p>	<p>Security and safety staff positions were maintained, avoiding cuts and/or layoffs and preserving the safety and security of the schools (f).</p> <p>Some training was provided in alternative discipline programs and restorative practices. Continued training in alternative discipline programs and restorative practices, as well as training in cultural responsiveness, is planned for next year, 2015-16 (g).</p> <p>Additional resources to provide guidance in training include the Equity Assistance Center, funded by the U. S. Department of Education to provide technical assistance and training in civil rights, equity, and school reform, and research-validated activities based on the California Least Restricted Environment (LRE) Core Messages, which include 1) educational infrastructure; 2) instructional capacity; 3) school culture, climate, and leadership; and 4) family and community engagement (g).</p> <p>Per survey responses, 72% of students agree or strongly agree that they feel safe at school; however, 19% of students disagree or strongly disagree that they do not feel safe at school.</p>	<p>\$900,000: S/C (f)</p> <p>\$50,000: S/C</p>
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Scope of service:	District	Scope of service:	District
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>a. Support Parent Project and Teen Project, PIQE, Project Best, as well as other parent education programs that support the academic promotion of students of unduplicated count – EL, FY, LI.</p>	<p>\$80,000: Title 1</p>	<p>Parent Project and Teen Project, PIQE, and Project Best were offered at most schools. These programs support parents and students.</p> <p>The following schools currently offer <u>Parent Project</u>: Arvin, BHS, East, Foothill, Frontier, Golden Valley, Liberty, Ridgeview, South, Stockdale, and West.</p> <p>\$13,500 was budgeted to provide training for new facilitators. The training was completed by end of fiscal year, 2015.</p> <p>The following schools currently offer <u>PIQE</u>: Arvin, BHS, East, Foothill, Golden Valley, Highland, Mira Monte, Ridgeview, South, Stockdale, and West.</p> <p>The following school currently offer <u>Project Best</u>: BHS, Centennial, East, Frontier, Foothill, Golden Valley, Highland, Independence, Liberty, Mira Monte, Ridgeview, South, Stockdale, and West.</p>	<p>\$80,000: Title 1</p> <p>\$13,500: LCFF S/C</p>
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Scope of service:		District	Scope of service:		District	
__ALL			__ALL			
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans			
b. Provide special meetings for non-English speaking parents to understand the ramifications of truancy. c. Translate all truancy and discipline documents in Spanish. d. Provide translation services for meetings dealing with truancy, discipline, or dropout recovery.		\$20,000: Title 1 (b-d)	An interpreter is present at all SARB hearings and at all DA Mediations. Interpreters are present at student conferences when needed. Also, an interpreter was present at all LCAP stakeholder meetings and public hearings (b and d). LCAP documents, including surveys and reports, were translated (c). Most truancy and discipline documents have been translated (c).		\$20,000: Title 1	
Scope of service:		District	Scope of service:		District	
<input checked="" type="checkbox"/> ALL			__ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district is committed to implementing evidence-based, behavioral intervention and support systems (like PBIS) that will uncover the root causes of discipline difficulties and respond to its “significant disproportionality” issues and improve learning and learning environments for all students.</p> <p>The cost of the training in behavioral intervention provided through the IDEA fund was over-estimated.</p> <p>Next year, KHSD will not employ a district attorney (DA) for SARB. The costs for the DA will be allocated to providing 2 community specialists and 1 police officer to focus on the following actions: provide early identification and intervention, provide family support, recover students who have dropped out of school, and work with other community agencies to further develop truancy prevention programs.</p> <p>Security and safety staff positions were preserved, avoiding cuts and/or layoffs. Without the Supplemental/Concentration funding, the district would have had to downsize in this area creating safety and security gaps at the school sites. Moving forward, security and safety personnel will be maintained through the Base Grant (f).</p> <p>The proposed <u>NEW GOAL for 2015-16</u>, which will encompass the goal and actions of this section is the following: KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>Promote behavioral and support programs to improve school climate, increase student and parental involvement, and increase academic achievement.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify <u>3 and 4</u></p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>Develop districtwide, behavioral intervention and support plan, which will include monitoring and accountability system.</p> <p>Develop the plan in 2014-15.</p> <p>Incorporate school-site, behavioral intervention and support plan into Single School Plan for Student Achievement (SPSA).</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <p>Enrollment data by subgroup</p> <ul style="list-style-type: none"> • 2013-14 <ul style="list-style-type: none"> ○ 62.84%, Hispanic ○ 6.28%, African American ○ 24.77%, White • 2012-13 <ul style="list-style-type: none"> ○ 63.37%, Hispanic ○ 6.33%, African American ○ 25.30%, White <p>Attendance rate at P2 (months 1-8)</p> <ul style="list-style-type: none"> • 95.12% for 2014-15 • 94.96% for 2013-14 • 94.36% for 2012-13 <p>Chronic absenteeism</p> <ul style="list-style-type: none"> • 13% of students, 29 average absences per chronically absent student, 2013-14 • 15% of students, 29 average absences per chronically absent student, 2012-13 <p>Truancy rate</p> <ul style="list-style-type: none"> • 30.49% for 2013-14 (per CDE) <ul style="list-style-type: none"> ○ 31.14%, <u>statewide</u> • 26.19% for 2012-13 (per CDE) <ul style="list-style-type: none"> ○ 29.28%, <u>statewide</u> <p>Dropout rate (by cohort)</p> <ul style="list-style-type: none"> • 14.5% for 2012-13 (per CDE) • 11.2 for 2013-14 <ul style="list-style-type: none"> ○ 15.2%, Hispanic <ul style="list-style-type: none"> ▪ 12.1% for 2013-14 ○ 17.7%, African American <ul style="list-style-type: none"> ▪ 14% for 2013-14 ○ 12.7%, White
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			<ul style="list-style-type: none"> ▪ 8.5% for 2013-14 • 14.4% for 2011-12 (per CDE) <ul style="list-style-type: none"> ○ 16.5%, Hispanic ○ 17.6%, African American ○ 10.4%, White • 11.4% for 2012-13, <u>statewide</u> (per CDE) <ul style="list-style-type: none"> ○ 13.9%, Hispanic ○ 19.7%, African American ○ 7.4%, White • 13.1% for 2011-12, <u>statewide</u> (per CDE) <ul style="list-style-type: none"> ○ 16.1%, Hispanic ○ 22.1, African American ○ 8.2%, White <p>Graduation rate</p> <ul style="list-style-type: none"> • District = 79.6%, decrease of 1.2 from previous year, 2011-12 <ul style="list-style-type: none"> ○ 84.4% for 2013-14 • African American = 74.4%, decrease of 3.2 <ul style="list-style-type: none"> ○ 80.2% for 2013-14 • Hispanic = 78%, no change <ul style="list-style-type: none"> ○ 83% for 2013-14 • White = 83.1%, decrease of 2.8 <ul style="list-style-type: none"> ○ 88.2% for 2013-14 • County = 76.4%, growth of 0.2 <ul style="list-style-type: none"> ○ 79.8% for 2013-14 • State = 80.4%, growth of 1.5 <ul style="list-style-type: none"> ○ 80.8 for 2013-14 <p>Suspension rate</p> <ul style="list-style-type: none"> • 12.79% for 2013-14 <ul style="list-style-type: none"> ○ 60.43%, Hispanic ○ 13.86%, African American ○ 22.02%, White
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			<ul style="list-style-type: none"> • 15.5% for 2012-13 <ul style="list-style-type: none"> ○ 63.37%, Hispanic ○ 12.24%, African American ○ 20.24%, White <p>Expulsion rate</p> <ul style="list-style-type: none"> • 0.22% for 2013-14 <ul style="list-style-type: none"> ○ 65.43%, Hispanic ○ 12.35%, African American ○ 19.75%, White • 0.60% for 2012-13 <ul style="list-style-type: none"> ○ 56.64%, Hispanic ○ 21.88%, African American ○ 17.97%, White <ul style="list-style-type: none"> • Delivered 75% implementation of Algebra and Geometry courses aligned to CCSS. Implementation was measured by classroom observation and teacher surveys. • Delivered 75% implementation of CCSS content and literacy standards at all sites, as measured by classroom observation and teacher surveys. • Provided at least one Bilingual Aide in ELD classes and one Instructional Assistant in core classes to provide support for the EL students to access the CCSS. <p>Survey responses, 2014-15 (per 14,951 students)</p> <ul style="list-style-type: none"> • 71.58% of students agree or strongly agree that they feel safe at school • 18.83% disagree or strongly disagree that they do not feel safe at school <ul style="list-style-type: none"> ○ 0.91% state “not applicable” ○ 8.68% state “no opinion”
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		<ul style="list-style-type: none">• 48.53% of students agree or strongly agree that they look forward to coming to school each day• 39.2% of students disagree or strongly disagree that they look forward to coming to school each day• 34.14% of students agree or strongly agree that students treat each other with respect• 54.36% of students disagree or strongly disagree that students treat each other with respect• 69.32% of students agree or strongly agree that staff treats them with respect• 21.46% of students disagree or strongly disagree that staff treats them with respect• 63% of parents agree or strongly agree that the school actively seeks their input about decisions related to their child's education.<ul style="list-style-type: none">○ 38% disagree or strongly disagree• Per survey results, 63% of parents agree or strongly agree that they have opportunities to take part in decisions made at their child's school.<ul style="list-style-type: none">○ 18% disagree or strongly disagree• Per survey results, 76% of parents agree or strongly agree that the school values them as important partners in their child's education.<ul style="list-style-type: none">○ 18% disagree or strongly disagree <p>KHSD hired an expert consultant and trainer from Collaborative Learning Solutions, to conduct a study on the district's "significant disproportionality" on discipline incidents. Based on the findings of the study, the district will proceed to create a CEIS plan</p>
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			<p>(Coordinated Early Intervening Services) that will include consultant's recommended focus areas for improvement: 1) closing the achievement gap, 2) providing culturally responsive school environments, 3) providing positive behavior interventions and supports, 4) responding to instruction and intervention using a multi-tiered system of supports, and 5) providing the least restrictive environment for all students.</p> <p>The school sites and the district office held regularly-scheduled parent meetings to provide updates on school/district policies and practices and to help build parent knowledge and understanding of the school system. Meetings included helping parents and students fill out the FAFSA, read and understand transcripts in order for parents to monitor their student's academic progress, and learn to efficiently use the Student Information System to monitor grades and attendance. Schools and the district also held regularly-scheduled meetings for parents of EL students, tailoring the meetings to address the specific needs of the EL parents. An interpreter was present at these meetings.</p>
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>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.</p> <p>a. Provide collaborative workshops for counselors and deans of discipline to establish protocols, practices, and programs that support academics and behavioral interventions – e.g., training in PBIS, Restorative Justice, and crisis intervention.</p> <p>b. Extend training opportunities to all staff members.</p> <p>c. Increase student involvement in school programs and activities.</p>	<p>\$920,000: IDEA Fund (a-c)</p>	<p>Counselors met regularly to review best practices to promote learning and ensure the emotional well-being and safety of students. Topics this year included the following:</p> <ul style="list-style-type: none"> • Discussion and development of the long-term educational plan • Review of KHSD students' achievement rates at BC by Dr. Janet Fulks, Dean of Pre-collegiate and Student Success Director • Presentation on human trafficking by Phil Gazley, Kern Coalition Against Human Trafficking • Development of improved transition system between comprehensive high school sites and continuation/community sites to maximize credit earnings (a) <p>Trainings were extended to all staff; however, not all staff was trained. More trainings are planned through the spring and summer and will continue to next year (b).</p> <p>School sites continue to make every effort to increase student participation at the sites (c).</p>	<p>\$920,000: IDEA Fund (also accounted for below)</p>
<p>Scope of service: District</p>		<p>Scope of service: District</p>	
<p><u> X </u> ALL</p>		<p><u> X </u> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
d. Pilot Positive Behavioral Intervention and Supports (PBIS) at comprehensive school sites.		\$5,800: CCSESA Regional K-12 Student Mental Health Initiative	13 comprehensive sites and 1 continuation site went through PBIS training this year.		\$428,000: IDEA Fund (already accounted for)
Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>e. Extend training opportunities to all staff members.</p> <p>f. Include training for teachers and staff on how to provide appropriate emotional support to students.</p>	<p>\$150,000: LCFF S/C (e-f)</p>	<p>Coordinated training in evidence-based, cultural responsiveness was extensively reviewed to determine the best program and training for the district.</p> <p>Cultural sensitivity/awareness training was held in June, 2015, by independent consultant, Tia Elena Martinez, whose experience includes working for the Warren Institute on Race, Ethnicity, and Diversity at UC Berkeley Law School. The total cost for the training excludes funding for participants (f).</p> <p>Student Study Team (SST) training was planned in May of 2015 (estimated cost \$2,500), but it was cancelled as more preliminary training to establish PBIS was needed (f).</p>	<p>\$4,900: LCFF S/C</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

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	Records and Incident Management System (RIMS) was purchased. The program includes a computer-aided dispatch (CAD) system and assists in record keeping, mapping, case investigation, data search, and statistical analysis.	\$83,350: LCFF S/C
Scope of service:	District		Scope of service:	District
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide informational workshops for parents – knowledge, awareness, purpose – focusing on parents of EL, Migrant, FY, and LI		\$10,000: LCFF S/C	These workshops were offered at school sites, as needed – e.g., through EL parent groups, Migrant, PIQE. The workshops will be provided by July 1. School-site workshops were funded through Title 1.	\$5,000: LCFF S/C
Scope of service:	District		Scope of service:	District
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Training in alternative discipline programs and restorative practices remains in progress, with more training scheduled for next year, 2015-2016. With the help and guidance from expert consultant, training in PBIS and PBIS-like programs and practices will continue. Per consultant, such significant culture and system changes take between 3-7 years to fully implement.

Anticipated costs of PBIS trainings/implementation for 2014-2015 were far lower than anticipated (see page 358).

Some results on PBIS implementation for BHS worth noting:

For the past two years (August 2012 to March 2015), BHS has shown an increase in attendance and a significant decrease in truancy and suspension rates:

- 92.01% attendance for 2012-13
- 93.46% attendance rate for 2013-14
- 1.45% attendance increase
- 29% decrease in cuts and unexcused absences
- 4% decrease in excused absences
- 45% decrease in suspensions

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.**

Original GOAL from prior year LCAP:	Strengthen parent partnerships and participation.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>3</u> and <u>4</u>
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Establish a district level advisory committee to promote parent, student, and community engagement.</p> <p>Implement a series of parent education workshops at school sites to address the needs of unduplicated pupils.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Per survey results, 63% of parents agree or strongly agree that the school actively seeks their input about decisions related to their child’s education. <ul style="list-style-type: none"> ○ 38% disagree or strongly disagree • Per survey results, 63% of parents agree or strongly agree that they have opportunities to take part in decisions made at their child’s school. <ul style="list-style-type: none"> ○ 18% disagree or strongly disagree • Per survey results, 76% of parents agree or strongly agree that the school values them as important partners in their child’s education. <ul style="list-style-type: none"> ○ 18% disagree or strongly disagree <p>This year, the LCAP Advisory Council served as a model to the district level advisory committee.</p> <p>Sites which did not have fully-operational English Learner Advisory Committees (ELAC) received training to build structure and capacity.</p> <p>The District English Learner Advisory Committee (DELAC) is fully operational. Comprised of 11 members, the group had 8 formal meetings and hosted two workshops for parents, focusing on building healthy families.</p> <p>The following schools have active ELAC groups: Arvin, BHS, East, Foothill, Golden Valley, Highland, Mira Monte, Ridgeview, Shafter, South, and West.</p>
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			<p>All parent workshops included parents of the unduplicated pupil count and parents of students with exceptional needs. In addition, school-community outreach helped to announce these meetings and inform parents of their importance. Community Specialists worked with counselors and parent groups to ensure and increase attendance at these meetings.</p> <p>Interpreters were present at these meetings.</p>
LCAP Year: 2014-15, Annual Update, Continued			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Strengthen parental alliances to increase participation and improve engagement.</p> <p>a. Provide regular opportunities at the school site for parents to be involved – e.g., parent meetings, booster clubs, and site council.</p> <p>b. Provide regular opportunities at the district level for parents to be involved – e.g., DPAC and ELAC.</p>	<p>\$150,000: Title 1 (a-b)</p>	<p>The District Parent Liaison, along with DELAC, continues to work with school sites to strengthen parent groups like ELAC, as well as strengthen parent participation at the district and site level (a-b).</p>	<p>\$150,000: Title 1</p>
Scope of service:	District	Scope of service:	District

<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide district parent liaison.		\$125,000: LCFF S/C	A District Parent Liaison was hired to address the specific needs of the parents and to provide awareness to staff regarding the parents' needs.		\$109,143: LCFF S/C
Scope of service:	District		Scope of service:	District	
<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African Americans</u>			<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American</u>		
Provide student engagement liaison.		\$125,000: LCFF S/C	A Student Engagement Liaison was hired to address the specific needs of students, focusing specifically on at-risk youth.		\$107,051: LCFF S/C
Scope of service:	District		Scope of service:	District	
<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African Americans</u>			<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African Americans</u>		

<p>a. Increase availability of interpreters to assist in non-English speaking parent meetings at district and site level.</p> <p>b. Provide multi-lingual announcements through School Messenger to announce meetings, workshops, and other opportunities for parental involvement.</p> <p>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.</p>	<p>\$70,000: LCFF S/C (a-c)</p>	<p>Interpreters are available at site and district meetings to assist non-English speaking parents. Availability is primarily for Spanish-speaking parents; interpreters for other languages are limited (a).</p> <p>Interpreter for LCAP stakeholder meetings = \$1,857.</p> <p>School Messenger provides all-call announcements to parents through text, email, and phone, in English and Spanish (b).</p> <p>The services remain adequate but allow for growth (c).</p>	<p>\$1,857 S/C</p> <p>\$53,550 S/C</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>d. Create LCAP website.</p>	<p>No Cost</p>	<p>An LCAP website was created: http://lcap.kernhigh.org.</p>	<p>No cost</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Increase parent education opportunities related to student and school success.	\$100,000: LCFF S/C	This action was not addressed in 2014-2015.	No cost on this action this year
Scope of service:	District	Scope of service:	District
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_African Americans</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_African Americans</p>	
<p>Host parent education workshops, such as 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.</p>	<p>\$150,000: Title 1</p>	<p>Workshops occurred at school sites as needed for each site.</p>	<p>\$80,000: Title 1</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_African Americans</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) African Americans</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The district is committed to building and strengthening its parent partnerships. It was not able, however, to complete some of its actions for this goal this year (see page 366).

Arvin is expected to pilot Parent Promoters at its site next year. Parent Promoters trains parents to educate other parents about how to help their students succeed in school.

Arvin is expected to open a Parent Center next year = \$100,000. Additional parent centers are also scheduled to open in 2015-2016.

“Mini grant” applications were offered to the sites to provide strategies/programs to strengthen parent participation. Applications were due on June 30, 2015 = \$100,000.

Video equipment to create, edit, and publish outward facing news for parents and community will be purchased next year to raise community awareness and increase parental engagement. The estimated cost for the equipment is \$15,000.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.**

Original GOAL from prior year LCAP:	Increase communication, collaboration, and coordination between and among school sites, educational and public entities, and business community – paying particular attention to relationships with parents and community members and organizations.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>Establish a Parent Advisory Committee comprised of students – including EL, low income, and Foster Youth – parents of pupils of the unduplicated count, parents of exceptional needs, community groups, and school officials to provide advice and feedback on the goals, plans, and actions of the LCAP.</p> <p>Establish an inter-agency committee for FY, EL, and LI to meet regularly and share current information and resources.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Per survey results, 63% of parents agree or strongly agree that the school actively seeks their input about decisions related to their child’s education. <ul style="list-style-type: none"> ○ 38% disagree or strongly disagree • Per survey results, 63% of parents agree or strongly agree that they have opportunities to take part in decisions made at their child’s school. <ul style="list-style-type: none"> ○ 18% disagree or strongly disagree • Per survey results, 76% of parents agree or strongly agree that the school values them as important partners in their child’s education. <ul style="list-style-type: none"> ○ 18% disagree or strongly disagree <p>The LCAP Advisory Council was established to review LCAP goals and, per LCAP state regulations, to “consult and confer” with the district in assessing needs and determining next steps to the LCAP. There were 40 individuals, representative of the district stakeholders, who sat on the LCAP Advisory Council this year.</p> <p>A KHSD Foster Youth Advisory Committee was established, directed by the district’s FY Liaison. The committee, thus far, is comprised of representatives from the following agencies: KHSD, KCSOS, DHS, Probation, Covenant Services, CASA, CSUB, and BC. Representatives from group homes also served on the committee. The committee met twice this year, once in March and once in April.</p>
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Convene a committee comprised of students, parents, parents of unduplicated pupils, parents of students with exceptional needs, community groups, and school officials to provide feedback on the goals and actions of LCAP and to concentrate on parental and community engagement.</p>	<p>\$10,000: LCFF S/C</p>	<p>The LCAP Advisory Committee met 4 times this year to provide comment on the Annual Update and input on the 2015-2016 LCAP. In addition, stakeholder meetings + student and parent focus groups convened regularly (45 meetings in total). Indirect costs for these meetings = \$10,000:</p> <p><u>Groups represented on the LCAP Advisory Committee, 2014-2015, were as follows:</u></p> <ul style="list-style-type: none"> • Students • Parents • Kern High School Teachers' Association • California School Employees Association • Skilled Trades • Supervisors' Unit • District Parent Advisory Council • District EL Parent Advisory Council • Housing and Opportunity Foundation of Kern County • California State University, Bakersfield • Kern County Black Chamber of Commerce • Kern County Hispanic Chamber of Commerce • Bakersfield Chamber of Commerce • Conference of Kern County Ministers • National Association for Advancement of Colored People • Community Action Partnership of Kern County – Friendship House • Youth for Christ of Kern County • Alliance Human Services for Foster Youth • Covenant Community Services • Heartland Payment Systems 	<p>\$10,000: LCFF S/C</p>
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		<ul style="list-style-type: none"> • Kern County Mental Health • Sikh/Punjab Community Representatives 			
Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>Develop a viable and effective infrastructure for stakeholder groups to meet – particularly those of students of the unduplicated count – EL, FY, LI – to increase the involvement of students, staff, parents, and community members.</p> <p>a. Convene a committee comprised of students and parents of the unduplicated pupil count.</p> <p>b. Create Parent Education Liaison to work directly with parents of students of the unduplicated count and other parent groups, including parents of students with exceptional needs.</p>	<p>\$125,000: LCFF S/C (a-b)</p>	<p>The LCAP Advisory Council served as this committee this year. Upon evaluation, it will be determined whether an additional committee is needed to serve the purpose of this action.</p> <p>The LCAP Advisory Council included students and parents of students of the unduplicated count (a).</p> <p>A District Parent Liaison and a Student Engagement Liaison were appointed to directly work with parents and students, principally with the unduplicated pupils – EL, FY, and LI (b). This cost was accounted for on page 364.</p>	<p>No cost this year to action item a</p>												
<table border="1"> <tr> <td data-bbox="79 743 344 818">Scope of service:</td> <td data-bbox="344 743 806 818">District</td> </tr> <tr> <td colspan="2" data-bbox="79 818 806 860"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2" data-bbox="79 860 806 1045"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ </td> </tr> </table>	Scope of service:	District	<input checked="" type="checkbox"/> ALL		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			<table border="1"> <tr> <td data-bbox="1037 743 1297 818">Scope of service:</td> <td data-bbox="1297 743 1778 818">District</td> </tr> <tr> <td colspan="2" data-bbox="1037 818 1778 860"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2" data-bbox="1037 860 1778 1045"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ </td> </tr> </table>	Scope of service:	District	<input checked="" type="checkbox"/> ALL		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
Scope of service:	District														
<input checked="" type="checkbox"/> ALL															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____															
Scope of service:	District														
<input checked="" type="checkbox"/> ALL															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____															
<p>c. Pilot the creation of a Parent Center at one high concentration school to deliver information and act as a resource for EL, LI, and FY parents.</p>	<p>\$100,000: LCFF Supplemental/ Concentration</p>	<p>Arvin will open a Parent Center next year. The funds allocated for this project were expended by the end of 2015 fiscal year.</p>	<p>\$100,000: LCFF S/C</p>												
<table border="1"> <tr> <td data-bbox="79 1195 344 1269">Scope of service:</td> <td data-bbox="344 1195 806 1269">District</td> </tr> <tr> <td colspan="2" data-bbox="79 1269 806 1308"><input type="checkbox"/> ALL</td> </tr> </table>	Scope of service:	District	<input type="checkbox"/> ALL			<table border="1"> <tr> <td data-bbox="1037 1195 1297 1269">Scope of service:</td> <td data-bbox="1297 1195 1778 1269">District</td> </tr> <tr> <td colspan="2" data-bbox="1037 1269 1778 1308"><input type="checkbox"/> ALL</td> </tr> </table>	Scope of service:	District	<input type="checkbox"/> ALL						
Scope of service:	District														
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OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African Americans</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African Americans</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

While the district made every effort this year to provide comprehensive data to its stakeholders, it recognizes the need to present the data much earlier in the year to allow for proper examination; hence, it commits to doing so next year. Its intent is to honor its commitment to transparency and to work collaboratively with its stakeholders to develop plans and next steps.

The cost to develop an LCAP Advisory Council did not cost \$125,000 (see page 374). The position of Parent Education Liaison was reported on page 364.

- Per feedback from LCAP , the following are noted as needs for 2015-2016 LCAP:
 - Increase communication and collaboration with feeder schools and districts in order to strengthen partnerships.
 - Align systems between feeder and KHSD so that students transition from one grade to the next smoothly.
 - Create positive and friendly environments at school sites so that parents and community members feel welcomed.

LCAP Advisory Council Meetings for 2015-2016 are tentatively scheduled for the following dates: September 24, 2015; October 29, 2015; December 10, 2015; January 28, 2016; February 25, 2016; March 31, 2016; April 28, 2016.

The proposed NEW GOAL for 2015-16, which will encompass the goal and actions of this section is the following: **KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.**

Original GOAL from prior year LCAP:	Create wireless network access for student and staff use.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 1 and 3
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Develop implementation timeline for wireless network option.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Per survey results and stakeholder feedback, the following is expressed about technology use:</p> <ul style="list-style-type: none"> • 89% of students agree or strongly agree that they should be allowed to bring their own electronic device to school in order to use that device for learning. <ul style="list-style-type: none"> ○ 62% of parents/guardians agree or strongly agree. ○ 71% of Spanish-speaking parents/guardians agree or strongly agree. • 89% of students agree or strongly agree that classroom sets of hand-held technology devices should be available to students. <ul style="list-style-type: none"> ○ 80% of parents/guardians agree or strongly agree. ○ 84% of Spanish-speaking parents/guardians agree or strongly agree. <p>METRICS</p> <ul style="list-style-type: none"> • Annual Yearly Progress (AYP), 2013-2014 • Participation rate = 95% for ELA and math <ul style="list-style-type: none"> ○ 99%, 2012-13 • ELA percent at or above proficient <ul style="list-style-type: none"> ○ District = 53.5%, 2013-14 <ul style="list-style-type: none"> ▪ 54.3%, 2012-13 ○ African American = 43.8% <ul style="list-style-type: none"> ▪ 41.7% ○ Hispanic = 47.2% <ul style="list-style-type: none"> ▪ 48% ○ White = 67% <ul style="list-style-type: none"> ▪ 69.7%
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			<ul style="list-style-type: none"> ○ Economically Disadvantaged = 44.6% <ul style="list-style-type: none"> ▪ 45.5% ○ EL = 40.5% <ul style="list-style-type: none"> ▪ 41.7% ○ Students with Disabilities = 15.6% <ul style="list-style-type: none"> ▪ 15.7% ● Math percent at or above proficient <ul style="list-style-type: none"> ○ District = 58.6%, 2013-14 <ul style="list-style-type: none"> ▪ 55.7%, 2012-13 ○ African American = 45.5% <ul style="list-style-type: none"> ▪ 40.7% ○ Hispanic = 54% <ul style="list-style-type: none"> ▪ 50.9% ○ White = 68.5% <ul style="list-style-type: none"> ▪ 67.2% ○ Economically Disadvantaged = 52.3% <ul style="list-style-type: none"> ▪ 49% ○ EL = 50.5% <ul style="list-style-type: none"> ▪ 48.4% ○ Students with Disabilities = 15.8% <ul style="list-style-type: none"> ▪ 15.3% ● CST data (see page 68) ● Instructional Reading Level (IRL) of grade 9 students who were tested district wide, 2014-15 <ul style="list-style-type: none"> ○ 220 (4%) tested at 4.5 average IRL (grade 9, general) ○ 3,589 (70%) tested at 6.5 average IRL (grade 9, college prep) ○ 1,300 (25%) tested at 9.4 average IRL (grade 9, GATE) ○ 5,109 = total students tested, approximately half of grade 9 enrollment ● Academic Performance Index (API)
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- District = 739, growth of 6 from 2012-13
- African American = 687, growth of 4
- Hispanic = 711, growth of 7
- White = 799, growth of 5
- Economically Disadvantaged = 706, growth of 11
- EL = 696, growth of 41
- Students with Disabilities = 485, growth of 23
- Early Assessment Program (EAP) to determine college readiness, 2013-2014
 - English
 - Ready = 20%, growth of 3.3
 - Conditionally ready = 16.1%, growth of 2.1
 - Not ready = 63.9%, decrease of 5.4
 - Math (Algebra 2)
 - Ready = 2.7%, decrease of 1.6
 - Conditionally ready = 13.3%, decrease of 9.4
 - Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.
 - 3,312 of the students who took a “concentrator” course were grade 12 students.

			<ul style="list-style-type: none"> ○ 97% of grade 12 students graduated, a 3% increase from the year before. ● Students completing a CTE class, 2013-14 <ul style="list-style-type: none"> ○ Grade 9, 31.4% ○ Grade 10, 16.8% ○ Grade 11, 27.1% ○ Grade 12, 24.5% ● Reclassification of ELs <ul style="list-style-type: none"> ○ 28% reclassified in 2014-15 ○ 15% reclassified in 2013-14 ○ 13% reclassified in 2012-13 ● Per Annual Measurable Achievement Objectives (AMAO) <ul style="list-style-type: none"> ○ Percent of ELs making annual progress in learning English <ul style="list-style-type: none"> ▪ 44.2% in 2014-15 ▪ 49.8% in 2013-14 ▪ 47.5% in 2012-13 ○ Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort) <ul style="list-style-type: none"> ▪ 11.1% in 2014-15 ▪ 13.0% in 2013-14 ▪ 18.5% in 2012-13 ○ Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort) <ul style="list-style-type: none"> ▪ 30.8% in 2014-15 ▪ 36.1% in 2013-14 ▪ 34.8% in 2012-13
LCAP Year: 2014-15, Annual Update, Continued			
Planned Actions/Services	Actual Actions/Services		

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Upgrade site technology to support the installation of wireless network access points, activating wireless access points when feasible.		\$1 million: Common Core	All classrooms are anticipated to be wired for high-density wireless by July 1.		\$1 million: Common Core \$2.5 million: Base Grant
Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Provide updates to parents of all students of the unduplicated count and students with exceptional needs on progress of the technology installation and their access to it, especially outside of the regular school day.		No cost	Schools work to provide regular updates to technology installation and inform students of changes to policy and practice.		No cost
Scope of service:	District		Scope of service:	District	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Stakeholders see a need to continue building technology infrastructure and to upgrade CTE programs with technology that will enhance and improve the learning.</p> <p>All classrooms are anticipated to be wired and operational for high-density wireless by the opening of school, 2015-2016. Following, common outdoor areas are expected to be wireless by the fall of 2015. The anticipated cost to support the installation of the wireless network was far greater than the estimated budget of \$1 million (see page 381).</p> <p>The proposed <u>NEW GOAL</u> for 2015-16, which will encompass the goal and actions of this section is the following: KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>Modernize technology infrastructure.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify 1 and 3</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of students will have access to the Smarter Balanced assessments using the online option for both ELA and math.</p> <p><u>Identified needs in 2013-14:</u></p> <ul style="list-style-type: none"> • Replace or upgrade machines to support Smarter Balanced testing. • Upgrade core network switch to handle Smarter Balanced testing. 	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS</p> <ul style="list-style-type: none"> • Annual Yearly Progress (AYP), 2013-2014 • Participation rate = 95% for ELA and math <ul style="list-style-type: none"> ○ 99%, 2012-13 • ELA percent at or above proficient <ul style="list-style-type: none"> ○ District = 53.5%, 2013-14 <ul style="list-style-type: none"> ▪ 54.3%, 2012-13 ○ African American = 43.8% <ul style="list-style-type: none"> ▪ 41.7% ○ Hispanic = 47.2% <ul style="list-style-type: none"> ▪ 48% ○ White = 67% <ul style="list-style-type: none"> ▪ 69.7% ○ Economically Disadvantaged = 44.6% <ul style="list-style-type: none"> ▪ 45.5% ○ EL = 40.5% <ul style="list-style-type: none"> ▪ 41.7% ○ Students with Disabilities = 15.6% <ul style="list-style-type: none"> ▪ 15.7% • Math percent at or above proficient <ul style="list-style-type: none"> ○ District = 58.6%, 2013-14 <ul style="list-style-type: none"> ▪ 55.7%, 2012-13 ○ African American = 45.5% <ul style="list-style-type: none"> ▪ 40.7% ○ Hispanic = 54% <ul style="list-style-type: none"> ▪ 50.9% ○ White = 68.5% <ul style="list-style-type: none"> ▪ 67.2% ○ Economically Disadvantaged = 52.3% <ul style="list-style-type: none"> ▪ 49% ○ EL = 50.5% <ul style="list-style-type: none"> ▪ 48.4% ○ Students with Disabilities = 15.8%
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			<ul style="list-style-type: none">▪ 15.3%• CST data (see page 68)• Instructional Reading Level (IRL) of grade 9 students who were tested district wide, 2014-15<ul style="list-style-type: none">○ 220 (4%) tested at 4.5 average IRL (grade 9, general)○ 3,589 (70%) tested at 6.5 average IRL (grade 9, college prep)○ 1,300 (25%) tested at 9.4 average IRL (grade 9, GATE)○ 5,109 = total students tested, approximately half of grade 9 enrollment• Academic Performance Index (API)• District = 739, growth of 6 from 2012-13• African American = 687, growth of 4• Hispanic = 711, growth of 7• White = 799, growth of 5• Economically Disadvantaged = 706, growth of 11• EL = 696, growth of 41• Students with Disabilities = 485, growth of 23• Early Assessment Program (EAP) to determine college readiness, 2013-2014<ul style="list-style-type: none">○ English<ul style="list-style-type: none">▪ Ready = 20%, growth of 3.3▪ Conditionally ready = 16.1%, growth of 2.1▪ Not ready = 63.9%, decrease of 5.4○ Math (Algebra 2)<ul style="list-style-type: none">▪ Ready = 2.7%, decrease of 1.6
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- Conditionally ready = 13.3%, decrease of 9.4
- Not ready = 84%, increase of 11
- Advanced Placement (AP)
 - 3,195 = exam takers, decrease of 85
 - 85% = score of 3 or better, decrease of 2
- CTE completion results, 2013-2014
 - 14,988 students completed one CTE class through Perkins, a 4% increase from the year before.
 - 6,978 students completed the second – “concentrator” – course.
 - 3,312 of the students who took a “concentrator” course were grade 12 students.
 - 97% of grade 12 students graduated, a 3% increase from the year before.
- Students completing a CTE class, 2013-14
 - Grade 9, 31.4%
 - Grade 10, 16.8%
 - Grade 11, 27.1%
 - Grade 12, 24.5%
- Reclassification of ELs
 - 28% reclassified in 2014-15
 - 15% reclassified in 2013-14
 - 13% reclassified in 2012-13
- Per Annual Measurable Achievement Objectives (AMAO)
 - Percent of ELs making annual progress in learning English
 - 44.2% in 2014-15
 - 49.8% in 2013-14
 - 47.5% in 2012-13

			<ul style="list-style-type: none"> ○ Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort) <ul style="list-style-type: none"> ▪ 11.1% in 2014-15 ▪ 13.0% in 2013-14 ▪ 18.5% in 2012-13 ○ Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort) <ul style="list-style-type: none"> ▪ 30.8% in 2014-15 ▪ 36.1% in 2013-14 ▪ 34.8% in 2012-13 <p>New routers, switches, and firewalls are in the process of being “put in line” to speed up access and increase bandwidth. Bandwidth is increasing from 1 Gb to 10 Gb.</p> <p>All computer systems are fully operational at school sites to meet Smarter Balanced testing needs.</p>
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>a. Ensure students at all sites have the opportunity to complete Smarter Balanced assessments using the online option in both ELA and math.</p> <p>b. Evaluate and purchase the current capacity of district technology, including infrastructure and end use devices, to reach recommended levels of specifications for Smarter Balanced assessments.</p>	<p>\$2.5 million: Common Core (a-b)</p>	<p>100% of the school sites took the Smarter Balanced field test last year (a).</p> <p>3,000 Chromebooks were purchased to build capacity for the computer-adaptive test = \$350 per Chromebook (a).</p> <p>Virtual Desktop, a system that can upgrade older machines to run (almost) like brand new machines was piloted this year (a-b).</p> <p>A new computer lab is being built at Stockdale High School (a-b).</p> <p>Approximately 700 new desktops computes were purchased, districtwide (a-b).</p>	<p>\$1,050,000: CC</p> <p>\$300,000: CC</p> <p>\$175,000: CC</p> <p>\$500,000: CC</p>
<p>Scope of service:</p>	<p>District</p>	<p>Scope of service:</p>	<p>District</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district is upgrading its technology infrastructure and systems as quickly as it can. Upgrading technology to meet the needs of 21st century learners remains a district focus.</p> <p>The proposed <u>NEW GOAL</u> for 2015-16, which will encompass the goal and actions of this section is the following: KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>Provide training for students, parents, and staff in new technology system and programs – e.g., Synergy, Parent Vue, and Smarter Balanced.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify</p>				
<p>Goal Applies to:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Schools:</td> <td style="padding: 2px;">All</td> </tr> <tr> <td style="padding: 2px;">Applicable Pupil Subgroups:</td> <td style="padding: 2px;">All</td> </tr> </table>		Schools:	All	Applicable Pupil Subgroups:	All
Schools:	All					
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of parents accessing Synergy's Parent Vue portal by 2% over the baseline established in 2013-14.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>METRICS Per surveys to students and parents, the following feedback has been provided:</p> <ul style="list-style-type: none"> • 98% of parents/guardians agree or strongly agree that they monitor their child's progress at school. • 89% of Spanish-speaking parents agree or strongly agree that they monitor their child's progress at school. <p>Each school site continues to work to improve parent usage on Parent Vue.</p> <p>Each school site continues to hold parent meetings to increase parent usage of Parent Vue to monitor student progress and attendance.</p> <p>Parent meetings for EL parents are held to accommodate their specific needs. Interpreters are available at all of these meetings.</p> <p>Parent input is solicited and encouraged through parent meetings.</p>
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide training and updates to non-English speaking parents, providing interpreters and/or bilingual technicians to assist with the training.</p>	<p>\$25,000: CCSS Implementation Fund</p>	<p>Trainings are provided at school sites, as needed, through the various parent organizations.</p>	<p>\$5,000: CCSS</p>

Scope of service:	District	Scope of service:	District
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Schools should continue to encourage parents/guardians to use Parent Vue to monitor their student's progress and stay engaged in their child's learning. Faculty is encouraged to keep student progress up to date to assist parents in their use of the program.</p> <p>The cost for translation services at parents meetings was overestimated (see page 368).</p> <p>The proposed <u>NEW GOAL</u> for 2015-16, which will encompass the goal and actions of this section is the following: KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.</p>
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Original GOAL from prior year LCAP:	Increase access to and utilization of technology.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify
Goal Applies to:	Schools: Applicable Pupil Subgroups:	

<p>Expected Annual Measurable Outcomes:</p>	<p>All curricular areas will have 1 lesson designed with a technology-based performance assessment available through the district's Share Point library of lessons.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A full library of Share Point lessons and assessments have been completed. Not all curricular areas have a technology-based assessment, but all areas have technology based lessons, some of which include assessments.</p> <p>METRICS</p> <ul style="list-style-type: none"> • Annual Yearly Progress (AYP), 2013-2014 • Participation rate = 95% for ELA and math <ul style="list-style-type: none"> ○ 99%, 2012-13 • ELA percent at or above proficient <ul style="list-style-type: none"> ○ District = 53.5%, 2013-14 <ul style="list-style-type: none"> ▪ 54.3%, 2012-13 ○ African American = 43.8% <ul style="list-style-type: none"> ▪ 41.7% ○ Hispanic = 47.2% <ul style="list-style-type: none"> ▪ 48% ○ White = 67% <ul style="list-style-type: none"> ▪ 69.7% ○ Economically Disadvantaged = 44.6% <ul style="list-style-type: none"> ▪ 45.5% ○ EL = 40.5% <ul style="list-style-type: none"> ▪ 41.7% ○ Students with Disabilities = 15.6% <ul style="list-style-type: none"> ▪ 15.7% • Math percent at or above proficient <ul style="list-style-type: none"> ○ District = 58.6%, 2013-14 <ul style="list-style-type: none"> ▪ 55.7%, 2012-13 ○ African American = 45.5% <ul style="list-style-type: none"> ▪ 40.7% ○ Hispanic = 54% <ul style="list-style-type: none"> ▪ 50.9% ○ White = 68.5%
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- Conditionally ready = 16.1%, growth of 2.1
- Not ready = 63.9%, decrease of 5.4
- Math (Algebra 2)
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			<ul style="list-style-type: none"> • Per Annual Measurable Achievement Objectives (AMAO) <ul style="list-style-type: none"> ○ Percent of ELs making annual progress in learning English <ul style="list-style-type: none"> ▪ 44.2% in 2014-15 ▪ 49.8% in 2013-14 ▪ 47.5% in 2012-13 ○ Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort) <ul style="list-style-type: none"> ▪ 11.1% in 2014-15 ▪ 13.0% in 2013-14 ▪ 18.5% in 2012-13 ○ Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort) <ul style="list-style-type: none"> ▪ 30.8% in 2014-15 ▪ 36.1% in 2013-14 ▪ 34.8% in 2012-13
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LCAP Year: 2014-15, Annual Update, Continued

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>a. Continue to provide training for students, parents, and staff in new technology system and programs – e.g., Synergy, Smarter Balanced.</p> <p>b. Workshops will be held at school 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.</p>	<p>\$50,000: LCFF S/C (a-b)</p>	<p>As needed, trainings have been held on Synergy for staff and parents. The trainings have been held at the school sites and at the district. Students receive their “training” through classroom instruction. In addition, a “mini grant” was offered to the sites to improve parent/student interaction with the school technology systems = \$5,000.</p> <p>Staff has received training on the use of Google Classroom and Google Docs (b).</p>	<p>\$5,000: LCFF S/C</p>
<p>Scope of service: District</p>		<p>Scope of service: District</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>a. Create instructional units containing technology-based performance assessments for all curricular areas.</p> <p>b. Teacher teams will meet at the school site, district office, during PLC meetings, or during paid curriculum development hours to create performance assessments utilizing technology.</p>	<p>\$55,000: LCFF S/C</p>	<p>Not all curricular areas have technology-based assessments, but all areas have technology based lessons, some of which include assessments (a).</p> <p>Summer development in math, Edmentum, and health are scheduled = \$54,568 is the expected expenditure; work was completed by end of fiscal year, 2015 (b).</p>	<p>\$54,568: LCFF S/C</p>												
<table border="1"> <tr> <td data-bbox="79 670 344 743">Scope of service:</td> <td data-bbox="344 670 804 743">District</td> </tr> <tr> <td colspan="2" data-bbox="79 743 804 784"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2" data-bbox="79 784 804 971"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </td> </tr> </table>	Scope of service:	District	<input checked="" type="checkbox"/> ALL		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<table border="1"> <tr> <td data-bbox="1037 670 1297 743">Scope of service:</td> <td data-bbox="1297 670 1780 743">District</td> </tr> <tr> <td colspan="2" data-bbox="1037 743 1780 784"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2" data-bbox="1037 784 1780 971"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </td> </tr> </table>	Scope of service:	District	<input checked="" type="checkbox"/> ALL		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____															
<p>a. Provide instructional units that focus on the specific instructional needs of EL and other subgroups' unique needs.</p> <p>b. 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.</p>	<p>\$50,000: CCSS Implementation Funding</p>	<p>Professional development is expected to continue in ELA, ELD, math, science, and BTSA (new teachers), with a focus on interventions to close achievement gaps (a).</p> <p>Parents received information on academic and assessment processes through PIQE, Migrant, EL parent group, GATE parent group, FAFSA workshop, and other meeting opportunities provided by the school to engage parents in their students' academic progress.</p>	<p>\$50,000: CCSS</p>												

Scope of service:	District	Scope of service:	District
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Trainings in Synergy and Parent Vue were needed less than expected. Many parents are familiar with Parent Vue and are using it. More data, however, needs to be collected and assessed in this area (see page 395).</p> <p>Students have received instruction with integrated technology in order to better prepare them for both the Smarter Balanced testing and 21st century learning skills.</p> <p>The proposed <u>NEW GOAL</u> for 2015-16, which will encompass the goal and actions of this section is the following: KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses which include all core subjects, Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of 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, schoolwide, countywide, or charterwide 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 schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 37,137,254
<p>Kern High School District’s enrollment of students of the unduplicated count is 64%, with 7 of the 18 comprehensive sites at 80% or higher and 3 out of the 5 continuation sites at 80% or higher. The high unduplicated student count, districtwide, means students who are at risk and living below the poverty line attend all schools; hence, the district’s only reasonable, responsible, and appropriate course of action is to ensure education equity for all its students. The funding is used to provide students access to the core curriculum, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, <u>prepared to succeed</u> in the workplace or at the postsecondary level.</p> <p>A large expenditure of LCFF funding is class size reduction, a principal need expressed by all KHSD stakeholders. \$8,400,000 was initially allocated to class-size reduction. Post the May revise of the governor’s budget, 148 additional sections were given to all comprehensive school sites proportionate to the number of their unduplicated student count to reduce class size further, for a total of \$11,064,000 utilized for this effort. To promote interest and success in science, 3 additional sections per site were given to reduce class size in science lab classes (\$972,000), and to respond to the literacy needs of the district, 36 sections were allocated to the new literacy/reading course called “Access” (\$650,000). The new literacy/reading course will provide necessary support and intervention to EL students who reclassify and to targeted students reading between the 4th and 6th Instructional Reading Level (IRL). Finally, LCFF funding was offered in the form of mini grants to build the arts into the STEM curriculum. Expanding the arts program was also vocalized by the district’s stakeholders.</p> <p>Another large expenditure is dedicated to strengthening the district’s technology infrastructure so that it adequately supports and enhances learning in the classroom. The money allocated to this effort is over \$3 million and includes the implementation of Kern Learn, the district’s online education system that will increase academic options for students by allowing them to recover credit, complete a-g, and/or accelerate</p>	

in their coursework. In addition, the technology expansion will provide computer and Internet access, particularly to students with limited technology access at home.

Lastly, a significant amount of the district's LCFF allocation is directed to broadening Career and Technical Education (CTE), including expanding CTE pathway offerings and increasing "concentrator" and "capstone" courses. District stakeholders specifically spoke to the need of increasing CTE courses in order to balance college readiness with career readiness.

Though the aforementioned expenditures benefit all students in KHSD, they are specifically targeted for the underserved and at risk populations who are given priority in accessing these services.

- B. In the box below, 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).

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). 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.

13.73	%
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To "improve and increase" services, KHSD's LCFF focuses on support and intervention for all underserved subgroups, including EL and Foster Youth.

To address the issue of class size further, 148 additional sections were distributed to each site, proportionate to its unduplicated student count. The additional sections were given to ensure effective classroom instruction and intervention for the underserved students. Extra teaching and administrative sections were also given to the continuation sites to deliver improved services to their students.

To respond to the below-grade-level reading scores, as well as provide necessary support to EL students transitioning into the core curriculum, 36 literacy/reading sections were provided to sites, proportionate to their EL and unduplicated student count. Called “Access,” the new course directly speaks to education equity by ensuring fundamental access to the core curriculum. Further supporting the instructional needs of the students, district resource teachers in the core subjects have been funded to provide sites with appropriate guidance, professional development, and resources for optimal classroom intervention. And, specifically to support the district’s Long-Term English Learners, a summer CELDT program continues to be funded to maximize EL reclassification. Nearly twice as many students reclassified last year due to this summer program. To provide primary language support to the EL student, over \$2 million has been allocated to retain support staff in the EL classroom, as well as all classrooms with EL students.

Over \$2 million has been allocated to intervention classes in math and English. These classes include Apex, the district’s in-school, online program, which provides credit recovery to students lagging behind, as well as assists students with a-g completion. In addition, approximately \$1.3 million has been designated to Kern Learn, a synchronous online learning system which offers extended educational options, including credit recovery, accelerated learning, and flexible scheduling to allow students to pursue interests outside of school or meet financial obligations by working part-time.

In addition, LCFF funding has been allocated to career exploration curriculum, namely Career Choices, which provides a dual enrollment component. Specifically for continuation schools, Quest for Success has been maintained through LCFF funds, which provides 6 weeks of career development, followed by 6 weeks of work experience.

Finally, nearly \$4 million has been dedicated to the building and implementation of PBIS. The funding includes program implementation at 13 sites, as well as other program supports – e.g., intervention and community specialists, outreach resource personnel (including one specific to Foster Youth), parent centers, family literacy support, and training in “implicit bias.”

KHSD will continue to prioritize and target its investments towards the areas and students of greatest need while planning for more expansive programs in the future.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).