

# Local Control Accountability Plan (LCAP) 2016-2019



## **OUR COLLECTIVE COMMITMENT**

ADOPTED: June 27, 2016

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

**Introduction:** LEA: Kern High School District Contact: Brian Mendiburu, Supervising Administrator for LCAP and Student Support Services , [brian\\_mendiburu@khsd.k12.ca.us](mailto:brian_mendiburu@khsd.k12.ca.us), (661) 827-3100, ext. 53627 LCAP Year: 2016-2019

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' highest interests in mind. Our primary stakeholders are our students. It is they whom we seek to serve so they may graduate from our high schools prepared to succeed in the workplace and/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 and will allow student access to higher level course work. 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 continues to be a focal point of our LCAP endeavor. Last year, 2015-2016, all classrooms, as well as common outdoor areas, were WiFi connected. This year, 2016-2017, integration of electronic devices to augment daily instruction continues to broaden student opportunities for credit recovery, skill building, and accelerated learning.

An emphasis on social-emotional learning through further implementation of a Multi-Tiered System of Support (MTSS) was established this year, with 15 schools participating in Positive Behavior Intervention and Supports (PBIS). Additional support staff was also hired to maximize academic and social behavior outcomes for all students, especially those most at risk, and to address the “significant disproportionality issues” through an accountability system that is expected to close the achievement gap, provide culturally responsive school environments, and provide the least restrictive environment for all students.

Finally, we believe in the strength and capacity of our partnerships, particularly our parents, to help us deliver the best education possible to our students. To champion our parents' efforts, we continue to open additional 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.

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 which will equip students to be successful with all content standards corresponding assessments.
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.

*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 the information was 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 style="text-align: center;">LCAP, Involvement Process (2016-2017)</p> <p>Regular stakeholder engagement remains a high priority for the Kern High School District (KHSD) in order to foster mutually respectful, supportive, and collaborative environments for ongoing and meaningful dialogue that will determine goals and actions to achieve academic success for all students.</p> <p>Essential to the success of this effort is the active participation of all stakeholders – parents, students, employee groups (certificated and classified), administrators, industry partners, and community leaders – to thoughtfully and openly communicate about how to address and overcome the challenges facing students today, especially those who are typically underserved and/or at risk, and to provide the necessary means to maximize their learning.</p> <p>Over the course of the 2015-2016 school year, KHSD has provided various public venues for stakeholders to convene and provide input. Specific groups that met are listed below:</p> <ul style="list-style-type: none"> <li>• LCAP Advisory Council (Monthly)</li> <li>• Student Advisory Council (Quarterly)</li> <li>• District Parent Advisory Council (Semiannual)</li> <li>• District English Learner Advisory Council (Quarterly)</li> </ul>	<p style="text-align: center;">Impact on LCAP (2016-17)</p> <p>KHSD stakeholders continue to provide valuable feedback and counsel on the district’s educational issues. From the various meetings held throughout the 2015-16 school year, the following needs were identified, and KHSD has provided courses of action that are expected to address them:</p> <p>From meetings and conversations with KHSD’s various stakeholders, the following needs were identified:</p> <p>Instruction</p> <ul style="list-style-type: none"> <li>• Reduce class size.</li> <li>• Increase technology use to enhance learning.</li> <li>• Strengthen literacy skills.</li> <li>• Increase support for English Learners and Foster Youth.</li> </ul> <p>Human Resources</p> <ul style="list-style-type: none"> <li>• Hire to build a diverse teaching staff.</li> <li>• Provide cultural awareness training for all staff.</li> <li>• Provide training to foster student and family support.</li> </ul> <p>Student Support Services</p>

- Principal Advisory Council (PAC) (Quarterly)
- Assistant Principals of Instruction and Administration (Quarterly) Guidance Leadership (Semiannual )
- Head Counselors and Counselors, including Foster Youth Liaisons (Semiannual)
- KHSD Community Counselors (Semiannual)
- Kern High Teachers' Association (KHSTA) (Semiannual)
- Classified Association (CSEA) (Semiannual)
- Special Education Parent/Management Advisory (Semiannual)
- KHSD Project Best Advisors (Semiannual)
- English Learner Coordinators (Semiannual)

The LCAP Advisory Council is an independent, non-partisan, and broadly representative body, consisting of entities representing various community and student interests, including Foster Youth, English Learners, low income students, students with exceptional needs and their families, at risk students, KHSD employees, industry and community partners, and student leaders. The principal charge of the Advisory Council is to reflect upon the students' needs and offer advice and recommendations for the development of LCAP.

The Advisory Council is appointed by the KHSD Superintendent and membership is reviewed annually. Members typically serve two years; however, time may be extended with the approval of the Superintendent.

The Student Advisory Council is a student-led, district wide group that gives voice to the students' interests and needs. Each of the 18 comprehensive sites, plus the 5 continuation sites, may enlist up to 4 representatives on the Council. Students are chosen to represent a cross-section of the student body, including Foster Youth, English Learners, and low income students and students with exceptional needs. KHSD recognizes that its students have the intrinsic desire for the following:

- A sense of influence
- A sense of competency
- A sense of belonging
- A sense of usefulness

- Build student support structures like PBIS/MTSS to create positive campus climates, increase student engagement, and improve student-learning outcomes.
- Implement programs like Restorative Practice to develop positive and healthy student relationships.
- Increase the number of counselors, mentors, and adults on campus to support students' social-emotional needs.
- Provide greater transportation options, especially for students residing in unsafe neighborhoods or walking through unsafe neighborhoods.
- Provide more food options for students.
- Open additional Parent and Family Centers to provide parent support and other meaningful resources to inform and engage parents

#### College and Career Readiness

- Teach job readiness, "soft skills," goal setting, time management, and financial planning.
- Increase opportunities for Career Technical Education (CTE).

The district maintains its strong commitment to reducing class size by providing yearly increases to the staffing formula and by prioritizing its efforts to serve the schools with the highest number of unduplicated students first. The district's goal is to restore all schools to the staffing ratios that were in place before the recession of 2007.

Increasing the use of technology to enhance student learning remains a mainstay of the district's priorities. Technology infrastructure was improved last year by providing Internet access to all classrooms and high-traffic student areas. In the coming year technology will be integrated into daily instructional practices through the higher use of Chromebooks and other technology devices. Technology also supports various alternative education programs and bolsters existing programs and facilities in Career Technical Education (CTE), including the Regional Occupation Center (ROC).

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

The critical importance of literacy skills to secure educational equity for all students, as well as provide the targeted support for English Learners and Foster Youth, cannot be emphasized enough; thus, KHSD has developed Access, the new literacy course that delivers focused reading instruction to all students reading below grade level as measured by STAR Renaissance, a diagnostic reading test that is used to identify the Instructional Reading Level (IRL) of all students, grades 9-12, and to assess the students' progress regularly. In addition to Access, Access 2 and Pre-Access will be implemented in the fall of 2016, to reinforce reading skills between 4 and 6 IRL and address students' reading skills that fall below grade 4 IRL.

To respond to the need for a diversified and strong teaching staff, the district has maintained efforts to recruit, hire, develop, and retain a Highly Qualified (HQ) teaching staff that represents the demographically varied student body. Based on stakeholder feedback, KHSD expanded recruitment in California and to other parts of the country.

Also based on stakeholder feedback, the district will increase cultural awareness training for staff to engender a greater sense of understanding of the district's unique community issues and provide adequate and appropriate support for students, parents, and families.

KHSD will continue to build strong student support systems that will improve the academic learning and social-emotional wellbeing of all students. KHSD will continue implementing evidence-based practices, such as Positive Behavior Intervention and Supports (PBIS), to create positive school climates, further supported by professionals who will provide appropriate and timely student interventions. Last year, 2014-15, 15 sites implemented PBIS; this year, 2015-16, 23 sites implemented PBIS. In addition, additional Parent Centers (4 for a total of 12, districtwide) will be opened next year, 2016-17, to help parents become strong educational advocates for their students.

Finally, stakeholders felt strongly about building students' job-readiness skills through Career Technical Education (CTE). As a result, CTE course offerings will increase at the school sites,



	<p>through the Regional Occupational Center (ROC), and through dual enrollment opportunities with Bakersfield College (BC) and California State University, Bakersfield (CSUB). In addition, Career Choices, a career-exploration, dual enrollment course, will be expanded to more sites, complemented by Naviance, a career-readiness computer program that will reinforce college and career planning, grades 9-12.</p> <p>Finally, based on stakeholders' feedback, Kern Learn will be removed from the LCAP this year. While stakeholder groups concurred that KHSD should offer such an online program to provide additional educational options for the students, they did not feel that Supplemental and Concentration grant funding should support it.</p>								
<p><b>Annual Update:</b> (Timeline for 2016-17)</p> <table border="1" data-bbox="205 786 1012 1370"> <thead> <tr> <th data-bbox="205 786 405 841">DATE</th> <th data-bbox="405 786 1012 841">NOTES</th> </tr> </thead> <tbody> <tr> <td data-bbox="205 841 405 1192">October 1- March 15</td> <td data-bbox="405 841 1012 1192">           Stakeholder Engagement           <ul style="list-style-type: none"> <li>• Community Public Forums (8 meetings)</li> <li>• Remote Teleconference (2 meetings)</li> <li>• KHSD Employee Groups (Classified and Certificated)</li> <li>• KHSD Parent Advisory Groups</li> <li>• KHSD Student Advisory Council</li> <li>• LCAP Advisory Council</li> <li>• District Language Learner Advisory Committee (DLAC)</li> </ul> </td> </tr> <tr> <td data-bbox="205 1192 405 1279">March 8</td> <td data-bbox="405 1192 1012 1279">Share LCAP Annual Update with LCAP Advisory Council</td> </tr> <tr> <td data-bbox="205 1279 405 1370">March 31</td> <td data-bbox="405 1279 1012 1370">LCAP Advisory Council meeting (6:00 pm) to discuss stakeholder feedback, surveys, and</td> </tr> </tbody> </table>	DATE	NOTES	October 1- March 15	Stakeholder Engagement <ul style="list-style-type: none"> <li>• Community Public Forums (8 meetings)</li> <li>• Remote Teleconference (2 meetings)</li> <li>• KHSD Employee Groups (Classified and Certificated)</li> <li>• KHSD Parent Advisory Groups</li> <li>• KHSD Student Advisory Council</li> <li>• LCAP Advisory Council</li> <li>• District Language Learner Advisory Committee (DLAC)</li> </ul>	March 8	Share LCAP Annual Update with LCAP Advisory Council	March 31	LCAP Advisory Council meeting (6:00 pm) to discuss stakeholder feedback, surveys, and	<p><b>Annual Update:</b></p> <p>Stakeholders requested that KHSD share data and progress more thoroughly and regularly; hence, the district plans to update its stakeholders about the progress of its students and programs more often in the upcoming year. In this year's Annual Update, data in the document was shared in chart and graph form, which increased the participants' interest, as well as the document's overall readability. KHSD plans to continue using charts and graphs to present data and information to maintain stakeholder engagement and to be able to review data comprehensively. Also, because LCAP will be in its third year of implementation next year, data trends and patterns should emerge more naturally, resulting in focal points for examination and discussion.</p> <p>Presentations this year reflected stakeholders' high priority concerns, which included the following: class-size reduction, academic progress of all students and particularly of English Learners, social and emotional support, CTE program expansion, and diversification of teaching staff.</p>
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	recap any notes from the past year for the draft version of 16-17 LCAP	<ul style="list-style-type: none"> <li>The district continues to focus on class-size reduction by increasing the staffing formula by a minimum of 2% each year. The district's goal is to restore all schools to the staffing ratios that were in place before the recession of 2007 and to prioritize its class-size reduction efforts to serve the schools with the highest number of unduplicated students first. Stakeholders asked that class sizes be examined by district and site; hence, KHSD Research and Planning provided data that confirmed that the additional sections offered through LCFF were supporting the schools with the highest number of students of the unduplicated count. In addition, stakeholders were pleased that KHSD listed in its LCAP the number of sections allocated to each school site and that the sites were listed per their percentage of students of the unduplicated count. These data points further affirmed the stakeholders' trust in the district's assurance for accountability and transparency.</li> <li>Stakeholders were pleased that the Long-Term English Learners were steadily decreasing. The total number of English Learners who reclassified in 2014-15 was 594, a 47% increase from 2012-13. From 2014-15 to 2015-16, Long-Term English Learners decreased by 20%. These positive results indicate a priority focus on literacy development for all students, with an emphasis on English Learners so that they are assured access to the full curriculum.</li> <li>The district was pleased to present its increasing graduation rates. In 2014-15, 86.9% of KHSD students graduated from high school, surpassing the state average by nearly 5%. Among Hispanic and African American students, the graduation rates were higher than the state average: The state graduation rate for Hispanic students was 78.5%, while the rate for KHSD's Hispanic students was 85.7%, and the state graduation rate for African American students was</li> </ul>
April 12-15	Draft proposed budget to LCAP Advisory Council	
April 14	LCAP Advisory Council to discuss proposed budget and possible notes for draft version of the 16-17 LCAP	
April 25	LCAP Annual Update to District Superintendent for review	
April 28 (Tentative)	2016-2017 DRAFT REVIEW: LCAP Advisory Council review & comment, details TBD	
May 5	2016-2017 DRAFT REVIEW: DELAC/DPAC review & comment	
May 1-20	KHSD will update draft, if needed, after May Budget revise as needed.	
May 15	POST DRAFT: KHSD to tentatively post initial draft version of 2016-2017 LCAP on KHSD website; initial edit window (May 16-June 5) to all for consultation and engagement, solicit feedback, comments, recommendations from all relevant stakeholders of the school-community before formal submission to the KHSD Board of Trustees for discussion, edits, and/or final adoption; KHSD to work with KCSOS to monitor rubric updates, template revisions and/or budget adjustments per May revise	
May 1- June 5	Stakeholder engagement and ongoing	

	<p>consultation through additional meetings offered for DELAC/DPAC and LCAP Advisory Council as needed.</p>	<p>70.8%, while the rate for KHSD's African American students was 86.1%. These successes can be attributed to the focused instructional and extra-curricular programs offered by KHSD, as well as the skill-building programs in math and reading. One such program is Project BEST, which focuses on providing academic support to African American males. 70% of Project BEST seniors were admitted to four-year schools in 2014-15, as compared to 57% the year before.</p> <ul style="list-style-type: none"> <li>• Due to programs like PBIS and other multi-tiered systems of support, school climates are steadily improving. A noteworthy indication of this improvement is the decrease in suspensions and expulsions. From 2012-13, suspensions decreased by nearly 30% and expulsions were reduced by 74% -- from 256 in 2012-13 to 66 in 2014-15.</li> <li>• Stakeholders have consistently expressed a desire for increased CTE opportunities for students. As a result, nearly 1,000 additional students successfully completed at least one CTE class and nearly 1,000 students successfully completed a second "concentrator" course. KHSD will continue to expand the CTE offerings so that more students may acquire career knowledge and job experiences. In the last survey taken, 73% of students and 72% of their parents agreed or strongly agreed that students were being prepared for future career paths.</li> <li>• Finally, stakeholders voiced concern that faculty demographics did not adequately reflect the student demographics. As a result, recruiting efforts have been intensified to ensure that faculty is diversified and reflects the demographic makeup of the district's student body. Last year, for example, 37% of the new teachers hired were Hispanic.</li> </ul>
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**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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**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 schoolsites 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite 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 schoolsites 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, schoolwide, countywide, or charterwide.

**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 redesignated fluent English proficient, and/or pupil’s 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 schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 schoolsites?
- 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 schoolsites, 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?

<b>GOAL 1:</b>	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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__																																									
		COE only: 9__ 10__																																									
		Local : Specify _____																																									
<b>Identified Need:</b>	LCFF ranking of the “unduplicated count,” per CALPADS, October 1, 2016																																										
	<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="4">Kern High School Comprehensive High Schools 2015-16 Unduplicated Pupil %</th> </tr> </thead> <tbody> <tr> <td>South</td> <td>93.6%</td> <td>Ridgeview</td> <td>71.5%</td> </tr> <tr> <td>Mira Monte</td> <td>92.5%</td> <td>Bakersfield</td> <td>68.9%</td> </tr> <tr> <td>Arvin</td> <td>90.2%</td> <td>Kern Valley</td> <td>65.4%</td> </tr> <tr> <td>Foothill</td> <td>85.8%</td> <td>Highland</td> <td>64.4%</td> </tr> <tr> <td>West</td> <td>85.4%</td> <td>Independence</td> <td>53.9%</td> </tr> <tr> <td>East Bakersfield</td> <td>83.6%</td> <td>Stockdale</td> <td>33.6%</td> </tr> <tr> <td>Golden Valley</td> <td>83.6%</td> <td>Centennial</td> <td>25.4%</td> </tr> <tr> <td>Shafter</td> <td>82.1%</td> <td>Frontier</td> <td>23.7%</td> </tr> <tr> <td>North</td> <td>76.3%</td> <td>Liberty</td> <td>20.7%</td> </tr> </tbody> </table>				Kern High School Comprehensive High Schools 2015-16 Unduplicated Pupil %				South	93.6%	Ridgeview	71.5%	Mira Monte	92.5%	Bakersfield	68.9%	Arvin	90.2%	Kern Valley	65.4%	Foothill	85.8%	Highland	64.4%	West	85.4%	Independence	53.9%	East Bakersfield	83.6%	Stockdale	33.6%	Golden Valley	83.6%	Centennial	25.4%	Shafter	82.1%	Frontier	23.7%	North	76.3%	Liberty
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Kern High School Alternative Education High Schools 2015-16 Unduplicated Pupil %	
Nueva	91.00%
Central Valley	90.50%
Vista	90.20%
Tierra del Sol	88.80%
Vista West	63.4%

The district is committed to using a substantial portion of its LCFF Supplemental and Concentration (S/C) Grant funding to reduce class size, districtwide. Using a model designed to provide more staffing to schools with higher numbers of unduplicated students, over 2/3 of all new staffing for the 2016-17, 2017-18, and 2018-19 school years will be allocated based on each school's unduplicated pupil count. Remaining staffing increases will be allocated to restore all schools to the staffing ratios that were in place before the recession began in 2007.

Following the Governor's commitment to restore school funding to the 2007-2008 level by 2021, KHSD will target full staffing restoration by 2021, and will continue its commitment to reducing class size at all schools, prioritizing its efforts to serve the schools with the highest number of unduplicated students first.



Average class breakdown, districtwide, per core subject for 2015-16

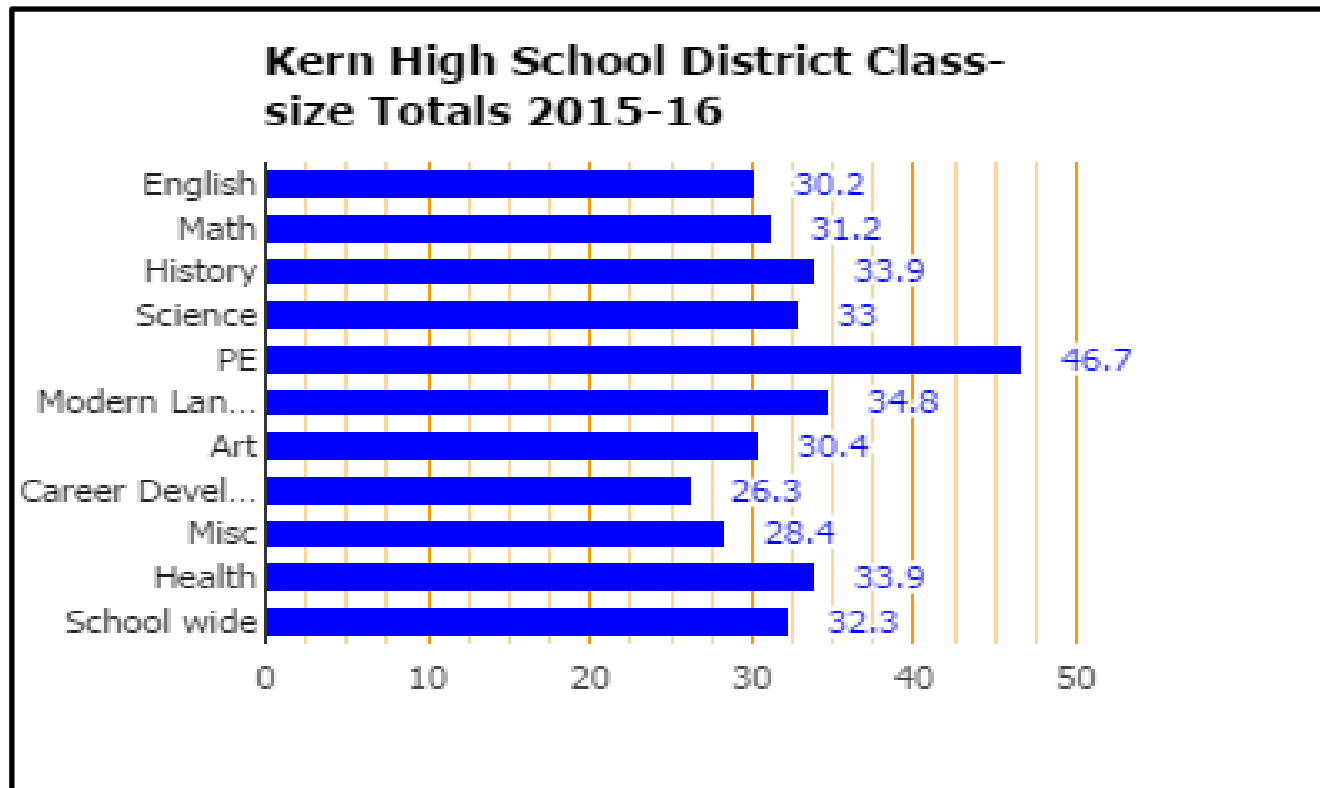
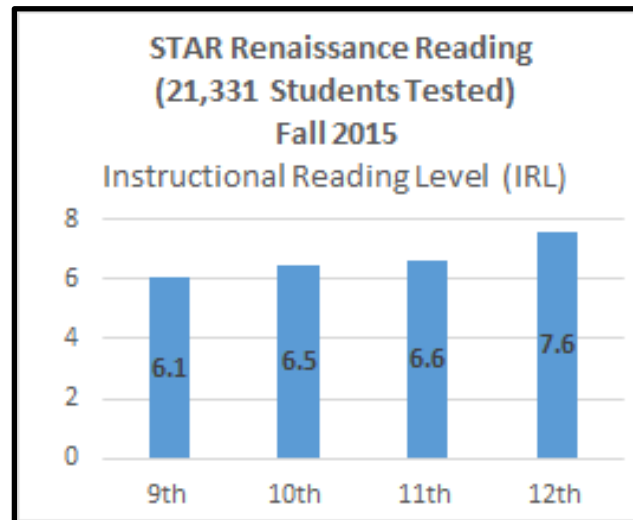


Chart numbers captured from CBEDS, first Wednesday in October

Source: Synergy-Master Schedules by Teachers (MST402)

Classes excluded: all Special Education; periods 0 and 8, unless part of the regular school day; Student Tutor

Instructional Reading Level (IRL) of grade 9-12 students who were tested districtwide, 2015-16



Grade 9 STAR Renaissance Reading by LCFF Comprehensive School Site  
 (Prioritized by Unduplicated Pupil Count)  
 2015-16 (Quarter 1)  
 Instructional Reading Level (IRL) Average

South	6.2	Foothill	6.2	Golden Valley	6.5	Ridgeview	6.4	Highland	6.8	Centennial	6.9
Mira Monte	6.0	West	6.4	Shafter	6.2	Bakersfield	6.3	Independence	6.8	Frontier	7.6
Arvin	5.8	East	6.2	North	6.5	Kern Valley	5.5	Stockdale	8.7	Liberty	8.0

STAR Renaissance Reading by LCFF Alternative Education School Site  
 2015-16 (Quarter 1)  
 Instructional Reading Level Average

Central Valley	5.2	Nueva	4.5	Tierra Del Sol	5.1	Vista	6.0	Vista West	5.8
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The Instructional Reading Level is a criterion-referenced score that indicates the highest reading level at which the student can most effectively be taught. In other words, IRLs indicate the reading level at which students can recognize words and comprehend written instructional material with some assistance. (STAR Renaissance)

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 and 2015-16

Fall Grade Distribution 2014 and 2015		
Grade	2014-15	2015-16
A	30.8%	32.5%
B	27.4%	27.3%
C	22.3%	21.2%
D	11.1%	10.7%
F	8.4%	8.2%
I	0.03%	0.03%

KHSD Graduation Rate (Cohort)	
2012-13	79.6%
2013-14	84.4%
2014-15	86.9%

Early Assessment Program (EAP) to determine college readiness, 2014-2015

Early Assessment Program (EAP) 2014-15 (11th Grade Students) English Language Arts (ELA) Early Assessment Program (EAP) (To Determine College Readiness)				Early Assessment Program (EAP) 2014-15 (11th Grade Students) Mathematics Early Assessment Program (EAP) (To Determine College Readiness)		
School Site	Ready for CSU/CCC raw # and %	Ready - Conditional raw # and %	Not Ready raw # and %	Ready for CSU/CCC raw # and %	Ready - Conditional raw # and %	Not Ready raw # and %
Arvin High	51 11.06%	172 37.31%	238 51.63%	17 3.55%	59 12.32%	403 84.13%
Bakersfield High	82 14.34%	170 29.72%	320 55.94%	28 4.97%	83 14.74%	452 80.28%
Centennial High	148 35.15%	160 38.00%	113 26.84%	88 21.15%	111 26.68%	217 52.16%
Central Valley High	0 0.00%	3 11.54%	23 88.46%	0 0.00%	0 0.00%	28 100.00%
East Bakersfield High	38 8.78%	130 30.02%	265 61.20%	13 2.96%	65 14.81%	361 82.23%
Foothill High	66 15.35%	142 33.02%	222 51.63%	25 5.87%	59 13.85%	342 80.28%

Frontier High	124 23.57%	207 39.35%	195 37.07%	43 8.14%	101 19.13%	384 72.73%
Golden Valley High	65 12.65%	182 35.41%	267 51.95%	17 3.31%	75 14.62%	421 82.07%
Highland High	83 21.28%	154 39.49%	153 39.23%	30 8.55%	74 21.08%	247 70.37%
Independence High	112 24.67%	152 33.48%	190 41.85%	40 9.13%	93 21.23%	305 69.63%
Kern Valley High	13 13.68%	32 33.68%	50 52.63%	7 7.29%	17 17.71%	72 75.00%
Liberty High	109 25.95%	149 35.48%	162 38.57%	82 19.25%	129 30.28%	215 50.47%
Mira Monte High	64 15.17%	154 36.49%	204 48.34%	10 2.42%	66 15.94%	338 81.64%
North High	55 14.99%	130 35.42%	182 49.59%	7 1.91%	54 14.71%	306 83.38%
Nueva High	1 2.50%	0 0.00%	39 97.50%	0 0.00%	0 0.00%	40 100.00%
Ridgeview High	116 21.89%	200 37.74%	214 40.38%	47 8.92%	97 18.41%	383 72.68%
Shafter High	26 8.72%	86 28.86%	186 62.42%	7 2.36%	46 15.49%	244 82.15%
South High	16 3.93%	57 14.00%	334 82.06%	9 2.15%	51 12.17%	359 85.68%
Stockdale High	177 36.80%	182 37.84%	122 25.36%	97 20.21%	103 21.46%	280 58.33%
Tierra Del Sol High	0 0.00%	5 3.29%	147 96.71%	0 0.00%	0 0.00%	151 100.00%
Vista High	0	7	99	0	0	106

	0.00%	6.60%	93.40%	0.00%	0.00%	100.00%
Vista West High	0 0.00%	11 8.66%	116 91.34%	0 0.00%	0 0.00%	117 100.00%
West High	53 12.71%	116 27.82%	248 59.47%	16 3.87%	45 10.90%	352 85.23%
District	1402 16.84%	2622 31.50%	4301 51.66%	583 7.05%	1328 16.06%	6360 76.90%

<b>Certificated Staff by Ethnicity</b>		
<b>Ethnicity</b>	<b>2013-14</b>	<b>2014-15</b>
Hispanic or Latino	256 (16.2%)	276 (17.5%)
American Indians/ Alaska Native	1 (0.06%)	1 (0.06%)
Asian	39 (2.47%)	42 (2.66%)
Pacific Islander	5 (0.32%)	5 (0.32%)
Filipino	0 (0%)	1 (0.06%)
African American	53 (3.35%)	52 (3.29%)
White	1187 (75.0%)	1200 (75.9%)
No Response	40 (2.53%)	54 (3.42%)

Note increase in teacher hires that reflected the demographic student groups. Maintain efforts to recruit, hire, develop, and retain a Highly Qualified (HQ) teaching staff that demographically represents the diverse student body of KHSD.

It is critical for teachers to be provided regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how students learn, emerging technology tools for the classroom, and new curriculum resources. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. The survey results provide a strong argument for continued professional development at the district and site levels, particularly in the area of academic intervention.

	<p>"My teachers provide high quality instruction," per 2015-16 LCAP student survey (18,043 respondents )</p> <ul style="list-style-type: none"> <li>➤ Math = 94.5%, agree or strongly agree</li> <li>➤ Reading/Language Arts = 95.1%, agree or strongly agree</li> <li>➤ History/Social Science = 91.8%, agree or strongly agree</li> <li>➤ Science = 88%, agree or strongly agree</li> <li>➤ Visual and Performing Arts = 88.9%, agree or strongly agree</li> <li>➤ Health and PE = 85.64%, agree or strongly agree</li> <li>➤ Computer Application and Technology = 83.1%, agree or strongly agree</li> </ul>		
<p><b>Goal Applies to:</b></p>	<p>Schools:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p><b>LCAP Year 1: 2016-17</b></p>			
<p><b>Expected Annual Measurable Out comes:</b></p>	<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>❖ Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2016-2017.</li> <li>❖ 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).</li> <li>❖ Maintain English Learner (EL) authorization for 100% of EL teachers.</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>❖ Deliver 85% implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by CDE).</li> <li>❖ Provide at least one Instructional Assistant (IA) in English Language Development (ELD) classes and one Bilingual Instructional Assistant (BIA) in core classes to provide support for English Learners to access the Common Core State Standards (CCSS).</li> <li>❖ 100% of English Learners will be enrolled in appropriate level of designated ELD classes. EL students in core classes will be taught by teachers with EL certification.</li> <li>❖ Increase a-g rate by 2%, district wide and for all significant subgroups, as measured by previous year's a-g rate (see page</li> </ul>		



54). Achievement gaps between sub groups will be closely monitored so that those gaps can be narrowed.

**Local Priorities**

- ❖ Increase staffing formula by a minimum of 2% each year to reduce class size by site average and by individual class (see pages 25 -29 for section allocations).
- ❖ Hire teachers that reflect the demographic student groups of the district.
- ❖ Increase one Instructional Reading Level (IRL), per year, in reading and math per STAR Renaissance assessment. The baseline measurement was measured in the fall of 2015-16 for reading, (see page 18). The baseline will be established for math in the fall of 2016-17.
- ❖ Decrease Ds and Fs, overall, by 2% to reduce need for remediation, increase course completion rates, and increase a-g rates (see page 19).
- ❖ 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.

<b>Actions/Services:</b>	<b>Scope of Service:</b>	<b><u>Pupils to be served within identified scope of service</u></b>	<b>Budgeted Expenditures</b>
<p><b>(1.01)</b> Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2021. This funding includes additional class sections for restoration (1.01), and extended day sections (1.01), Access (1.05), Science classes (1.09), and related teaching sections and administrative costs at the Alternative Education Sites (1.02/1.03).</p> <p>Provide 124 additional sections (1.01) to all comprehensive sites, proportionate to the number of unduplicated pupil count to reduce class size further and/or increase elective offerings.</p> <p>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</p>	<p>All Comprehensive School Sites (Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West)</p>	<p><u>__ALL</u> ----- OR: <u><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> <u>African American students, Special Education students</u></p>	<p>\$12,663,000: Supplemental and Concentration Grant (S/C), Certificated Salaries and Benefits</p>

unduplicated pupil count, Included in the total number of sections are the periods for restoration, extended day, Access literacy, additional science, and library (2.07).  
 The total section allocation per site below includes the sections funded by the Supplemental and Concentration (S/C) Grant, given proportionately to the site's LCFF "unduplicated count" of students.

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

School Site	2015-2016	2016-2017	Total
South	27	10	37
Mira Monte	28	11	39
Arvin	33	11	44
Foothill	24	10	34
West	26	7	33
East Bakersfield	27	9	36
Golden Valley	29	10	39
Shafter	17	7	24
North	17	7	24
Ridgeview	24	9	33
Bakersfield	28	9	37

Kern Valley	4	2	6
Highland	19	6	25
Independence	16	6	22
Stockdale	10	3	13
Centennial	7	2	9
Frontier	8	2	10
Liberty	5	3	8
<b>Total</b>	<b>349</b>	<b>124</b>	<b>473</b>

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

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

<b>South</b>	<b>5</b>	<b>Ridgeview</b>	<b>7</b>
<b>Mira Monte</b>	<b>6</b>	<b>Bakersfield</b>	<b>8</b>
<b>Arvin</b>	<b>7</b>	<b>Kern Valley</b>	<b>2</b>
<b>Foothill</b>	<b>5</b>	<b>Highland</b>	<b>5</b>

West	6	Independence	5
East Bakersfield	6	Stockdale	6
Golden Valley	7	Centennial	5
Shafter	4	Frontier	6
North	4	Liberty	5

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

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

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

<p>31 Extended Day sections will be funded in the 2016-17 school year by Supplemental and Concentration (S/C) Grant = 31 X \$21,000 per section = \$651,000.</p>															
<p><b>(1.02/1.03)</b> Provide additional teaching sections or administrative sections to support the intervention efforts of the continuation sites to deliver services to identified “at risk” students. The sections, both teaching and administrative, will be distributed according to need and in coordination with the Supervising Administrator of Alternative Education.</p> <p>\$115,009 for administrative sections \$230,824 for teaching sections TOTAL =\$345,833</p> <table border="1" data-bbox="163 813 741 1182"> <thead> <tr> <th colspan="2">Kern High School Alternative Education Continuation Schools 2015-16 Unduplicated Pupil %</th> </tr> </thead> <tbody> <tr> <td>Nueva</td> <td>91.00%</td> </tr> <tr> <td>Central Valley</td> <td>90.50%</td> </tr> <tr> <td>Vista</td> <td>90.20%</td> </tr> <tr> <td>Tierra del Sol</td> <td>88.80%</td> </tr> <tr> <td>Vista West</td> <td>63.4%</td> </tr> </tbody> </table>	Kern High School Alternative Education Continuation Schools 2015-16 Unduplicated Pupil %		Nueva	91.00%	Central Valley	90.50%	Vista	90.20%	Tierra del Sol	88.80%	Vista West	63.4%	<p>Alternative Education School Sites: (Central Valley, Nueva, Tierra Del Sol, Vista, Vista West)</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 African American students, Special Education students)</p>	<p>\$345,833: S/C, Certificated Salaries and Benefits</p>
Kern High School Alternative Education Continuation Schools 2015-16 Unduplicated Pupil %															
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Central Valley	90.50%														
Vista	90.20%														
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Vista West	63.4%														

<p><b>(1.04)</b> Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups. In 2015-16 one of the grant projects was featured on 2 local TV stations highlighting the students’ achievement. <a href="http://www.turnto23.com/news/local-news/highland-high-re-enacts-the-martian">http://www.turnto23.com/news/local-news/highland-high-re-enacts-the-martian</a></p> <p>Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to unduplicated pupils to increase their success in science. All regulations required for S/C grant expenditures will be followed at individual school sites.</p>	<p>All Comprehensive School Sites</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>\$12,000: S/C, Certificated Salaries and Benefits</p> <p>\$88,000: S/C, Books and Supplies</p> <p>Total: \$100,000 S/C</p>
<p><b>(1.05)</b> To focus on literacy, provide additional staffing formula for Access course, the new literacy course to provide necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.</p> <ul style="list-style-type: none"> <li>• Test grade 9 students in English and math.</li> <li>• Test twice annually, once at the beginning of year and once at the end of the year.</li> </ul> <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation.</p>	<p>All School Sites</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>\$1,470,000: S/C, Certificated Salaries and Benefits</p>

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

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

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

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

All School Sites

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

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

**(1.07)** Renew Edmentum contract, an online learning program that provides computer-adaptive assessments to target areas for intervention and

All School Sites

ALL  
-----  
OR:

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

<p>provides individualized learning plans in all core subjects = \$120,000 (per year).</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><b>(1.08)</b> Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses = \$85,000.</p>	<p>All School Sites</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 and Benefits</p>												
<p><b>(1.09)</b> Reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science.</p> <p>Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially underrepresented and disadvantaged youth.</p> <p style="text-align: center;"><b>Science Sections Funded by LCFF 2016-17</b></p> <table border="1" data-bbox="163 1203 751 1404"> <tr> <td>South</td> <td>3</td> <td>Ridgeview</td> <td>3</td> </tr> <tr> <td>Mira Monte</td> <td>3</td> <td>Bakersfield</td> <td>4</td> </tr> <tr> <td>Arvin</td> <td>4</td> <td>Kern Valley</td> <td>2</td> </tr> </table>	South	3	Ridgeview	3	Mira Monte	3	Bakersfield	4	Arvin	4	Kern Valley	2	<p>All Comprehensive School Sites</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>\$1,155,000: S/C, Certificated Salaries and Benefits</p>
South	3	Ridgeview	3												
Mira Monte	3	Bakersfield	4												
Arvin	4	Kern Valley	2												



<table border="1"> <tr> <td>Foothill</td> <td>3</td> <td>Highland</td> <td>3</td> </tr> <tr> <td>West</td> <td>3</td> <td>Independence</td> <td>3</td> </tr> <tr> <td>East Bakersfield</td> <td>3</td> <td>Stockdale</td> <td>3</td> </tr> <tr> <td>Golden Valley</td> <td>3</td> <td>Centennial</td> <td>3</td> </tr> <tr> <td>Shafter</td> <td>3</td> <td>Frontier</td> <td>3</td> </tr> <tr> <td>North</td> <td>3</td> <td>Liberty</td> <td>3</td> </tr> </table>	Foothill	3	Highland	3	West	3	Independence	3	East Bakersfield	3	Stockdale	3	Golden Valley	3	Centennial	3	Shafter	3	Frontier	3	North	3	Liberty	3			
Foothill	3	Highland	3																								
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Golden Valley	3	Centennial	3																								
Shafter	3	Frontier	3																								
North	3	Liberty	3																								
<p>55 Science sections will be funded in the 2016-17 school year by Supplemental and Concentration (S/C) Grant = 55 X \$21,000 per section = \$1,155,000.</p>	<p>All Comprehensive School 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>\$200,000: S/C, Books &amp; Supplies</p>																								
<p><b>(1.10)</b> Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced labs per lab science class. The funding may also include professional development in conducting effective and engaging lab experiments.</p> <p>The funding will be principally directed to unduplicated pupils to increase their success in science.</p> <p>Funding wet labs = \$200,000</p>	<p>All School Sites</p>	<p><u>X</u>ALL ----- OR: <u>_</u>Low Income pupils <u>_</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_</u>Other Subgroups:(Specify)</p>	<p>\$750,822: S/C, Certificated Salaries and Benefits</p> <p>\$52,500: S/C, Books and Supplies</p>																								
<p><b>(1.11/1.12)</b> Retain district Resource Teachers in English, EL, Math, Science and AVID.</p> <ul style="list-style-type: none"> <li>Provide professional development for teachers, focusing on intervention strategies for unduplicated pupils.</li> </ul>																											

<ul style="list-style-type: none"> <li>Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).</li> <li>Provide sufficient supplies to math teachers to implement hands-on, "math investigations" found in the new texts.</li> <li>Continue development of Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.</li> </ul> <p>The salaries for Resource Teachers will be funded in the 2016-17 school year by Supplemental and Concentration (S/C) Grant.</p> <p>\$750,822 - Certificated Salaries and Benefits \$52,500 - Books and Supplies</p>			<p>Total: \$803,322 S/C</p>
<p><b>(1.13)</b> Continue to fund the Kern High School Induction Program (KHIP) formerly Beginning Teacher Support and Assessment (BTSA) Induction Program and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials and particularly focus on providing cultural proficiency training to effectively teach the diverse student populations at the KHSD high schools.</p> <p>All eligible first and second year teachers must be enrolled in TIP/CESIP to complete a clear California credential. Each new teacher is assigned a Support Provider to provide coaching, mentoring,</p>	<p>All School Sites</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>\$472,819: S/C, Certificated Salaries and Benefits \$23,181: S/C, Books and Supplies Total = \$496,000: S/C</p>

modeling, and other professional support needed for the new teacher to move towards expertise.

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

\$472,819 Certificated Salaries includes;  

- (2) KHSD Project Specialist
- TIP/CESIP stipends:

 \$23,181:Books and Supplies

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

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

All School Sites

X\_ALL  
 -----  
 OR:  
 \_\_Low Income pupils \_\_English Learners  
 \_\_Foster Youth \_\_Redesignated fluent English proficient  
 \_\_Other Subgroups:(Specify)

\$35,000: S/C, Certificated Salaries and Benefits  
 \$65,000: S/C, Services and Other Operating Expenses

<ul style="list-style-type: none"> <li>• Increase recruitment in California.</li> <li>• Provide additional hours for the Recruitment Administrator to coordinate recruitment efforts.</li> </ul> <p>\$65,000: Recruiting Efforts \$35,000: Recruitment Administrator</p>			TOTAL = \$100,000 S/C
<p><b>(1.16)</b> Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.</p>	All Students	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	Base Grant
<p><b>(1.17)</b> Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p>	All Students	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	Base Grant
LCAP Year 2: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>❖ Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2017-2018.</li> <li>❖ 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).</li> <li>❖ Maintain English Learner (EL) authorization for 100% of EL teachers.</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>❖ Deliver 90% implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by CDE).</li> <li>❖ Provide at least one Instructional Assistant (IA) in English Language Development (ELD) classes and one Bilingual Instructional Assistant (BIA) in core classes to provide support for English Learners to access the Common Core State</li> </ul>		

	<p>Standards (CCSS).</p> <ul style="list-style-type: none"> <li>❖ 100% of English Learners will be enrolled in appropriate level of designated ELD classes. EL students in core classes will be taught by teachers with EL certification.</li> <li>❖ Increase a-g rate by 2%, district wide and for all significant subgroups, as measured by previous year's a-g rate. Achievement gaps between sub groups will be closely monitored so that those gaps can be narrowed.</li> </ul> <p><b>Local Priorities</b></p> <ul style="list-style-type: none"> <li>❖ Increase staffing formula by a minimum of 2% each year to reduce class size by site average and by individual class.</li> <li>❖ Hire teachers that reflect the demographic student groups of the district.</li> <li>❖ Increase one Instructional Reading Level (IRL), per year, in reading and math per STAR Renaissance assessment. The baseline measurement was measured in the fall of 2015-16 for reading. The baseline was established for math in the fall of 2016-17.</li> <li>❖ Decrease Ds and Fs, overall, by 2% to reduce need for remediation, increase course completion rates, and increase a-g rates from previous year.</li> <li>❖ 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.</li> </ul>		
<p><b>Actions/Services:</b> <b>(1.01)</b> Continue to increase Supplemental and Concentration (S/C) Grant funding by approximately 2% annually 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</p>	<p><b>Scope of Service:</b></p> <p>All Comprehensive School Sites (Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South,</p>	<p><b><u>Pupils to be served within identified scope of service</u></b></p> <p><u>__ALL</u></p> <p>-----</p> <p>OR:</p> <p><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><b>Budgeted Expenditures</b> \$13,266,000: S/C, Certificated Salaries and Benefits</p>

<p>“unduplicated count” first – i.e., providing for the neediest students to obtain the education they need.</p>	<p>Stockdale and West)</p>		
<p><b>(1.02/1.03)</b> 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>Alternative Education School Sites:  (Central Valley, Nueva, Tierra Del Sol, Vista, Vista West)</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>\$352,988: S/C, Certificated Salaries and Benefits</p>
<p><b>(1.04)</b> 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. Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to unduplicated pupils to increase their success in science. All regulations required for S/C grant expenditures will be followed at individual school sites.</p>	<p>All Comprehensive School Sites</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>\$12,000:S/C, Certificated Salaries and Benefits   \$88,000: S/C, Book &amp; Supplies   Total: \$100,000 S/C</p>
<p><b>(1.05)</b> Continue to focus on literacy by providing staffing formula for Access courses (Access, Access II and Pre-Access). The Access literacy courses provided 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.</p>	<p>All School Sites</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>\$1,540,000: S/C, Certificated Salaries and Benefits</p>

<p><b>(1.06)</b> Renew STAR Renaissance licenses to test all students in all grades, 9-12, and all incoming grade 9 students (current grade 8)</p>	<p>All School Sites</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> African American students, Special Education students</u></p>	<p>\$400,000: S/C, Book &amp; Supplies</p>
<p><b>(1.07)</b> Renew Edmentum licenses, 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).</p>	<p>All School Sites</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>\$120,000: S/C, Book &amp; Supplies</p>
<p><b>(1.08)</b> Provide funding to support ongoing professional refine for Access teachers and to develop Pre-Access, Access and Access 2 courses.</p>	<p>All School Sites</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>\$85,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(1.09)</b> Continue to promote science education by maintaining class size reduction in science. The effort will accomplish the following:</p> <ul style="list-style-type: none"> <li>• Sustain increase in wet-lab experiments.</li> <li>• Maintain high-quality science instruction.</li> <li>• Ensure appropriate and timely intervention in science classes so that access to and completion of all science courses is secured for all students.</li> </ul>	<p>All School Sites</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)</p>	<p>\$1,210,000: S/C, Certificated Salaries and Benefits</p>

<p>Promote completion of 4th year science course to improve college-completion rate.</p>			
<p><b>(1.10)</b> Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced lab 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 unduplicated pupils to increase their success in science.</p>	<p>All School Sites</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>  </u>Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$200,000: S/C, Books and Supplies</p>
<p><b>(1.11/1.12)</b> Retain district Resource Teachers in English, EL, Math, Science, and AVID.</p> <ul style="list-style-type: none"> <li>• Develop and coordinate professional development conducive to the instructional needs of the teachers and the academic needs of the students.</li> <li>• Focus on determining appropriate and timely academic interventions for the students and providing appropriate and effective training for the teachers.</li> </ul>	<p>All School Sites</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>  </u>Other Subgroups:(Specify)</p>	<p>\$762,232: S/C, Certificated Salaries and Benefits</p> <p>\$52,500: S/C, Books and Supplies</p> <p>Total: \$814,732 S/C</p>
<p><b>(1.13)</b> Continue to fund the Kern High School Induction Program (KHIP) and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials.</p>	<p>All School Sites</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>  </u>Other Subgroups:(Specify)</p>	<p>\$472,819: S/C, Certificated Salaries and Benefits</p> <p>\$23,181: S/C, Books and Supplies</p> <p>Total: \$496,000 S/C</p>



<p><b>(1.14/1.15)</b> Continue efforts to recruit, hire, develop, and retain a fully credential, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.</p> <ul style="list-style-type: none"> <li>• Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.</li> <li>• Increase recruitment in California.</li> <li>• Provide additional hours for the Recruitment Administrator to coordinate recruitment efforts.</li> </ul>	<p>All School Sites</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$35,000: S/C Certificated Salaries and Benefits  \$65,000: S/C, Services and Other Operating Expenses  TOTAL = \$100,000 S/C</p>
<p><b>(1.16)</b> Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.</p>	<p>All Students</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>Base Grant</p>
<p><b>(1.17)</b> Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p>	<p>All Students</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>Base Grant</p>

<p><b>LCAP Year 3: 2018-19</b></p>	
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>❖ Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2018-2019.</li> <li>❖ Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for</li> </ul>

	<p>all students and maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p> <ul style="list-style-type: none"> <li>❖ Maintain English Learner (EL) authorization for 100% of EL teachers.</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>❖ Deliver 95% implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by CDE).</li> <li>❖ Provide at least one Instructional Assistant (IA) in English Language Development (ELD) classes and one Bilingual Instructional Assistant (BIA) in core classes to provide support for English Learners (EL) to access the Common Core State Standards (CCSS).</li> <li>❖ 100% of English Learners will be enrolled in appropriate level of designated ELD classes. EL students in core classes will be taught by teachers with EL certification.</li> <li>❖ Increase a-g rate by 2%, district wide and for all significant subgroups, as measured by previous year’s a-g rate. Achievement gaps between sub groups will be closely monitored so that those gaps can be narrowed.</li> </ul> <p><b>Local Priorities</b></p> <ul style="list-style-type: none"> <li>❖ Increase staffing formula by a minimum of 2% each year to reduce class size by site average and by individual class.</li> <li>❖ Hire teachers that reflect the demographic student groups of the district.</li> <li>❖ Increase one Instructional Reading Level (IRL), per year, in reading and math per STAR Renaissance assessment. The baseline measurement was measured in the fall of 2015-16 for reading. The baseline was established for math in the fall of 2016-17.</li> <li>❖ Decrease Ds and Fs, overall, by 2% to reduce need for remediation, increase course completion rates, and increase a-g rates from previous year.</li> <li>❖ 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.</li> </ul>
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<b>Actions/Services:</b> (1.01) Continue to increase Supplemental and Concentration (S/C) Grant funding by approximately 2% annually for class size reduction, in order to restore	<b>Scope of Service:</b> All Comprehensive School Sites	<b>Pupils to be served within identified scope of service</b> __ALL	<b>Budgeted Expenditures</b> \$13,266,000: S/C,
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<p>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>(Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West)</p>	<p>----- OR: <u>  </u> <u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners <u>  </u> <u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient <u>  </u> <u>  </u> Other Subgroups: (Specify) <u>African American students, Special Education students</u></p>	<p>Certificated Salaries and Benefits</p>
<p><b>(1.02/1.03)</b> 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>Alternative Education School Sites: (Central Valley, Nueva, Tierra Del Sol, Vista, Vista West)</p>	<p><u>  </u> <u>  </u> ALL ----- OR: <u>  </u> <u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners <u>  </u> <u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient <u>  </u> <u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$360,274: S/C, Certificated Salaries and Benefits</p>
<p><b>(1.04)</b> 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. The funding will be principally directed to unduplicated pupils to increase their success in science. All regulations required for S/C grant expenditures will be followed at individual school sites.</p>	<p>All Comprehensive School Sites</p>	<p><u>  </u> <u>  </u> ALL ----- OR: <u>  </u> <u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners <u>  </u> <u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient <u>  </u> <u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$12,000: S/C, Certificated Salaries and Benefits \$88,000: S/C, Books and Supplies Total: \$100,000 S/C</p>

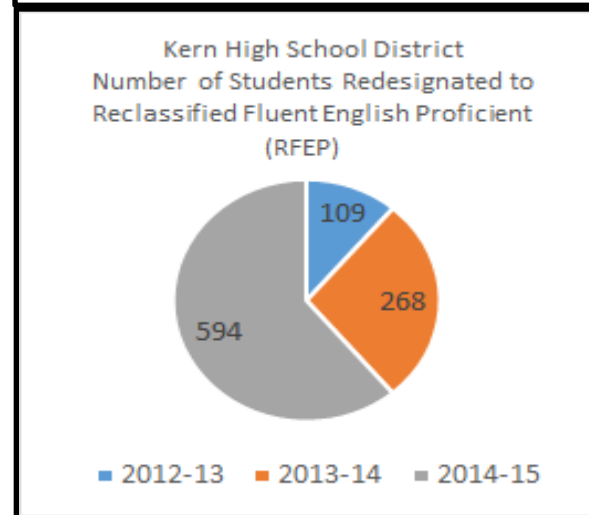
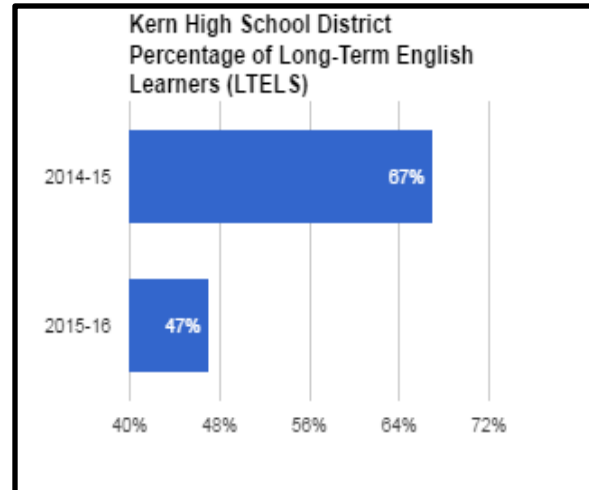
<p><b>(1.05)</b> Continue to focus on literacy by providing staffing formula for Access courses (Access, Access II and Pre-Access). The Access literacy courses provided necessary support and intervention to EL students who reclassify and to targeted students reading between the 4th and 6th IRL according to STAR Renaissance assessment.</p>	<p>All School Sites</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>\$1,540,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(1.06)</b> Renew STAR Renaissance licenses to test all students in all grades, 9-12, and all incoming grade 9 students (current grade 8) = \$400,000 (per year).</p>	<p>All School Sites</p>	<p><u>_X_</u>ALL ----- OR: <u>_</u> Low Income pupils <u>_</u> English Learners <u>_</u> Foster Youth <u>_</u> Redesignated fluent English proficient <u>_</u> Other Subgroups:(Specify)</p>	<p>\$400,000: S/C, Book &amp; Supplies</p>
<p><b>(1.07)</b> Renew Edmentum licenses, 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).</p>	<p>All School Sites</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>\$120,000: S/C, Book &amp; Supplies</p>
<p><b>(1.08)</b> Provide funding to support ongoing professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.</p>	<p>All School Sites</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>\$85,000: S/C, Certificated Salaries and Benefits</p>

<p><b>(1.09)</b> Continue to promote science education by maintaining class size reduction in science. The effort will accomplish the following:</p> <ul style="list-style-type: none"> <li>• Sustain increase in wet-lab experiments.</li> <li>• Maintain high-quality science instruction.</li> <li>• Ensure appropriate and timely intervention in science classes so that access to and completion of all science courses is secured for all students.</li> </ul> <p>Promote completion of 4th year science course to improve college-completion rate.</p>	<p>All School Sites</p>	<p><u> X </u> ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)</p>	<p>\$1,210,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(1.10)</b> Continue to provide funding to purchase science supplies to conduct (wet) lab experiments.</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 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 unduplicated pupils to increase their success in science.</p>	<p>All School Sites</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>\$200,000: S/C, Books &amp; Supplies</p>
<p><b>(1.11/1.12)</b> Retain district Resource Teachers in English, EL, Math, Science, and AVID.</p> <ul style="list-style-type: none"> <li>• Develop and coordinate professional development conducive to the instructional needs of the teachers and the academic needs of the students.</li> <li>• Focus on determining appropriate and timely academic interventions for the students and</li> </ul>	<p>All School Sites:</p>	<p><u> X </u> ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)</p>	<p>\$773,844: S/C, Certificated Salaries and Benefits</p> <p>\$52,500: S/C, Books and Supplies</p> <p>Total: \$826,344: S/C</p>

<p>providing appropriate and effective training for the teachers.</p>			
<p><b>(1.13)</b> Continue to fund the Kern High School Induction Program (KHIP) and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials.</p>	<p>All School Sites</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$472,819: S/C, Certificated Salaries and Benefits  \$23,181: S/C, Books and Supplies  Total: \$496,000 S/C</p>
<p><b>(1.14/1.15)</b>Continue efforts to recruit, hire, develop, and retain a fully credential, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD. Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.</p> <ul style="list-style-type: none"> <li>● Increase recruitment in California.</li> <li>● Provide additional hours for the Recruitment Administrator to coordinate recruitment efforts.</li> </ul>	<p>All School Sites</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$35,000: S/C, Certificated Salaries and Benefits  \$65,000: S/C, Services and Other Operating Costs  TOTAL = \$100,000 S/C</p>
<p><b>(1.16)</b> Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.</p>	<p>All Students</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):</p>	<p>Base Grant</p>
<p><b>(1.17)</b> Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p>	<p>All Students</p>	<p><u>X</u> ALL ----- OR:</p>	<p>Base Grant</p>

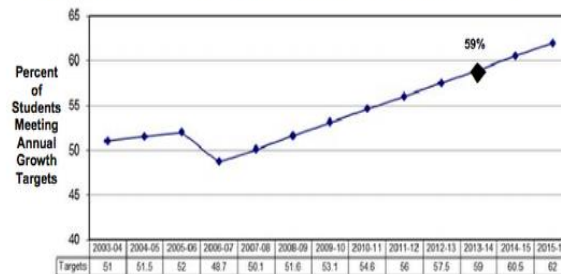
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
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<b>GOAL 2:</b>	<b>KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources which will equip students to be successful with all content standards and corresponding assessments.</b>	Related State and/or Local Priorities:
		1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__
		COE only: 9__ 10__
<b>Identified Need:</b>		47% (a drop of 20% from 2014-15 school year) of the district's English Learners (EL) 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 to close the achievement gaps.





**AMAO 1: Percentage of ELs Making Annual Progress in Learning English**

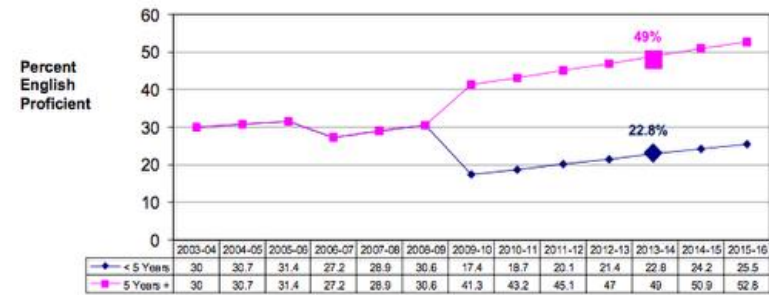


**Met Target for AMAO 1**

There are three possible values for meeting the AMAO 1 target:

- Yes = Met the target for AMAO 1.
- Yes\* = Met the target for AMAO 1 through the application of a confidence interval. The confidence interval table in Appendix B (page 36) is used if there are less than 30 students with the required prior year data and the percentage with the required prior year data is greater than 65.
- No = Did not meet the target for AMAO 1.

**AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT**



**Met Targets for AMAO 2**

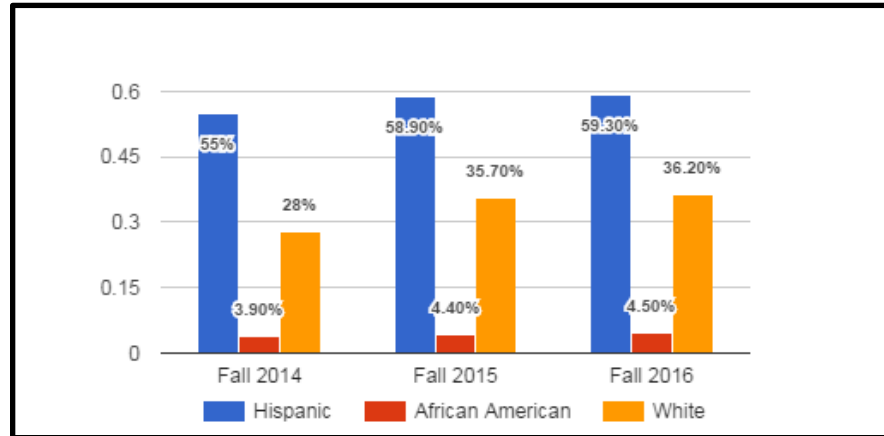
There are three possible values for meeting the target for each AMAO 2 cohort:

- Yes = Met the target for AMAO 2.
- Yes\* = Met the target for AMAO 2 through the application of a confidence interval. The confidence interval table in Appendix B (page 36) is used if there are less than 30 students in the cohort.

Reclassified (RFEP) Please refer to page 48.

Percent of ELs attaining the English proficient level on CELDT (less than 5 years cohort).  
Percent of ELs attaining the English proficient level on CELDT (5 years or more cohort).  
CAASPP scores (please refer to pages, 50-52)

Students enrolled in Gifted and Talented Education (GATE), Honors (HP), and Advanced Placement (AP); Fall 2014, 2015 and 2016.



Continue to focus on literacy and numeracy so that all students have full access to the core curriculum.  
 (Refer to page 18 for the Star Renaissance data.)

California Assessment of Student Performance and Progress (CAASPP)  
 English Language Arts (ELA) by Ethnicity

ELA	All	African American	Hispanic	White
Standard Exceeded	17.0%	10.0%	12.0%	26.00%
Standard Met	31.0%	23.0%	31.0%	34.00%
Standard Nearly Met	25.0%	26.0%	28.0%	21.00%
Standard Not Met	25.0%	38.0%	28.0%	17.00%

California Assessment of Student Performance and Progress  
Mathematics by Ethnicity

Mathematics	All	African American	Hispanic	White
Standard Exceeded	7.0%	2.0%	4.0%	12.0%
Standard Met	16.0%	10.0%	13.0%	22.0%
Standard Nearly Met	24.0%	20.0%	25.0%	25.0%
Standard Not Met	51.0%	63.0%	56.0%	38.0%

California Assessment of Student Performance and Progress  
English Language Arts by Ethnicity for Economically Disadvantaged

ELA	All	African American	Hispanic	White
Standard Exceeded	17.0%	6.0%	10.0%	16.0%
Standard Met	31.0%	21.0%	30.0%	31.0%
Standard Nearly Met	25.0%	28.0%	28.0%	25.0%
Standard Not Met	25.0%	41.0%	30.0%	24.0%

California Assessment of Student Performance and Progress  
Mathematics by Ethnicity for Economically Disadvantaged

Mathematics	All	African American	Hispanic	White
Standard Exceeded	7.0%	1.0%	3.0%	5.0%
Standard Met	16.0%	9.0%	13.0%	15.0%
Standard Nearly Met	24.0%	19.0%	25.0%	24.0%
Standard Not Met	51.0%	67.0%	57.0%	52.0%

California Assessment of Student Performance and Progress  
English Language Arts (ELA) by English-Language Fluency

ELA	All	English Only	Reclassified Fluent English Proficient (RFEP)	English Learner (EL)	EL (less than 12 months)
Standard Exceeded	17.0%	20.0%	15.0%	2.0%	2.0%
Standard Met	31.0%	30.0%	37.0%	9.0%	8.0%
Standard Nearly Met	25.0%	24.0%	31.0%	24.0%	16.0%
Standard Not Met	25.0%	25.0%	16.0%	64.0%	60.0%

California Assessment of Student Performance and Progress  
Mathematics by English-Language Fluency

Mathematics	All	English Only	Reclassified Fluent English Proficient (RFEP)	English Learner (EL)	EL (less than 12 months)
Standard Exceeded	7.0%	17.0%	14.0%	3.0%	8.0%
Standard Met	16.0%	22.0%	22.0%	8.0%	11.0%
Standard Nearly Met	24.0%	29.0%	34.0%	24.0%	19.0%
Standard Not Met	51.0%	32.0%	29.0%	64.0%	59.0%

**Science California Standards Test,  
California Modified Assessment, and  
California Alternate Performance Assessment Grade 10**

Advanced	6%
Proficient	10%
Basic	30%
Below Basic	28%
Far Below Basic	22%

Kern High School A-G completion

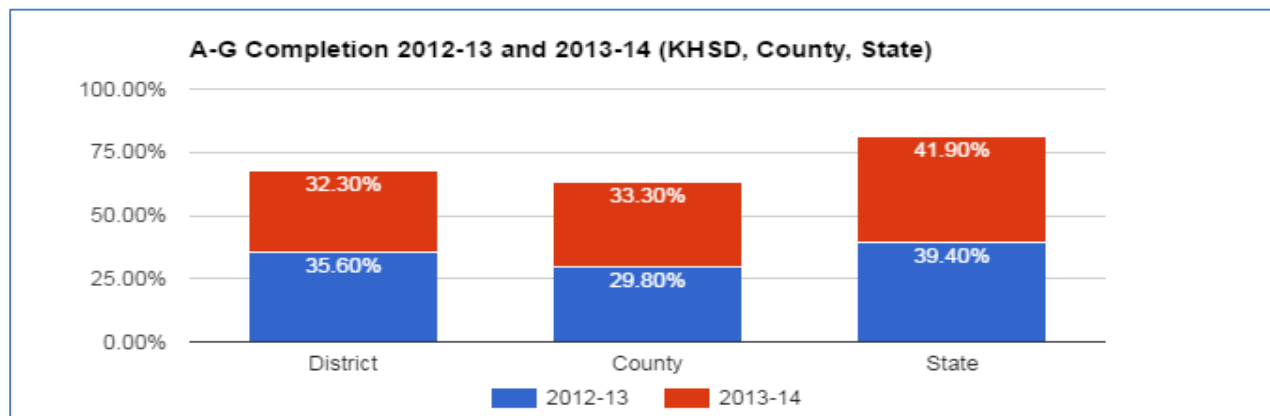
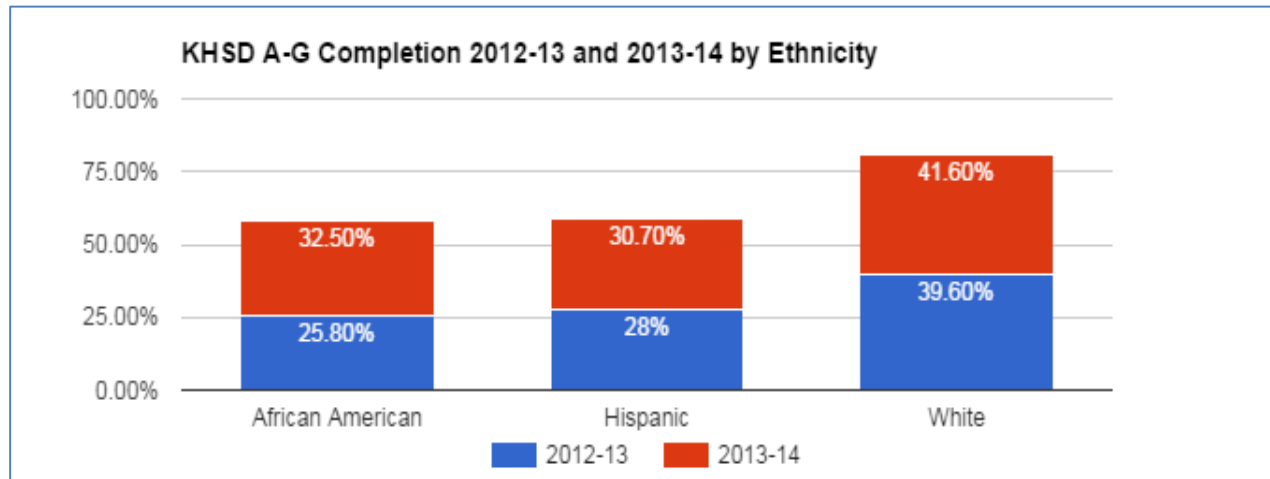
College Readiness		
A-G completion Rates		
District	2013-14	2014-15
African American	25.8%	32.5%
Hispanic	28.0%	30.7%
White	39.6%	41.6%
County	29.8%	33.3%
State	39.4%	41.9%

Students enrolled in Gifted and Talented Education (GATE), Honors (HP), and Advanced Placement (AP)

Kern High School Advanced Placement (AP)

% of students completing or enrolled in at least 1 pre-AP, AP, IB or dual credit enrollment in one of the 4 subject areas. School Sites by LCFF Unduplicated Pupil Count		
	Enrollment	Course Completion
District Wide	13.7%	91.8%
South	15.4%	90.5%
Mira Monte	10.3%	80.2%
Arvin	11.2%	80.9%
Foothill	8.6%	84.3%
West	8.7%	92.1%

East Bakersfield	15.3%	81.8%
Golden Valley	13.0%	87.4%
Shafter	7.6%	89.0%
North	15.6%	88.0%
Ridgeview	12.9%	91.1%
Bakersfield	14.1%	97.4%
Kern Valley	3.2%	100%
Highland	17.2%	98.4%
Independence	18.5%	96.4%
Stockdale	24.7%	92.2%
Centennial	31.6%	95.8%
Frontier	15.3%	96.6%
Liberty	19.9%	95.9%





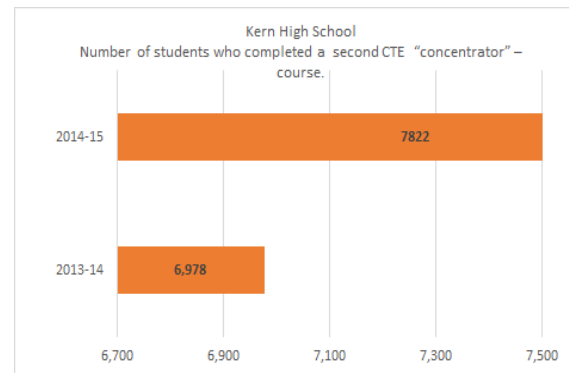
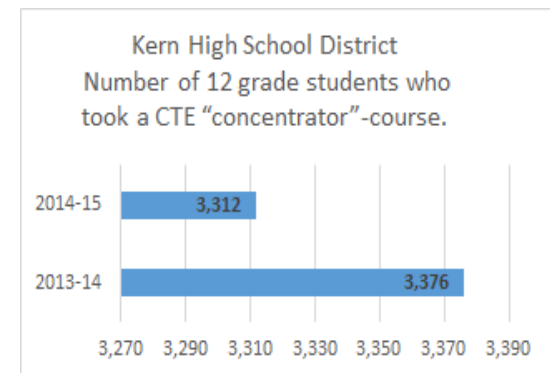
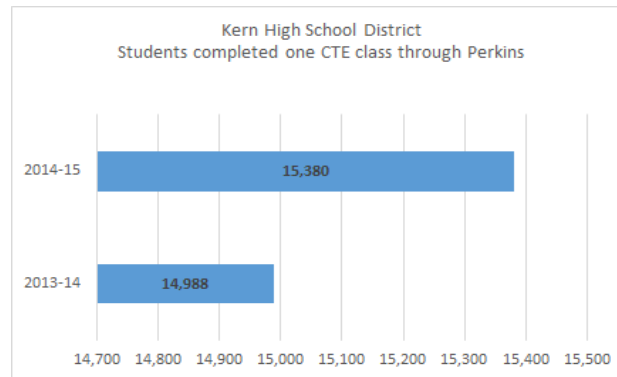
Advanced Placement (AP)		
	# Tested	Scores a 3 or Better
2012-13	3,195	2,718 (85.0%)
2013-14	3,185	2,825 (88.6%)
2014-15	Data has not been released by the CDE.	

Early Assessment Program (EAP) to determine college readiness – English and Mathematics  
 (See pages 20-22 for the EAP data.)

California Assessment of Student Performance and Progress (CAASPP) refer to pages 50-52.



CTE completion results, 2013-2014 / 2014-15



**Per survey 2015-16 LCAP Survey**

**73.5%** of students (and their parents/guardians) agree or strongly agree that their school is preparing them for a future career path.  
**83.2%** 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.

	<p><b>Technology use per survey</b>  <b>89%</b> of students agree or strongly agree that they should be allowed to bring their own electronic device to school to support learning.  <b>86.3%</b> of students agree or strongly agree that classroom sets of hand-held technology devices should be available to students.</p> <p><b>Stakeholders (per LCAP meetings) see need to continue to build technology infrastructure</b></p> <p>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.</p> <p><b>School maintenance and safety per survey</b>        40.3% of students agree or strongly agree that their school is clean.        63% of students agree or strongly agree that their school is well maintained.</p> <p><b>School safety per survey</b>        68.2% of students agree or strongly agree that they feel safe at school.        20.2% of students disagree or strongly disagree that they feel safe at school.</p> <p><b>Per Student Accountability Report Card (SARC) and Highly Qualified Teacher (HQ) Report</b></p> <ul style="list-style-type: none"> <li>o Teachers appropriately assigned</li> <li>o Facilities in “good” repair (per FIT)</li> </ul> <p><b>Sufficient instructional materials provided</b>        80% of parents agree or strongly agree that district provides textbooks and instructional materials to meet needs of their student.        84% of students agree or strongly agree that their school provides the materials they need.</p>	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All
<b>LCAP Year 1: 2016-17</b>		

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 2</b></p> <ul style="list-style-type: none"> <li>❖ Deliver 85% implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by the CDE).</li> <li>❖ See page 24 for other required metrics</li> <li>❖ 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.</li> <li>❖ Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).</li> </ul> <p><b>Priority 4</b></p> <ul style="list-style-type: none"> <li>❖ Increase the reclassification rate of EL students by 2% each year, based on previous year’s reclassification rate.</li> <li>❖ Increase CTE completion rate by 1.5% for all levels and all categories, as measured by previous year’s participation rate (see page 57).</li> <li>❖ See CAASPP data (see pages 50-52).</li> <li>❖ Increase graduation rate by 2%, districtwide and for all significant subgroups, as measured by previous year’s graduation rate (see page 103)</li> <li>❖ Increase college and career readiness, as measured by the following:             <ul style="list-style-type: none"> <li>○ Student surveys response will increase by 2% (see pages 57).</li> <li>○ A-G completion rates will increase by 2% and increase African American and Hispanic subgroups completion rates by 4% (see page 53).</li> <li>○ AP scores 3 or better will increase by 2% (see page 56).</li> <li>○ EAP percentages of “ready” and “conditionally ready”, as measured by the previous year’s will increase by 2% (see pages 20-22).</li> <li>○ Academic Performance Index (API) - N/A</li> <li>○ California English Language English Development Test (CELDT) Annual Measurable Achievement Objectives (AMAOs) 1 and AMAOs 2 will increase by 2% (see page 49).</li> <li>○ Career and Technical Education (CTE) Cornerstones and Concentrators will increase by 2% (see pages 57).</li> </ul> </li> </ul> <p><b>Local Priorities</b></p> <ul style="list-style-type: none"> <li>❖ Provide appropriate number of Instructional Assistants in English Language Development (ELD) classes and Bilingual Aides in core classes to provide support for EL students to access the CCSS.</li> <li>❖ Continue to offer classes, courses, and programs that target the needs of the English Learner, such as the summer California English Language Development Test (CELDT) program which helps LTELs to reclassify</li> </ul>
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	<p>and Access which helps to build literacy skills.</p> <p>❖ Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by the previous year's scores.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>(2.01)</b> Continue to Provide EL Reclassification Summer CELDT Class program during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for the Summer CELDT program.</p> <p>To further meet the needs of “at risk” youth, particularly EL, FY, and low income, 138 additional sections will be allocated to Summer School to provide appropriate intervention and support to build skills, particularly in the areas of math, literacy, and science, so that students may complete the next level of learning – e.g., complete a 4<sup>th</sup> year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.</p> <p>One section in Summer School is equal to three weeks of instruction, or one semester.</p> <p>The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first. They will be distributed proportionately per the sites’ unduplicated count. The following priority needs will also determine where additional sections will be allocated, with priority registration given to the unduplicated pupils:</p> <ul style="list-style-type: none"> <li>• Credit recovery</li> <li>• Literacy, math, and STEM intervention and support (especially in light of the new math placement protocol)</li> </ul>	<p>All School Sites offering Summer School</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>\$689,000: S/C, Certificated Salaries and Benefits</p>

<ul style="list-style-type: none"> <li>• Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders</li> <li>• A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gap.</li> <li>• JROTC support</li> <li>• Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses</li> </ul> <p>Summer school sections allocated for EL CELDT class= \$189,000 Additional summer school sections = \$500,000</p>			
<p><b>(2.02)</b> Provide Apex sections for credit recovery, a-g completion, and/or academic advancement = 42 sections X \$21,000 per section = \$882,000 \$250,000 for licensing and resources \$10,000 for professional development = \$1,142,000. <a href="http://www.apexlearning.com/">http://www.apexlearning.com/</a></p>	<p>All Schools Sites</p>	<p><u>_ALL</u> ----- OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$892,000: S/C, Certificated Salaries and Benefits  \$250,000: S/C, Books and Supplies  Total = \$1,142,000: S/C</p>
<p><b>(2.03)</b> Provide intervention classes for students who need additional support in English and math – e.g. Algebra Lab, Foundations in Math, literacy classes, Smarter Balanced test, and Academic Performance classes that support “at risk” grade 9-12 students. 79 sections X \$21,000 per section = \$1,659,000</p>	<p>All Schools Sites</p>	<p><u>_ALL</u> ----- OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,659,000: S/C, Certificated Salaries and Benefits</p>

		<u>students</u>	
<p><b>(2.04)</b> Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the EL 1's and EL 2's students first.</p> <p><b>(2.05)</b> Retain the EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.</p> <p><b>(2.06)</b> Retain Bilingual Technicians (BT) and add an additional Bilingual Technician to be housed at the district to translate informational materials for dissemination to parents of LEP students. District BT may also assist in completing state and local reports and monitoring progress data</p> <p>Total Number of English Learners = 3,166 (6.1)% of total student enrollment)</p> <p>Continue to provide professional development for BIAs, IAs, and BT's to improve instructional support practices in the classroom and improve coordination of EL services, including parent support services.</p> <ul style="list-style-type: none"> <li>● Projected # of IA's, BIA's (68 IA's Period and 254 BIA's Periods) \$ 1,975,321</li> <li>● Projected # of BT's = (124 Periods) \$964,503</li> <li>● Projected # EL Coordinators = 20 Period \$336,612</li> </ul>	All Schools Sites	<p><u>_ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>_</u>Low Income pupils <u>_X</u> English Learners <u>_</u>Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_</u>Other Subgroups:(Specify)</p>	<p>\$336,612: S/C, Certificated Salaries and Benefits</p> <p>\$2,939,824: S/C, Classified Salaries and Benefits</p> <p>Total: \$3,276,436 S/C</p>
<p><b>(2.07)</b> Continue to maintain Teacher-Librarians at each site. Teacher- Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.</p>	All School Sites	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>_</u>Low Income pupils <u>_</u>English Learners</p>	<p>\$2,082,508: S/C, Certificated Salaries and Benefits</p>

<p>18 Teacher-Librarians (one per comprehensive) = \$2,082,508.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):</p>	
<p><b>(2.08)</b> Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites:</p> <p>South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter (\$15,000 per site =\$120,000)</p> <p>North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence = (\$12,000 per site = \$72,000)</p> <p>Stockdale, Centennial, Frontier and Liberty (\$9,500 per site = \$38,000)</p> <p>Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may be open late in the evenings and on Saturdays) to fulfill the primary expectation of serving the students of the "unduplicated count." The funding may also include bilingual literacy support for EL students.</p>	<p>All Comprehensive Schools Sites</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>\$230,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(2.09)</b> Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses (redesigned literacy course). Access was developed and implemented in 2015-16 school year. Pre-Access and Access 2 will be implemented in 2016-17 school year.</p>	<p>All School Sites</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>\$120,000: S/C, Books and Supplies</p>

<p><b>(2.10)</b> Support site level technology lead teachers in the utilization of technology and the technology programs in the classroom to enhance student engagement and learning. Site level leads will also support professional development activities related to technology at their sites.</p>	<p>All School Sites</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>\$100,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(2.11)</b> Continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.</p>	<p>All School Sites</p>	<p><input checked="" 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>\$60,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(2.12)</b> Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom. Focus of support is on the sites with the oldest computers, especially those that cannot support the new software. Currently KHSD has 11,048 Personal Computers (PC's), with 20% needing to be replaced each year.</p> <p>Another focus is to support instructional technology at the sites by replacing outdated document cameras and other peripherals. An inventory of technology items will be updated in 2016-17 to better outline the technology needs of the school sites.</p> <p>School sites with the highest number of unduplicated pupils will be served first.</p> <p>This action may include the following:</p> <ul style="list-style-type: none"> <li>• Increasing computer access</li> <li>• Supporting Science, Technology, Engineering, and Math (STEM) classes</li> </ul>	<p>All School Sites</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>\$2,500,000: S/C, Capital Outlay</p>



<ul style="list-style-type: none"> <li>• Expanding labs</li> <li>• Increasing the use of portable devices in the classroom (Chromebooks)</li> <li>• Expanding bandwidth to support a robust network</li> </ul>			
<p><b>(2.13)</b> Continue to build technology-based assessments so that all technology-based lessons have a corresponding assessment. Ensure that technology lessons and assessments address the needs of the below-grade-level learner, as well as all students of the unduplicated pupil count who may not have technology resources at home.</p> <p>Books and Supplies = \$20,000</p>	<p>All School Sites</p>	<p><u>_ALL</u> ----- OR: <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)</u></p>	<p>\$20,000: S/C, Books and Supplies</p>

<p align="center"><b>LCAP Year 2: 2017-18</b></p>	
<p align="center">Expected Annual Measurable Outcomes:</p>	<p><b>Priority 2</b></p> <ul style="list-style-type: none"> <li>❖ Deliver 90% implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by the CDE).</li> <li>❖ 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.</li> <li>❖ Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).</li> </ul> <p><b>Priority 4</b></p> <ul style="list-style-type: none"> <li>❖ Increase the reclassification rate of EL students by 2% each year, based on previous year’s reclassification rate.</li> <li>❖ Increase graduation rate by 2%, districtwide and for all significant subgroups, as measured by previous year’s graduation rate.</li> <li>❖ Increase college and career readiness, as measured by the following: <ul style="list-style-type: none"> <li>○ Student surveys response will increase by 2%, as measured by previous year’s data.</li> <li>○ A-G completion rates will increase by 2%, as measured by previous year’s data and increase</li> </ul> </li> </ul>

	<p>African American and Hispanic subgroups completion rates by 1%.</p> <ul style="list-style-type: none"> <li>○ AP scores 3 or better will increase by 2%, as measured by previous year's data.</li> <li>○ EAP percentages of "ready" and "conditionally ready" will increase by 2%, as measured by the previous.</li> <li>○ Academic Performance Index (API) - N/A</li> <li>○ California English Language English Development Test (CELDT) Annual Measurable Achievement Objectives (AMAOs) 1 and AMAOs 2, as measured by previous year's data will increase by 2%.</li> </ul> <ul style="list-style-type: none"> <li>❖ Increase CTE completion rate by 1.5% for all levels and all categories, as measured by previous year's participation rate.</li> <li>❖ CAASPP data will increase by 2%, as measured by previous year's data.</li> <li>❖ Increase graduation rate by 2%, districtwide and for all significant subgroups, as measured by previous year's rate.</li> <li>❖ Career and Technical Education (CTE) Cornerstones and Concentrators will increase by 2% (see pages 57).</li> </ul> <p><b>Local Priorities</b></p> <ul style="list-style-type: none"> <li>❖ Provide appropriate number of Instructional Assistants in English Language Development (ELD) classes and Bilingual Instructional Assistants in core classes to provide support for EL students to access the CCSS.</li> <li>❖ Continue to offer classes, courses, and programs that target the needs of the English Learner, such as the summer California English Language Development Test (CELDT) program which helps LTELs to reclassify and Access which helps to build literacy skills.</li> <li>❖ Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by the previous year's scores.</li> </ul>		
	Scope of Service	<b>Pupils to be served within identified scope of service</b>	
(2.01) Continue to provide EL Reclassification Summer CELDT program and additional class sections during Summer School. Section allocation will be adjusted each year according to need per site, with sections to be allotted proportionately for the	All Schools Sites Offering Summer School	<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	\$689,000: S/C, Certificated Salaries and Benefits

<p>unduplicated pupil count in order to close the existing achievement gaps. The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first. They will be distributed proportionately per the sites’ unduplicated count. The following priority needs will also determine where additional sections will be allocated, with priority registration given to the unduplicated pupils.</p>		<p>proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>(2.02)</b> Provide Apex sections for credit recovery, a-g completion, and/or academic advancement.</p>	<p>All Schools Sites</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>\$934,000: S/C, Certificated Salaries and Benefits  \$250,000: S/C, books and supplies  Total: \$1,184,000 S/C</p>
<p><b>(2.03)</b> Provide intervention classes for students who need additional support in English and math – e.g. Algebra Lab, Foundations in Math, literacy classes, Smarter Balanced test, and Academic Performance classes that support “at risk” grade 9-12 students.</p>	<p>All Schools Sites</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>\$1,738,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(2.04)</b> Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving EL 1’s and EL 2’s students first.</p> <p><b>(2.05)</b> Retain the EL Coordinators to oversee EL instruction at the school site, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.</p>	<p>All Schools Sites</p>	<p><u>ALL</u> ----- 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>\$343,675: S/C, Certificated Salaries and Benefits  \$3,013,793: S/C, Classified Salaries and Benefits  Total=\$3,357,468</p>

<p><b>(2.06)</b> 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>			S/C
<p><b>(2.07)</b> Maintain Teacher-Librarians (18) 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.</p>	All Schools Sites	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	\$2,125,865: S/C, Certificated Salaries and Benefits
<p><b>(2.08)</b> Continue to provide funding to keep each site’s library open after hours and on Saturdays to support academic progress. 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. Funds are distributed proportionately according to the unduplicated count.</p>	All Schools Sites	<p>__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>	\$230,000: S/C, Certificated Salaries and Benefits
<p><b>(2.09)</b> 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>	All Schools Sites	<p>__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>	\$120,000: S/C, Books and Supplies
<p><b>(2.10)</b> Continue to support site level technology lead teachers in the utilization of technology and the technology programs in the classroom to enhance student engagement and learning. Site level leads will also support professional development activities related to technology at their sites.</p>	All Schools Sites	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	\$100,000: S/C, Certificated Salaries and Benefits
<p><b>(2.11)</b> Continue to fund an operational budget for Software</p>	All Schools	__ALL	\$60,000: S/C,

<p>Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.</p>	<p>Sites</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>Certificated Salaries and Benefits</p>
<p><b>(2.12)</b> Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom.</p>	<p>All Schools Sites</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify:</p>	<p>\$2,500,000: S/C, Capital Outlay</p>
<p><b>(2.13)</b> Continue to build technology-based assessments so that all technology-based lessons have a corresponding assessment. Ensure that technology lessons and assessments address the needs of the below-grade-level learner, as well as all students of the unduplicated pupil count who may not have technology resources at home. Books and Supplies= \$20,000</p>	<p>All Schools Sites</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>\$20,000: S/C, Books and Supplies</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 2</b></p> <ul style="list-style-type: none"> <li>❖ Deliver 95% implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Program Survey developed by the CDE).</li> <li>❖ 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.</li> <li>❖ Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).</li> </ul> <p><b>Priority 4</b></p> <ul style="list-style-type: none"> <li>❖ Increase the reclassification rate of EL students by 2% each year, based on previous year’s reclassification rate.</li> </ul>
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	<ul style="list-style-type: none"> <li>❖ Increase CTE completion rate by 1.5% for all levels and all categories, as measured by previous year's participation rate.</li> <li>❖ See CAASPP data, as measured by previous year's data.</li> <li>❖ Increase graduation rate by 2%, districtwide and for all significant subgroups, as measured by previous year's graduation rate. <ul style="list-style-type: none"> <li>○ Increase college and career readiness, as measured by the following:</li> <li>○ Student surveys response will increase by 2%, as measured by previous year's data.</li> <li>○ A-G completion rates by will increase by 2%, as measured by previous year's data and increase African American and Hispanic subgroups completion rates by 1%.</li> <li>○ AP scores 3 or better by will increase by 2%, as measured by previous year's data.</li> <li>○ EAP percentages of "ready" and "conditionally ready", as measured by the previous year's by 2%.</li> <li>○ Academic Performance Index (API) - N/A</li> <li>○ California English Language English Development Test (CELDT) Annual Measurable Achievement Objectives (AMAOs) 1 and AMAOs 2, as measured by previous year's data will increase by 2%.</li> <li>○ Career and Technical Education (CTE) Cornerstones and Concentrators, as measured by previous year's data will increase by 2%.</li> </ul> </li> </ul> <p><b>Local Priorities</b></p> <ul style="list-style-type: none"> <li>❖ Provide appropriate number of Instructional Assistants in English Language Development (ELD) classes and Bilingual Instructional Assistants in core classes to provide support for EL students to access the CCSS.</li> <li>❖ Continue to offer classes, courses, and programs that target the needs of the English Learner, such as the summer California English Language Development Test (CELDT) program which helps LTELs to reclassify and Access which helps to build literacy skills.</li> <li>❖ Increase one grade level, per year, in reading and math per STAR Renaissance assessment, as measured by the previous year's scores.</li> </ul>		
	Scope of Service	<b>Pupils to be served within identified scope of service</b>	
<p><b>(2.01)</b> Continue to provide EL Reclassification Summer CELDT program and additional class sections during Summer School. Section allocation will be adjusted each year according to need per site, with sections to be allotted per proportionately to unduplicated pupil count in order to close the existing achievement gaps. The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most "at risk"</p>	All Schools Sites Offering Summer School	<p>_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>	\$689,000: S/C, Certificated Salaries and Benefits

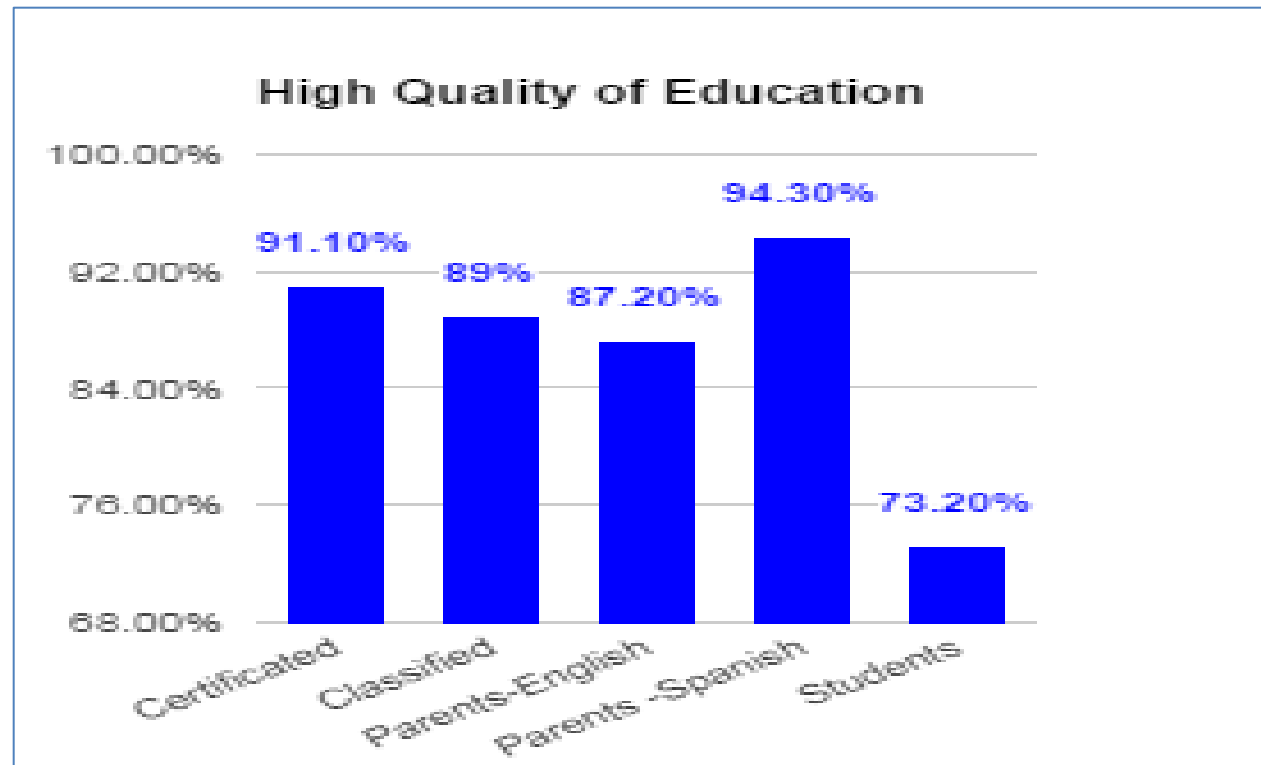
<p>students first. They will be distributed proportionately per the sites' unduplicated count. The following priority needs will also determine where additional sections will be allocated, with priority registration given to the unduplicated pupils:</p>			
<p><b>(2.02)</b> Provide Apex sections for credit recovery, A-G completion, and/or academic advancement.</p>	<p>All Schools Sites</p>	<p><u>_ALL</u> ----- OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$934,000: S/C, Certificated Salaries and Benefits  \$250,000: S/C, books and supplies Total: \$1,184,000: S/C</p>
<p><b>(2.03)</b> Provide intervention classes for students who need additional support in English and math – e.g. Algebra Lab, Foundations in Math, literacy classes, Smarter Balanced test, and Academic Performance classes that support “at risk” grade 9-12 students = up to 79 sections.</p>	<p>All Schools Sites</p>	<p><u>_ALL</u> ----- OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient <u>_X</u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$1,738,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(2.04 )</b> Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, EL 1's and EL 2's students first.</p> <p><b>(2.05)</b> Retain the EL Coordinators to oversee EL instruction at the school site, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation.</p> <p><b>(2.06)</b> Retain Bilingual Technicians to support the EL program at the site by processing mandatory state and</p>	<p>All Schools Sites</p>	<p><u>_ALL</u> ----- OR: <u>_</u>Low Income pupils <u>_x</u> English Learners <u>_</u>Foster Youth <u>_x</u> Redesignated fluent English proficient <u>_</u>Other Subgroups:(Specify)</p>	<p>\$3,090,020: S/C, Classified Salaries and Benefits  \$350,870: S/C, Certificated Salaries and Benefits  Total= \$3,440,890: S/C</p>

<p>federal data and providing translation service; however, restructure period allocations proportionate to EL enrollment.</p>			
<p><b>(2.07)</b> Maintain Teacher-Librarians (18) 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.</p>	<p>All Schools Sites</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>\$2,170,013: S/C, Certificated Salaries and Benefits</p>
<p><b>(2.08)</b> Continue to provide funding to keep each site’s library open after hours and on Saturdays to support academic progress. . 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. Funds are distributed proportionately according to the unduplicated count.</p>	<p>All Schools Sites</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>\$230,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(2.09)</b> 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>All Schools Sites</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>\$120,000: S/C, Books and Supplies</p>
<p><b>(2.10)</b> Continue to support site level technology lead teachers in the utilization of technology and the technology programs in the classroom to enhance student engagement and learning. Site level leads will also support professional development activities related to technology at their sites.</p>	<p>All School Sites</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>\$100,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(2.11)</b> Continue to fund an operational budget for Software Coordinator to provide district wide professional</p>	<p>All Schools Sites</p>	<p><u> _ </u> ALL -----</p>	<p>\$60,000: S/C, Certificated Salaries</p>



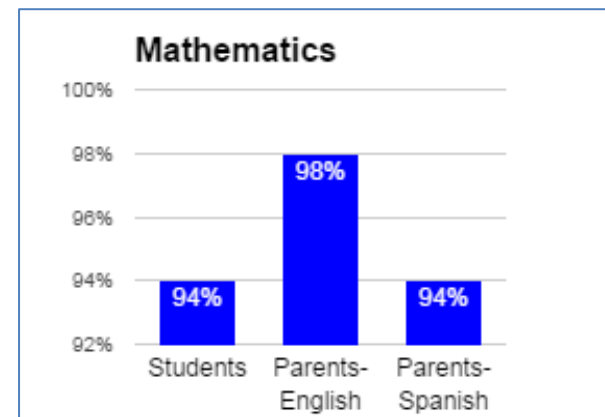
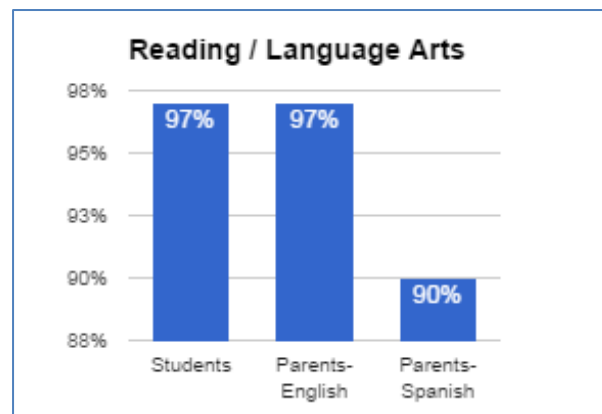
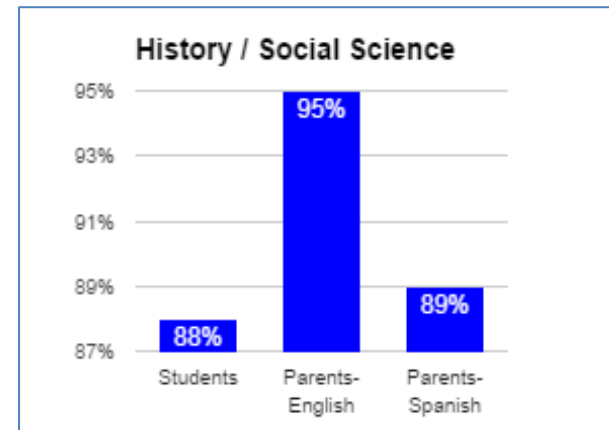
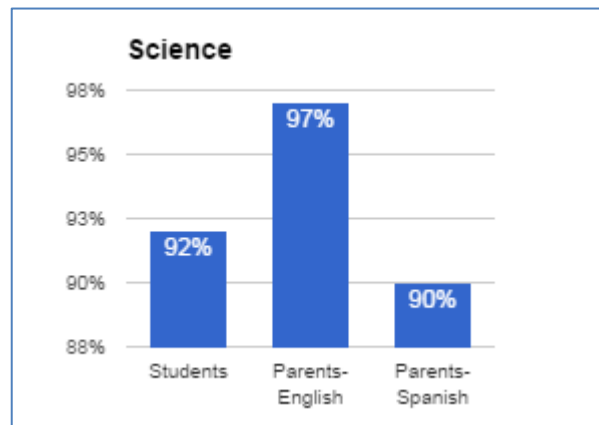
development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> 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>	and Benefits
<b>(2.12)</b> Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom.	All Schools Sites	<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:	\$2,500,000: S/C, Capital Outlay
<b>(2.13)</b> Continue to build technology-based assessments (Share Point) so that all technology-based lessons have a corresponding assessment.	All Schools Sites	<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>	\$20,000: S/C, Books and Supplies

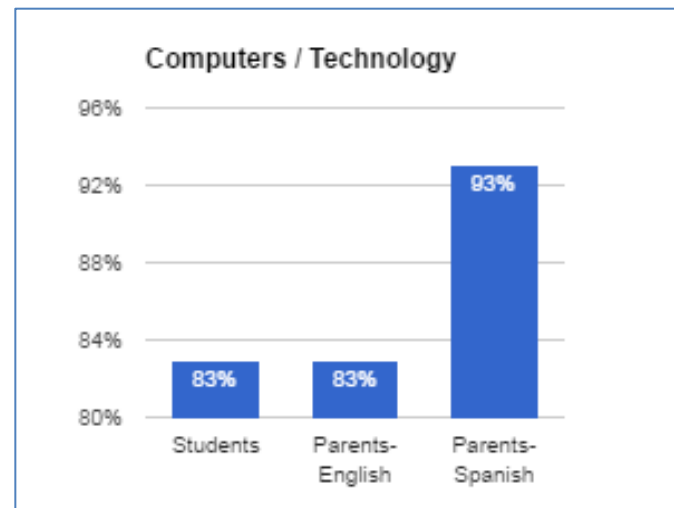
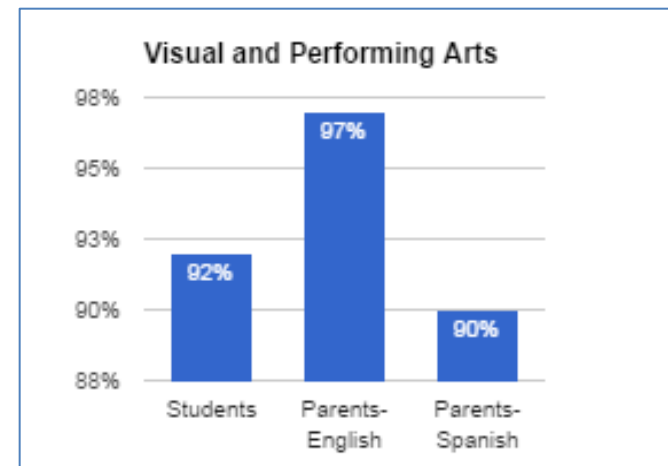
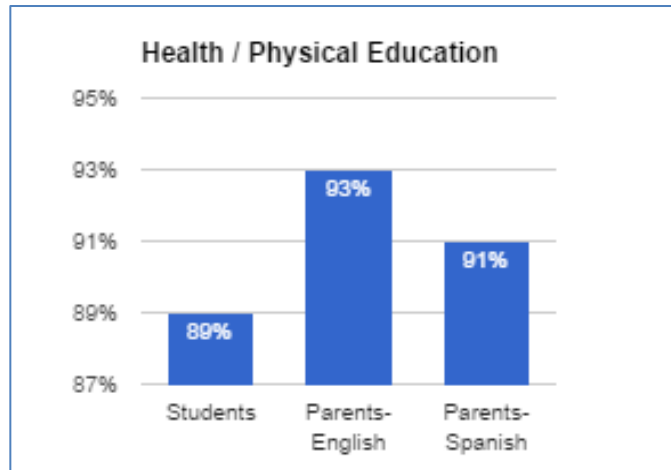
<b>GOAL 3</b>	<b>KHSD students will graduate, ready and prepared for their individual, post-secondary experience (college or career) through courses that include all core subjects – English, Math, Social Studies, and Science – and Visual and Performing Arts, Modern Language, Physical Education, and Career and Technical Education</b>	Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ 5__ 6__ 7_ <u>X</u> 8_ <u>X</u>
		COE only: 9__ 10__
		Local : Specify _____
<b>Identified Need :</b>	Provide access to the core curriculum through high quality instruction to all students with an emphasis on closing the achievement gaps.  “Per student survey responses for agree or strongly agree: “High quality instruction.”	



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

Per student survey response for agree or strongly agrees, "As a student, I have access to, and may be in, a course of study that includes":





<b>Advanced Course Enrollment / Advanced Course Completion - Fall 2015</b>		
% of students completing or enrolled in at least 1 pre-AP, AP, IB or dual credit enrollment in one of the 4 subject areas. School Sites by LCFF Unduplicated Count		
	Enrollment	Course Completion
District Wide	13.7%	91.8%
South	15.4%	90.5%
Mira Monte	10.3%	80.2%
Arvin	11.2%	80.9%
Foothill	8.6%	84.3%
West	8.7%	92.1%
East Bakersfield	15.3%	81.8%
Golden Valley	13.03%	87.4%
Shafter	7.6%	89.0%
North	15.6%	88.0%
Ridgeview	12.9%	91.1%
Bakersfield	14.1%	97.4%
Kern Valley	3.2%	100%
Highland	17.2%	98.4%
Independence	18.5%	96.4%
Stockdale	24.7%	92.2%

Centennial	31.6%	95.8%
Frontier	15.3%	96.6%
Liberty	19.9%	95.9%

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.

California State University  
 First-Time Freshmen Regular Admits, Fall 2013 and 2014  
 Kern High School District Students

School Site by LCFF Pupil %	2013	2014
South	54	54
Mira Monte	59	58
Arvin	52	63
Foothill	73	49
West	53	38
East Bakersfield	55	53
Golden Valley	71	90
Shafter	37	44
North	59	39
Ridgeview	70	100
Bakersfield	54	55
Kern Valley	7	9
Highland	50	86
Independence	92	104
Stockdale	82	110

Centennial	62	57
Frontier	89	79
Liberty	68	78
<b>KHSD Totals</b>	<b>1087</b>	<b>1166</b>

Grade distribution for all students for semester 1, 2015-16: Please refer to page 19.

Project BEST college-going rate

<b>Project BEST College-Going Rate</b>	
(Seniors were admitted to 4-year schools)	
2013-14	57% of Project BEST Seniors
2014-15	70% of Project BEST Seniors

CAASPP scores (please refer to pages, 50-52)

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

<b>Students who completed one CTE class through Perkins:</b>	
2013-14	14,988
2014-15	15,380
<b>An increase of 2.6%</b>	

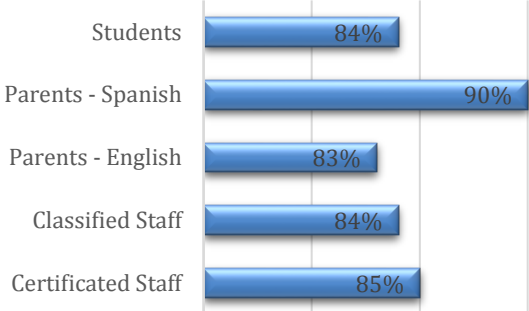
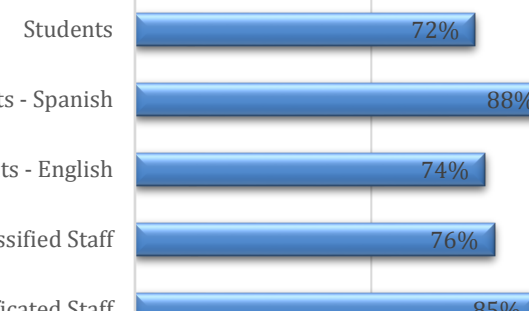
Students who completed a second CTE "concentrator"- course:	
2013-14	6,978
2014-15	7,822
<b>An increase of 12%</b>	

The inauguration of KHSD and BC Dual Enrollment courses commenced in the fall of 2015-16 school year, with 25 course sections:

BC- Digital Arts	Centennial- Graphic Arts
BC- Intro. to Mechanized Agriculture	Independence - Ag Mechanics
BC- Digital Photography	North-Photography
BC- Student Development	South- Career Choices
BC- Shield Metal ARC Welding	Shafter- Ag Welding
BC- Student Development	Shafter- Career Choices
BC- Student Development	Nueva- Career Choices
Cerro Coso Community College- Introductory Composition	Kern Valley - English Honors / Elements of Speech / Theatre 2

Per survey 2015-16: Students are being prepared for a future (college or a career path):



	<p style="text-align: center;"><b>Preparing Students for College</b></p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>84%</td> </tr> <tr> <td>Parents - Spanish</td> <td>90%</td> </tr> <tr> <td>Parents - English</td> <td>83%</td> </tr> <tr> <td>Classified Staff</td> <td>84%</td> </tr> <tr> <td>Certificated Staff</td> <td>85%</td> </tr> </tbody> </table>		Group	Percentage	Students	84%	Parents - Spanish	90%	Parents - English	83%	Classified Staff	84%	Certificated Staff	85%	<p style="text-align: center;"><b>Preparing Students for a Career</b></p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>72%</td> </tr> <tr> <td>Parents - Spanish</td> <td>88%</td> </tr> <tr> <td>Parents - English</td> <td>74%</td> </tr> <tr> <td>Classified Staff</td> <td>76%</td> </tr> <tr> <td>Certificated Staff</td> <td>85%</td> </tr> </tbody> </table>		Group	Percentage	Students	72%	Parents - Spanish	88%	Parents - English	74%	Classified Staff	76%	Certificated Staff	85%
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	<p>Applicable Pupil Subgroups:</p>	<p>All</p>																										
<p><b>LCAP Year 1: 2016-17</b></p>																												
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 7:</b></p> <ul style="list-style-type: none"> <li>❖ Broaden course options for students that include intervention classes in literacy and math, STEM, Visual and Performing Arts, CTE, AVID, and dual enrollment opportunities for advancement. All classes, courses, and programs are open to all students of the unduplicated count and to students with exceptional needs. Increase survey responses of agree or strongly agree as they relate to instruction by 5% compared to last year's responses (see pages 75-76).</li> <li>❖ Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).</li> </ul>																											

	<ul style="list-style-type: none"> <li>❖ Increase enrollment rate in GATE, HP, and AP of under-represented student groups by 2%, as measured by previous year's enrollment rate (see pages 76-77).</li> </ul> <p><b>Priority 8:</b></p> <ul style="list-style-type: none"> <li>❖ Decrease Ds and Fs, overall, by 2%, as measured by previous year's grade distribution (see page 18).</li> <li>❖ Increase in CTE survey responses of agree or strongly agree by 5% as compared to last year's responses (see pages 77-79)</li> <li>❖ Increase Project BEST college admittance rate by 3% and increase in participation by 5%, as measured by previous year's rates (see page 79).</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>(3.01)</b> Increase Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students. Programs currently being offered at ROC include the following:</p> <ul style="list-style-type: none"> <li>• CTE pathway offerings, particularly “concentrator” and “capstone” courses</li> <li>• CTE courses to articulate with local community colleges and meet local industry needs</li> <li>• Dual Enrollment curriculum alignment, professional development, and materials. (\$175,000)</li> <li>• California Career Pathways Trust and local industry partnerships at all 18 comprehensive school sites, 5 alternative education school sites, and the Regional Occupational Center.</li> </ul> <p>A Career Technical Education student survey that rendered</p>	<p>All School Sites</p>	<p><u> X </u> ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$5,994,520: S/C, Certificated and Benefits  \$1,208,480: S/C, Classified Salaries and Benefits  \$412,000: S/C, Books and Supplies  \$56,000: S/C, Capital Outlay  \$280,000: S/C, Transportation  \$224,000 S/C, Services and Other</p>

<p>21,000+ responses indicated that KHSD students are strongly interested in more CTE courses and programs. Because of this strong interest in increasing CTE from students and various other stakeholders, the KHSD will maintain and expand ROC through LCAP funds, as well as the KHSD general fund. State and national grants will also be procured to supplement costs. Funding will ensure ROC program maintenance and expansion, providing students with essential job-readiness skills and experiences that promote job security in the local economy.</p> <p>68% of ROC enrollment is of the unduplicated count; hence, LCAP funding for ROC will be principally directed to the students of the unduplicated count. Students are selected for ROC enrollment by their home school counselor, and unduplicated pupils receive priority enrollment.</p> <p>6 new programs will be offered at the ROC in the fall of 2016, greatly increasing current enrollment opportunities. Each program will require a temporary location to conduct classes. To this end, portable classrooms are needed for each program. The new programs are:</p> <ul style="list-style-type: none"> <li>• Robotics Engineering</li> <li>• Mobile Applications Development and Entrepreneurship</li> <li>• Physical Therapy and Sports Medicine</li> <li>• Pharmacy Technician</li> <li>• 3D Animation and Video Game Design</li> <li>• Video Game Programming</li> </ul> <p>Allocation for the six new ROC programs:      Certificated staff (6) = \$600,000</p>			<p>Operating Expenses</p> <p>Total=        \$8,175,000 S/C</p>
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<p><b>(3.02)</b> 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>Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence Kern Valley, Liberty, Mira Monte, North, South, Shafter, Stockdale, Nueva, Vista, and Vista West</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u></p> <p><u>X Foster Youth X Redesignated fluent English proficient X Other</u></p> <p><u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$134,950 S/C, Certificated Salaries and Benefits</p> <p>\$100,050: S/C, Books and Supplies</p> <p>Total: \$235,000 S/C</p>
<p><b>(3.03)</b> Purchase Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u></p> <p><u>X Foster Youth X Redesignated fluent English proficient X Other</u></p> <p><u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$100,000: S/C, Books and Supplies</p>
<p><b>(3.04)</b> Provide funding to maintain Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following:</p> <ul style="list-style-type: none"> <li>• 6 weeks of career development</li> <li>• 6 weeks of paid work experience (15 hours)</li> </ul>	<p>Alternative Education Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners X Foster Youth</u></p> <p><u>X Redesignated fluent English proficient X Other</u></p> <p><u>Subgroups:(Specify)African</u></p>	<p>\$90,000: S/C, Certificated Salaries and Benefits</p> <p>\$60,000: S/C, Classified Salaries and Benefits</p>

<p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding was cut by 60%.</p> <p>Instructor (Certificated) and Support Staff (Classified) = \$150,000 Support staff and supplies = \$50,000</p> <p>Total cost to maintain the program = \$200,000</p>		<p><u>American students, Special Education students</u></p>	<p>\$50,000: S/C, Books and Supplies</p> <p>Total = \$200,000 S/C</p>
<p><b>(3.05)</b> 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"> <li>➤ Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year.</li> <li>➤ Transportation allotment (districtwide) = \$15,000</li> <li>➤ Provide incentives and resources, support mentoring, and coordinate activities/functions with Black Student Union = \$7,500 per site (\$105,000)</li> </ul> <p>Sites currently supporting Project BEST (14):</p> <ul style="list-style-type: none"> <li>● BHS</li> <li>● Centennial</li> <li>● East</li> <li>● Foothill</li> <li>● Frontier</li> <li>● Golden Valley</li> <li>● Highland</li> <li>● Independence</li> <li>● Liberty</li> <li>● Mira Monte</li> <li>● Ridgeview</li> <li>● South</li> <li>● Stockdale</li> <li>● West</li> </ul>	<p>BHS, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, Ridgeview, South, Stockdale, West</p>	<p><u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent</u> <u>English proficient</u> <u>X Other</u> <u>Subgroups:(Specify)</u><u>African American</u> <u>students</u></p>	<p>\$20,000: S/C, Certificated Salaries and Benefits</p> <p>\$34,000: S/C, Classified Salaries and Benefits</p> <p>\$15,000: S/C, Transportation</p> <p>\$66,000: S/C, Books &amp; Supplies</p> <p>Total = \$135,000 S/C</p>

<p><b>(3.06)</b> Continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students.</p> <p>A main focus is to provide avenues for “seamless transitioning” into college or career. One such avenue is the long-term educational plan, currently being developed in partnership with Bakersfield College. Also, the Resource Counselor will work closely with the Foster Youth Liaison to increase FY college-going rate by ensuring priority enrollment in Summer School and in college and by closely monitoring student progress to determine appropriate and timely interventions to close existing achievement gaps, particularly with our underrepresented subgroups: African American and Hispanic.</p>	<p>All School Sites</p>	<p><u>  X  ALL</u></p> <hr/> <p>OR: <u>  Low Income pupils</u> <u>  English Learners</u> <u>  Foster Youth</u> <u>  Redesignated fluent English proficient</u> <u>  Other</u></p> <p><u>Subgroups:(Specify)</u></p>	<p>\$127,584: S/C, Certificated Salaries and Benefits</p>
<p><b>(3.07)</b> Provide professional development to further support and expand AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also provide professional development through subject-area conferences and workshops. Currently there are 13 AVID sites;</p> <ul style="list-style-type: none"> <li>• Arvin</li> <li>• Bakersfield</li> <li>• Centennial</li> <li>• East Bakersfield</li> <li>• Foothill</li> <li>• Highland</li> <li>• Independence</li> <li>• Kern Valley</li> <li>• Mira Monte</li> <li>• North</li> <li>• South</li> <li>• Stockdale</li> </ul>	<p>Arvin, Bakersfield, Centennial, East, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale, West</p>	<p><u>  ALL</u></p> <hr/> <p>OR: <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</u></p>	<p>\$25,000: S/C, Certificated Salaries and Benefits</p> <p>\$75,000: S/C, Books and Supplies</p> <p>Total = \$100,000 S/C</p>

<ul style="list-style-type: none"> <li>West</li> </ul>			
<p><b>(3.08)</b> Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English.</p> <p>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>Fall of 2015 KHSD students (3,276) enrolled in ERWC classes. Of these students 2293 (70%) were of the unduplicated count.</p> <p>Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. Continue to support ERWC by funding materials and training = \$120,000.</p>	<p>15 School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><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</u></p>	<p>\$30,000: S/C, Certificated Salaries and Benefits</p> <p>\$90,000: S/C, Books and Supplies</p> <p>Total: \$120,000 S/C</p>
<p><b>(3.09)</b> A dual enrollment statistics course is being developed with BC, which received a College Futures Grant for Dual Enrollment development. KHSD co-wrote the grant with BC.</p>	<p>All School Sites</p>	<p><u>X ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$10,000: S/C, Certificated Salaries and Benefits</p> <p>\$5,000 = CAPP</p>
<p><b>(3.10)</b> Prepare students to score “Standard Exceeded” or “Standard Met” on the Smarter Balanced assessments in English and math. Continue to provide professional development in the effective teaching of the Common Core State Standards.</p> <ul style="list-style-type: none"> <li>Continue aligning current practices in instruction and assessment to Smarter Balanced.</li> <li>Monitor progress in all student groups and in all subgroups</li> </ul>	<p>All School Sites</p>	<p><u>X ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>X Other Subgroups:(Specify)</u></p>	<p>\$275,000: S/C, Certificated Salaries and Benefits</p>

<p>using Synergy and/or other assessment programs or tools to provide appropriate intervention.</p> <ul style="list-style-type: none"> <li>A comprehensive monitoring system to collect ongoing student progress is still being developed.</li> </ul> <p>STAR Renaissance and Edmentum assessment programs will provide data to assist in the monitoring process.</p>			
<p><b>(3.11)</b> Fund summer outreach to retain or recover “at- risk” juniors, seniors, and incoming 9th graders.</p> <ul style="list-style-type: none"> <li>Determine students with the greatest intervention need.</li> <li>Provide graduation options for 5th year seniors</li> </ul> <p>\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty \$15,000 for Alternative Education/Other</p> <p>Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p><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>\$148,200: S/C, Certificated Salaries and Benefits</p> <p>\$100,000: S/C Classified Salaries and Benefits</p> <p>Total: \$248,200 S/C</p>
<p><b>(3.14/3.15)</b> Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first.</p> <p>Provide expert vendor to support grant writing and research = \$40,000.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p><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>\$133,255: S/C, Certificated Salaries and Benefits</p> <p>\$40,000: S/C, Books and Supplies</p> <p>Total: \$173,255: SC</p>
<p><b>LCAP Year 2: 2017-18</b></p>			



<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 7:</b></p> <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement via Individual Determination (AVID).</li> <li>❖ Increase enrollment rate in GATE, HP, and AP of under-represented student groups by 2%, as measured by previous year's enrollment rate.</li> </ul> <p><b>Priority 8:</b></p> <ul style="list-style-type: none"> <li>❖ Decrease Ds and Fs, overall, by 2%, as measured by previous year's grade distribution.</li> <li>❖ Increase in CTE survey responses of agree or strongly agree by 2% as compared to last year's responses.</li> <li>❖ Increase Project BEST college admittance rate by 3% and increase in participation by 5%, as measured by previous year's rates.</li> </ul>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p><b>(3.01)</b> Maintain Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students. It is also projected that an additional 6 new programs will be offered in 2017-18.</p>	<p>All School Sites</p>	<p><u>X ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u>  <u>Subgroups:(Specify)</u></p>	<p>\$6,938,472: S/C, Certificated and Benefits</p> <p>\$1,329,328: S/C, Classified Salaries and Benefits</p> <p>\$451,200: S/C, Books and Supplies</p> <p>\$61,600: S/C, Capital Outlay</p>

			<p>\$308,000: S/C, Transportation</p> <p>\$246,400 S/C, Services and Other Operating Expenses</p> <p>Total=\$9,335,000 S/C</p>
<p><b>(3.02)</b> Continue to expand Career Choices to include all schools. The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.</p>	<p>All School 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>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$134,950: S/C, Certificated Salaries and Benefits</p> <p>\$100,050: S/C, Books and Supplies</p> <p>Total: \$235,000 S/C</p>
<p><b>(3.03)</b> Renew Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.</p>	<p>All School 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>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$100,000: S/C, Books and Supplies</p>

<p><b>(3.04)</b> 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"> <li>● 6 weeks of career development</li> <li>● 6 weeks of paid work experience (15 hours)</li> </ul> <p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding was cut by 60%.</p>	<p>Alternative Education Schools</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u></p> <p><u>X Foster Youth X Redesignated fluent English proficient X Other</u></p> <p><u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$90,000: S/C, Certificated Salaries and Benefits</p> <p>\$60,000: S/C, Classified Salaries and Benefits</p> <p>\$50,000: S/C, Books and Supplies</p> <p>Total = \$200,000: S/C</p>
<p><b>(3.05)</b> 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"> <li>➤ Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year.</li> <li>➤ Transportation allotment (districtwide) = \$15,000</li> <li>➤ Provide incentives and resources, support mentoring, and coordinate activities/functions with Black Student Union =\$7,500 per site (\$105,000)</li> </ul>	<p>14 School Sites Specified in Year 1</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X Other</u></p> <p><u>Subgroups:(Specify) African American students</u></p>	<p>\$20,000: S/C, Certificated Salaries and Benefits</p> <p>\$34,000: S/C, Classified Salaries and Benefits</p> <p>\$15,000: S/C, Transportation</p> <p>\$66,000: S/C, Books &amp; Supplies</p> <p>TOTAL = \$135,000 S/C</p>
<p><b>(3.06)</b> Maintain district Resource Counselor to support college and career readiness objectives, as well as behavioral and emotional support programs and creating plans to close existing achievement gaps, particularly with our underrepresented subgroups: African American and Hispanic.</p>		<p><u>X ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other</u></p>	<p>\$130,179: S/C Certificated Salaries and Benefits</p>

		<u>Subgroups:(Specify)African American students, Special Education students</u>	
<p><b>(3.07)</b> 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>	13 School Sites Specified in Year 1	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>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</u></p>	<p>\$25,000: S/C, Certificated Salaries and Benefits</p> <p>\$75,000: S/C, Books and Supplies</p> <p>Total: \$100,000 S/C</p>
<p><b>(3.08)</b> 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>	Arvin, Bakersfield, Central Valley, Bakersfield, Centennial, East, Frontier, Golden Valley, Highland, Independence, Mira Monte, North, Shafter, South, Stockdale	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>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</u></p>	<p>\$30,000: S/C, Certificated Salaries and Benefits</p> <p>\$90,000: S/C, Books &amp; Supplies</p> <p>Total: \$120,000 S/C</p>
<p><b>(3.09)</b> Continued work is being completed on the dual enrollment statistics course with BC, which received a College Futures Grant for Dual Enrollment development. KHSD co-wrote the grant with BC.</p>	All School Sites	<p><u>X ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$10,000: S/C Certificated Salaries and Benefits</p> <p>\$5,000: CAPP grant</p> <p>TOTAL = \$10,000: S/C</p>

<p><b>(3.10)</b> Prepare students to score “Standard Exceeded” or “Standard Met” on the Smarter Balanced assessments in English and math.</p> <ul style="list-style-type: none"> <li>Continue to provide professional development in the effective teaching of the Common Core State Standards.</li> <li>Continue aligning current practices in instruction and assessment to Smarter Balanced.</li> <li>Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.</li> </ul>	<p>All School Sites</p>	<p><u>  X  </u> <u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>  </u> <u>Low Income pupils</u> <u>  </u> <u>English Learners</u></p> <p><u>  </u> <u>Foster Youth</u> <u>  </u> <u>Redesignated fluent English proficient</u> <u>  </u> <u>Other</u></p> <p><u>Subgroups:(Specify)</u></p>	<p>\$275,000: S/C, Certificated Salaries and Benefits</p>
<p><b>(3.11)</b> Fund summer outreach to retain or recover “at- risk” juniors, seniors, and incoming 9th graders.</p> <ul style="list-style-type: none"> <li>Determine students with the greatest intervention need.</li> <li>Provide graduation options for 5th year seniors</li> </ul> <p>\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty \$15,000 for Alternative Education/Other</p> <p>Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200.</p>	<p>All School Sites Offering Summer School</p>	<p><u>  </u> <u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>  </u> <u>X Low Income pupils</u> <u>  </u> <u>X English Learners</u></p> <p><u>  </u> <u>X Foster Youth</u> <u>  </u> <u>X Redesignated fluent English proficient</u> <u>  </u> <u>X Other</u></p> <p><u>Subgroups:(Specify)</u><u>African American students, Special Education students</u></p>	<p>\$148,200: S/C, Certificated Salaries and Benefits</p> <p>\$100,000: S/C, Classified Salaries and Benefits</p> <p>TOTAL = \$248,200 S/C</p>
<p><b>(3.14/3.15)</b> Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first.</p> <p>Provide expert vendor to support grant writing and research = \$40,000.</p>	<p>All School Sites</p>	<p><u>  </u> <u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>  </u> <u>X Low Income pupils</u> <u>  </u> <u>X English Learners</u></p> <p><u>  </u> <u>X Foster Youth</u> <u>  </u> <u>X Redesignated fluent English proficient</u> <u>  </u> <u>X Other</u></p> <p><u>Subgroups:(Specify)</u><u>African American students, Special Education students</u></p>	<p>\$135,071: S/C, Certificated Salaries and Benefits</p> <p>\$40,000: S/C Books and Supplies</p> <p>Total: \$175,071 S/C</p>

LCAP Year 3: 2018-19	
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 7:</b></p> <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).</li> <li>❖ Increase enrollment rate in GATE, HP, and AP of under-represented student groups by 2%, as measured by previous year's enrollment rate.</li> </ul> <p><b>Priority 8:</b></p> <ul style="list-style-type: none"> <li>❖ Decrease Ds and Fs, overall, by 2%, as measured by previous year's grade distribution.</li> <li>❖ Increase in CTE survey responses of agree or strongly agree by 2% as compared to last year's responses.</li> <li>❖ Increase Project BEST college admittance rate by 3% and increase in participation by 5%, as measured by previous year's rates.</li> </ul>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>(3.01)</b> Increase Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges</p>	<p>All School Sites</p>	<p><u> X ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u> Low Income pupils English Learners</u></p> <p><u>Foster Youth Redesignated fluent English proficient X Other Subgroups:(Specify)</u></p>	<p>\$7,916,819: S/C, Certificated Salaries and Benefits</p> <p>\$1,462,261: S/C, Classified Salaries and Benefits</p> <p>\$494,320: S/C,</p>

<p>and university and often offer dual enrollment credit to students. It is also projected that an additional 6 new programs will be offered in 2018-19.</p>			<p>Books and Supplies  \$67,760: S/C,  Capital Outlay</p> <p>\$338,800: S/C,  Transportation</p> <p>\$271,040: S/C,  Services and Other  Operating Expenses</p> <p>Total = \$10,551,000  S/C</p>
<p><b>(3.02)</b> 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.</p>	<p>All School Sites</p>	<p><u>_</u>ALL  -----  OR:  <u>X</u> Low Income pupils <u>_</u>X English Learners  <u>X</u> Foster Youth <u>_</u>X Redesignated fluent English proficient  <u>_</u>Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	<p>\$134,950: S/C,  Certificated Salaries and Benefits</p> <p>\$100,050: S/C,  Books and Supplies</p> <p>Total = \$235,000 S/C</p>
<p><b>(3.03)</b> Renew Naviance, a college/career readiness program to be used as a complementary resource to Career Choices program and to be integrated into the 9-12 curriculum.</p>	<p>All School Sites</p>	<p><u>_</u>ALL  -----  OR:  <u>X</u> Low Income pupils <u>_</u>X English Learners  <u>X</u> Foster Youth <u>_</u>X Redesignated fluent English proficient  <u>X</u> Other Subgroups:(Specify)<u>African American students, Special Education students</u></p>	<p>\$100,000: S/C,  Books and Supplies</p>

<p><b>(3.04)</b> 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"> <li>• 6 weeks of career development</li> <li>• 6 weeks of paid work experience (15 hours)</li> </ul> <p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding was cut by 60%.</p>	<p>Alternative Education School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><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>\$90,000: S/C, Certificated Salaries and Benefits</p> <p>\$60,000: S/C, Classified Salaries and Benefits</p> <p>\$50,000: S/C, Books and Supplies</p> <p>Total = \$200,000 S/C</p>
<p><b>(3.05)</b> 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"> <li>➤ Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year.</li> <li>➤ Transportation allotment (districtwide) = \$15,000</li> <li>➤ Provide incentives and resources, support mentoring, and coordinate activities/functions with Black Student Union =\$7,500 per site (\$105,000)</li> </ul>	<p>14 School Sites Specified in Year 1</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient X Other Subgroups:(Specify)African American students</u></p>	<p>\$20,000: S/C, Certificated Salaries and Benefits</p> <p>\$34,000: S/C, Classified Salaries and Benefits</p> <p>\$15,000: S/C, Transportation</p> <p>\$66,000: S/C, Books &amp; Supplies</p> <p>TOTAL = \$135,000 S/C</p>
<p><b>(3.06)</b> Maintain district Resource Counselor to support college and career readiness objectives, as well as behavioral and emotional support programs and creating plans to close existing achievement gaps,</p>	<p>All School Sites</p>	<p><u>X ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils English Learners</u></p>	<p>\$132,817: S/C, Certificated Salaries and Benefits</p>

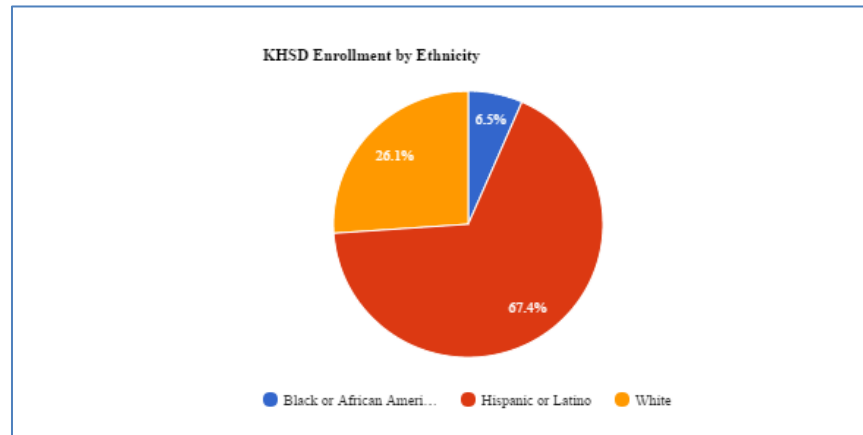


<p>particularly with our underrepresented subgroups: African American and Hispanic.</p>		<p><u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)African American students, Special Education students</u></p>	
<p><b>(3.07)</b> Provide professional development to further support 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>13 School Sites</p>	<p><u> ALL</u></p> <p>OR:</p> <p><u> 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</u></p>	<p>\$25,000: S/C, Certificated Salaries and Benefits</p> <p>\$75,000: S/C, Books and Supplies</p> <p>Total = \$100,000 S/C</p>
<p><b>(3.08)</b> 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>15 School Sites as Noted in Prior Years</p>	<p><u> ALL</u></p> <p>OR:</p> <p><u> 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</u></p>	<p>\$30,000: S/C, Certificated Salaries and Benefits</p> <p>\$90,000: S/C, Books &amp; Supplies</p> <p>Total: \$120,000 S/C</p>
<p><b>(3.09)</b> A dual enrollment statistics course is being implemented with BC, which received a College Futures Grant for Dual Enrollment development. KHSD co-wrote the grant with BC.</p>	<p>All School Sites</p>	<p><u> X ALL</u></p> <p>OR:</p> <p><u> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$10,000: S/C, Certificated Salaries and Benefits</p> <p>\$5,000 CAPP</p>
<p><b>(3.10)</b> Prepare students to score “Standard Exceeded” or “Standard Met” its equivalent on the Smarter Balanced assessments in English and math.</p> <p>Continue to provide professional development in the effective teaching of the Common Core State</p>	<p>All School Sites</p>	<p><u> X ALL</u></p> <p>OR:</p> <p><u> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$275,000: S/C, Certificated Salaries and Benefits</p>

<p>Standards.</p> <ul style="list-style-type: none"> <li>Continue aligning current practices in instruction and assessment to Smarter Balanced.</li> </ul> <p>Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.</p>			
<p><b>(3.11)</b> Fund summer outreach to retain or recover “at-risk” juniors, seniors, and incoming 9th graders.</p> <ul style="list-style-type: none"> <li>Determine students with the greatest intervention need.</li> <li>Provide graduation options for 5th year seniors</li> </ul> <p>\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East  \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield  \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty  \$15,000 for Alternative Education/Other</p> <p>Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><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>\$148,200: S/C, Certificated Salaries and Benefits</p> <p>\$100,000: S/C, Classified Salaries and Benefits</p> <p>TOTAL = \$248,200 S/C</p>
<p><b>(3.14/3.15)</b> Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first.</p> <p>Provide expert vendor to support grant writing and research = \$40,000.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><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>\$136,886: S/C, Certificated Salaries and Benefits</p> <p>\$40,000: S/C, Books and Supplies</p> <p>Total:\$176,886</p>

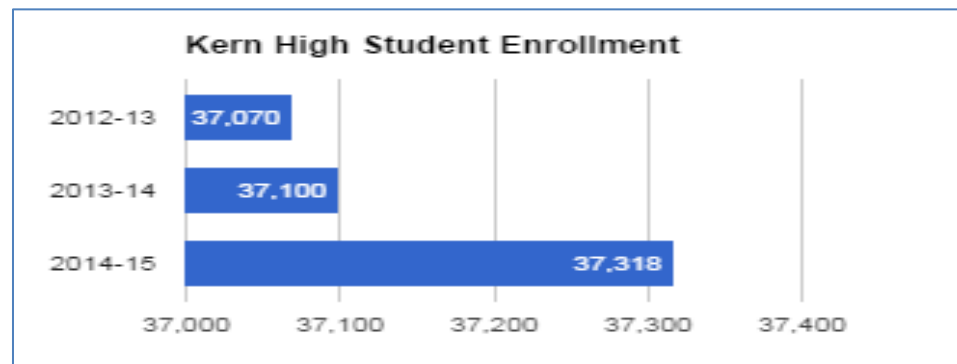
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<b>GOAL 4 :</b>	KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.	Related State and/or Local Priorities:
		1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____
Identified Need :	<p>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:</p> <ul style="list-style-type: none"> <li>● American Indian students enter Special Education at a higher rate than other subgroups.</li> <li>● African American students, specifically those in Special Education, constitute a higher rate of discipline incidents.</li> <li>● African American students display an elevated risk for being served in highly restrictive settings.</li> <li>● Males account for the greatest number of students appearing in the discipline file (61%) and account for 68% of all discipline incidents.</li> <li>● A majority of discipline events originate from students in grade 9.</li> <li>● 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.</li> <li>● Out-of-school suspensions constitute 18% of discipline events.</li> <li>● 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.</li> </ul>	



The following actions are recommended to improve the district's "significant disproportionality" in discipline:

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



Attendance Rates

KHSD Attendance	
2012-13	94.36%
2013-14	94.96%
2014-15	95.12%
2015-16	Data unavailable

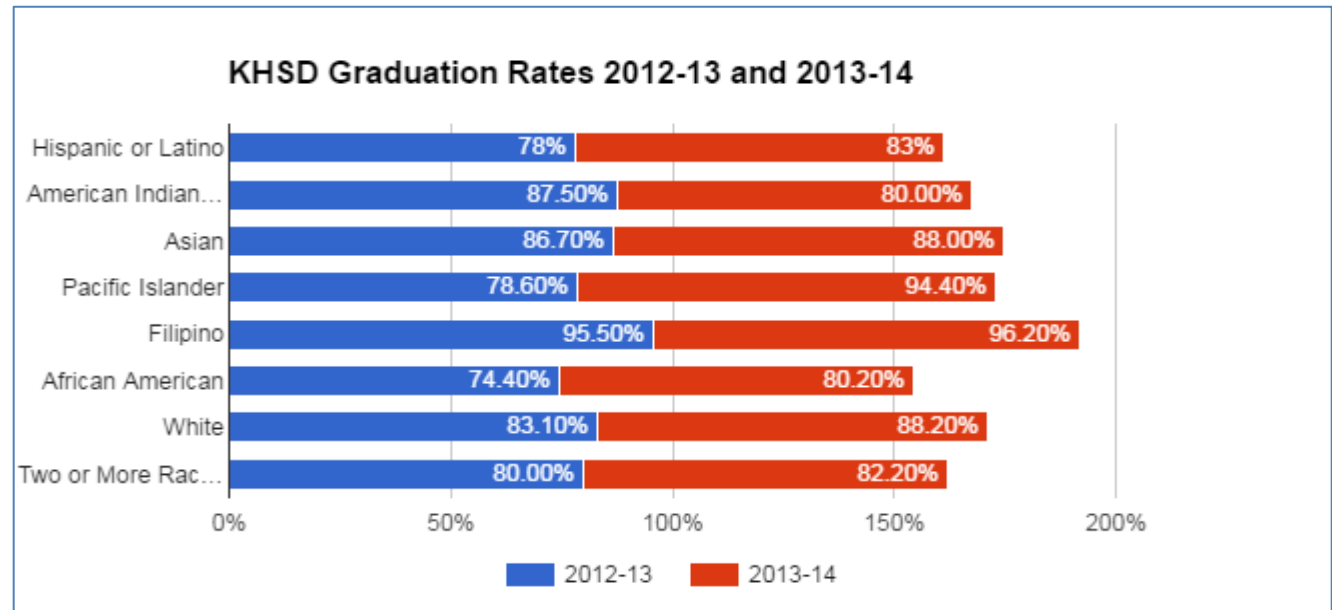
Chronic Absenteeism

KHSD Chronic Absenteeism (A student who has been absent more than 10% of the school year)	
2012-13	15%
2013-14	13%
2014-15	California Department of Education has not released this year's data

Truancy Rates

KHSD Truancy Rates		
	KHSD	Statewide
2012-13	26.19%	29.28%

	Suspension Rate	2013-14	30.49%	31.14%		
		2014-15	California Department of Education has not released this year's data			
	Expulsion Rate	<b>KHSD Suspension and Expulsion Rates</b>				
			Students suspended	Suspension rate	Students expelled	Expulsion Rate
		2012-13	6,536	16.3%	256	0.6%
		2013-14	Data unavailable because since CDE is working on data reconfiguration this year			
		2014-15	4,734	12.0%	66	0.2%
	Graduation Rate	<b>KHSD Expulsion by Federal Offense</b>				
		<b>Unduplicated Student</b>				
			KHSD #'s	Unduplicated		
		2012-13	146	145		
		2013-14	Data unavailable because since CDE is working on data reconfiguration this year			
2014-15	45	45				



Graduation Rate (by cohort) per California Department of Education (CDE)			
	2012-13	2013-14	2014-15
District	79.6%	84.4%	86.9%
African American	74.4%	80.2%	86.1%
Hispanic	78%	83.0%	85.7
White	83.1%	88.3%	89.2%

County	76.4%	79.7%	82.5%
State	80.4%	81.0%	82.3

Dropout Rate (by Cohort)

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

Grade distribution, districtwide, for all students for semester 1.

Fall Grade Distribution 2014 and 2015		
Grade	2014-15	2015-16
A	30.8%	32.5%
B	27.4%	27.3%
C	22.3%	21.2%
D	11.1%	10.7%
F	8.4%	8.2%
I	0.03%	0.04%

Survey responses, 2015-16 (per 18,043 students) = 20% increase in number of responses from the 2014-15)



	<ul style="list-style-type: none"> <li>• 1,603 more students, a 15% increase from last year, agree or strongly agree that they feel safe at school; 68% of total students agree or strongly agree that they feel safe at school</li> <li>• 2,145 more students, a 20% increase from last year, look forward to coming to school; 52.1% of total students agree or strongly agree that they look forward to coming to school each day.</li> <li>• 1,499 more students, a 6% increase from last year, agree or strongly agree that they with treat each other with; 14% of total students agree or strongly agree that they treat each other with respect.</li> </ul> <p>Survey responses, 2015-16 (per parents) = 25% decrease in number of responses from the 2014-15 )</p> <ul style="list-style-type: none"> <li>• 34 more parents agree or strongly agree that the school actively seeks their input about decisions related to their child's education; 71.5% of parents agree or strongly agree that the school actively seeks their input about decisions related to their child's education.</li> <li>• 29 more parents agree or strongly agree that the school values them as important partners in their child's education; 78.4% of parents disagree or strongly disagree that the school values them as important partners in their child's education.</li> </ul>		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<p><b>Priority 3</b></p> <ul style="list-style-type: none"> <li>❖ Parents feel welcomed and connected to their student's school, as measured by parent survey. Baseline numbers will be established in 2016-17.</li> <li>❖ Parents feel supported and engaged in their student's academic progress, as measured by parent survey. Baseline numbers will be established in 2016-17.</li> <li>❖ 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.</li> </ul> <p><b>Priority 5</b></p> <ul style="list-style-type: none"> <li>❖ Increase grad rate by 2% from previous year's rate (see page103).</li> <li>❖ Increase attendance rate by .5% from previous year's rate (see page 101).</li> <li>❖ Decrease chronic absenteeism rate by .5% from previous year's rate (see page 101).</li> <li>❖ Decrease dropout rate (by cohort) by 1% from previous year's rate and African American and Hispanic by 4% in order to close existing achievement gaps (see page 104).</li> </ul> <p><b>Priority 6</b></p>		

	<ul style="list-style-type: none"> <li>❖ Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.</li> <li>❖ Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.</li> <li>❖ Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 5% compared to last year's responses (see page, 105).</li> <li>❖ A Multi-Tiered System of Supports (MTSS) is established to foster positive student relations, student connectedness, and culturally responsive school environments.</li> <li>❖ Program effectiveness is measured by student, staff, and parent surveys. A system to collect, analyze, and report school and student data will be established to monitor and measure program effectiveness and student progress.</li> </ul> <p><b>Local Priorities</b></p> <ul style="list-style-type: none"> <li>❖ Increase course completion rate with a C or better as compared to previous year's completion rate (see page, 19).</li> <li>❖ Decrease truancy rate by 1% from previous year's rate (see page 101).</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>(4.01)</b> In 2016-2017, KHSD will continue its second year of implementation for Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS). Year one included the participation of 15 school sites and year 2 will include the participation of 8 additional school sites, to total 23 sites participating, districtwide.</p> <p><b><u>Focus areas and professional development topics will include:</u></b></p> <ul style="list-style-type: none"> <li>• PBIS-MTSS student support work, for Tiers 1-3</li> <li>• School Climate &amp; School Climate Survey Administration</li> <li>• Connectedness and Student Voice to include the KHSD Student Advisory Council</li> <li>• Social Emotional Learning</li> <li>• Restorative Practices</li> </ul>	All School Sites	<p><u>X ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils English Learners</u></p> <p><u>Foster Youth Redesignated fluent</u></p> <p><u>English proficient Other</u></p> <p>Subgroups:(Specify)</p>	<p>\$293,500: S/C, Certificated Salaries and Benefits</p> <p>\$614,145: S/C, Services and Other Operating Expenses</p> <p>\$182,500: S/C, Books &amp; Supplies</p> <p>TOTAL = \$1,090,145 S/C</p> <p>\$844,000: CEIS Funding</p>

<ul style="list-style-type: none"><li>• Administrator and staff training for harassment and anti-discrimination policies and procedures for all students</li><li>• Trauma Informed Care</li><li>• Adverse Childhood Experiences (ACEs)</li><li>• Behavior 101/Classroom Management</li><li>• Youth Mental Health 101/First Aid</li><li>• Interagency Collaboration</li><li>• Parent &amp; Family Engagement</li><li>• Signage and Incentives</li></ul> <p><b><u>PBIS-MTSS site teams will focus on:</u></b></p> <ol style="list-style-type: none"><li>1. Acceptance of learning as the fundamental purpose of school and willingness to examine all practices in light of their impact on learning</li><li>2. Commitment to working together to achieve a collective purpose and cultivation of collaborative culture through development of high-performing teams</li><li>3. Assessment of effectiveness on the basis of results rather than only intentions; individuals, teams, and schools seeking relevant data and information and use that data/information to promote ongoing and continuous improvement</li></ol> <p><b>SYSTEM/Framework OVERVIEW</b></p> <p><b><u>MTSS: Multi-Tiered Systems of Support</u></b> MTSS is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every Kern High student through a layered continuum of evidence-based practices and systems. MTSS areas of focus will include the following:</p> <ol style="list-style-type: none"><li>1. Shared Leadership</li></ol>			
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2. Data-Based Problem Solving and Decision Making
3. Layered Continuum of Supports
4. Evidence Based Instruction, Intervention, and Assessment Practices
5. Universal Screening and Progress Monitoring
6. Family, School, and Community Partnership/Engagement

**PBIS: Positive Behavioral Intervention & Supports**

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

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

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

South			
Golden Valley			
Ridgeview			
Foothill			
West			
Stockdale			
Frontier			
North			
Vista			
Mira Monte			
COHORT B PBIS Implementation Fall 2016			
Centennial			
Shafter			
Liberty			
Kern Valley			
Tierra Del Sol			
Vista West			
Central Valley			

<div style="border: 1px solid black; width: fit-content; margin: 0 auto; padding: 2px; text-align: center;">Nueva</div> <p>In addition to the LCAP investment for PBIS-MTSS, Kern High will also use \$844,000.00 from our Coordinated Early Intervening Services (CEIS) plan to focus on additional student support efforts in the general education program. KHSD will fund up to five pilot sites for an Alternate to Suspension (ATS) program, one PBIS Coordinator to facilitate and coordinate PBIS efforts district wide to include site coaching and professional development and a pilot Tier III (PBIS-MTSS) team to work on student wellness and mental health efforts within the framework of PBIS-MTSS. The pilot Tier III team will consist of one Coordinator for Restorative Practices/Social Emotional-Learning, one School Social Worker, and one Mental Health Clinician/Psychologist.</p>																					
<p><b>(4.02)</b> KHSD will provide MTSS-PBIS Intervention Specialists for Tier II small group support for sites, and direct student services. Intervention Specialists may provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment of CEIS and PBIS plans. A Tier II intervention specialist will be assigned to two school sites.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Mira Monte</td><td>Foothill</td></tr> <tr><td>Centennial</td><td>North</td></tr> <tr><td>Frontier</td><td>Liberty</td></tr> <tr><td>West</td><td>Ridgeview</td></tr> <tr><td>Arvin</td><td>Nueva</td></tr> <tr><td>South</td><td>Golden Valley</td></tr> <tr><td>Independence</td><td>Stockdale</td></tr> <tr><td>East</td><td>Highland</td></tr> <tr><td>Vista</td><td>Bakersfield</td></tr> </table>	Mira Monte	Foothill	Centennial	North	Frontier	Liberty	West	Ridgeview	Arvin	Nueva	South	Golden Valley	Independence	Stockdale	East	Highland	Vista	Bakersfield	<p>All School Sites</p>	<p><u>X ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u>Redesignated fluent</u></p> <p><u>English proficient</u> <u>Other</u></p> <p><u>Subgroups:(Specify)</u></p>	<p>\$926,559: S/C, Classified Salaries and Benefits</p>
Mira Monte	Foothill																				
Centennial	North																				
Frontier	Liberty																				
West	Ridgeview																				
Arvin	Nueva																				
South	Golden Valley																				
Independence	Stockdale																				
East	Highland																				
Vista	Bakersfield																				

<table border="1" data-bbox="241 280 657 410"> <tr> <td>Vista West</td> <td>Tierra Del Sol</td> </tr> <tr> <td>Kern Valley (half-time)</td> <td></td> </tr> <tr> <td>Shafter</td> <td>Central Valley</td> </tr> </table> <p>In addition, KHSD will staff one district student support services coordinator to help manage professional development, evidence based interventions, coordination, and framework implementation for 23 sites in cohorts A and B.</p>	Vista West	Tierra Del Sol	Kern Valley (half-time)		Shafter	Central Valley			
Vista West	Tierra Del Sol								
Kern Valley (half-time)									
Shafter	Central Valley								
<p><b>(4.03)</b> Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS implementation at their school site. Work will include building Multi-Tiered System of Supports (MTSS) – e.g., facilitating implementation of Student Study Team (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.</p>	All Comprehensive School Sites	<u>X ALL</u> <hr/> <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent</u> <u>English proficient Other Subgroups:(Specify)</u>	\$312,080: S/C, Certificated Salaries and Benefits						
<p><b>(3.12)</b> Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites. Facilitate truancy-prevention programs/practices at comprehensive and continuation KHSD sites, assessing needs and focusing on the needs of highest “at risk” students first.</p> <p>The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program for the following:</p>	All School Sites	<u>X ALL</u> <hr/> <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent</u> <u>English proficient Other</u> <u>Subgroups:(Specify)</u>	\$151,544: S/C, Certificated Salaries and Benefits  \$210,000: S/C, Books and Supplies  Total = \$361,544: S/C						

<ul style="list-style-type: none"> <li>• Monitor student's attendances</li> <li>• Analyze truancy and chronic absenteeism and truancy rates.</li> <li>• Provide parents with up to date information on their student's attendances.</li> </ul> <p>Attention 2 Attendance (A2A) Program = \$210,000</p>			
<p><b>(3.13)</b> 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"> <li>• Administrative sections = \$385,075</li> <li>• Classified sections, half FTE per site, 9 total = \$448,215</li> </ul>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u>  <u>X Foster Youth X Redesignated fluent English proficient X Other</u>  <u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$385,075: S/C, Certificated Salaries and Benefits</p> <p>\$448,215 S/C, Classified Salaries and Benefits</p> <p>Total = \$833,290 S/C</p>
<p><b>(4.04)</b> KHSD will maintain 8 Parent &amp; Family Centers that opened in 2015-2016 and will work to open 4 new centers at the following sites in the 2016-2017 school year:</p> <ul style="list-style-type: none"> <li>• Bakersfield</li> <li>• North</li> <li>• Ridgeview</li> <li>• Highland</li> </ul> <p>The mission of the Kern High School District is to provide programs and services to allow all students to graduate from high school prepared to succeed in the workplace or at the postsecondary level.</p> <p>KHSD School Site Parent &amp; Family Centers are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent &amp; Family Centers create collaborative opportunities</p>	<p>The following school sites: Arvin, Bakersfield, East Foothill, Golden Valley, Highland, Mira Monte, North, Ridgeview, Shafter, South, West.</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u>  <u>X Foster Youth X Redesignated fluent English proficient X Other</u>  <u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$722,521: S/C, Classified Salaries and Benefits</p> <p>\$199,160: S/C, Books and Supplies</p> <p>Total = \$921,681 S/C</p>



<p>between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:</p> <ul style="list-style-type: none"> <li>• Support and monitor their student’s academic success</li> <li>• Use technology to support student learning</li> <li>• Learn how to promote positive behaviors in the home and at school</li> <li>• Become an active volunteer/parent leader for KHSD</li> <li>• Learn how to navigate school, district, and community services and resources</li> <li>• Promote communication and collaboration between parents and site</li> </ul>			
<p><b>(4.05)</b> Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include:</p> <p>Learning about college enrollment and career opportunities</p> <ul style="list-style-type: none"> <li>• Learning to use Synergy ParentVUE to monitor their student’s grades and academic progress</li> <li>• Learning about Common Core and other curriculum, including state testing and elective and CTE programs</li> <li>• Learning how to provide an effective study</li> </ul>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p><u>OR:</u>  <u>X Low Income pupils X English Learners</u>  <u>X Foster Youth X Redesignated fluent English proficient X Other</u>  <u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$241,000: S/C, Certificated Salaries and Benefits</p> <p>\$4,000: S/C, Books and Supplies</p> <p>Total: \$245,000 S/C</p>

<p>environment for their student at home</p> <ul style="list-style-type: none"> <li>• Learning how to set and attain goals for post-secondary careers and/or education</li> </ul> <p>Funds will be allocated per site application in the form of mini-grants with priority given to schools with the highest number of unduplicated pupils. = \$245,000.00</p> <ul style="list-style-type: none"> <li>• South, Mira Monte, Arvin, Foothill, West, East, and Golden Valley = \$15,000 per site (\$100,000)</li> <li>• Shafter, North and Ridgeview= \$11,000 per site (\$33,000)</li> <li>• Bakersfield, Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, and Liberty = \$7,000 per site (\$56,000)</li> <li>• Parent and Family Centers and other applications = \$41,000</li> <li>• Central Valley, Nueva, Tierra Del Sol, Vista and Vista West = \$2,000 per site (\$10,000)</li> </ul> <p>All school sites will adhere to regulations governing the use of S/C grants.</p>			
<p><b>(4.06)</b> Continue to provide 10 full-time counselors with 3 additional counselors (2 full time and 1 part-time) to begin in the 2016-17 school year. At the school sites listed below the counselors will help to “increase and improve” services to students of the “unduplicated count.” Focus of services may include caseload reduction for general student support services overall within the site guidance and counseling program, PBIS implementation, specific or co-facilitation tiers 2 and 3 interventions within the mentioned PBIS-MTSS, and FY and EL support.</p> <p>School Sites:  Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p>Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p><u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>X Low Income pupils X English Learners</u></p> <p><u>X Foster Youth X Redesignated fluent English proficient X Other</u></p> <p><u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$1,409,937: S/C, Certificated and Benefits Salaries</p>

<p><b>(4.07)</b> KHSD will continue to maintain all staffing time for Community Specialists at school sites to provide outreach to students of the “unduplicated count” and their families. Community Specialists (most sites include a full time and some include a part time employee) works with Guidance Counselors, Tier 1 PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting MTSS (Multi-Tiered Systems of Support).</p>	<p>The Following School Sites: Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West</p>	<p><u>ALL</u></p> <hr/> <p>OR: <u>X Low Income pupils X English Learners</u> <u>X Foster Youth X Redesignated fluent English proficient X Other</u> <u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$1,368,531: S/C, Classified Salaries and Benefits</p>
<p><b>(4.08)</b> Continue to provide 2 (additional) district MTSS-PBIS Intervention Specialists to work with Education Options Administrator. Actions to include the following:</p> <ul style="list-style-type: none"> <li>• Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.</li> <li>• Support programs and strategies to reduce chronic absenteeism.</li> <li>• Provide truancy intervention to the most chronically absent.</li> <li>• Participate in SARB</li> <li>• Lead parenting meetings and classes</li> <li>• Dropout recovery and prevention</li> </ul> <p>Parent engagement classes at the District Office on a continual basis = \$95,000 Parents on a Mission = \$35,000</p> <ul style="list-style-type: none"> <li>• Parenting classes and staff trainings provides guidance on how to overcome and win the battle for the loyalty of their children as a best practice to prevent children from joining negative lifestyles</li> </ul>	<p>All Schools Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR: <u>X Low Income pupils X English Learners</u> <u>X Foster Youth X Redesignated fluent English proficient X Other</u> <u>Subgroups:(Specify)African</u></p>	<p>\$129,126: S/C, Classified Salaries and Benefits</p> <p>\$95,000: S/C, Books and Supplies</p> <p>Total = \$224,126: S/C</p>

<p>Parent Project = \$35,000</p> <ul style="list-style-type: none"> <li>• Parenting classes and staff trainings</li> <li>• Parent training program for raising difficult and challenging teens</li> </ul> <p>Development and implementation of one-day intervention courses = \$25,000</p> <ul style="list-style-type: none"> <li>• Programs overview and intervention strategies for parents</li> <li>• Used as a diversion for truancy court</li> <li>• Parent engagement and education</li> </ul>			
<p><b>(4.09/ 4.10)</b> Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring, as well as foster parent involvement.</p> <p>The Student Outreach Liaison and Parent Education Liaison will work to achieve the following:</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• “Improve and increase” services for Foster Youth that will include working closely with community and education agencies to coordinate delivery of appropriate services, monitor student progress and delivery of available services, determine</li> </ul>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>X Low Income pupils X English Learners</u></p> <p><u>X Foster Youth X Redesignated fluent English proficient X Other</u></p> <p><u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$ 236,620: S/C, Certificated Salaries and Benefits</p> <p>\$75,000: S/C, Services and other Operating Expenses</p> <p>\$25,000: S/C, Book and Supplies</p> <p>Total = \$336,620: S/C</p>

<p>needs, and provide smooth transitioning out of the FY system.</p> <p>KHSD will fund 7 sites for start-up foster outreach programs and mentoring clubs, with \$2,000.00 given per site. The district foster youth liaison and site foster liaisons/counselors will work collaboratively to develop and implement the targeted outreach and mentoring mentioned, and these sites below are pilot sites. Funding will provide supplies and resources, incentives, outreach, College Night and at least one field trip to visit a college.</p> <p>\$2,000.00 per site for foster student mentoring program (\$18,000 total):</p> <ul style="list-style-type: none"> <li>• BHS</li> <li>• Independence</li> <li>• Liberty</li> <li>• North</li> <li>• South</li> <li>• West</li> <li>• Alternative Education (\$6,000.00) all five sites</li> </ul> <p>Certificated Salaries = \$236,620  Services and other Operating Expenses = \$75,000  Book and Supplies = \$25,000</p>			
<p><b>(4.11)</b> Provide on-going training in unconscious bias, cultural responsiveness, and equity per CEIS plan. In addition, this action will provide allocation for professional development in the areas of:</p> <ul style="list-style-type: none"> <li>• Student Support Team(s)</li> <li>• Welcoming Environment/Customer Service within site office teams</li> </ul> <p>Include training to improve “customer service” at school sites.</p> <ul style="list-style-type: none"> <li>• Based on LCAP survey, over 50% of school site administrators said their staff would</li> </ul>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>X Low Income pupils X English Learners</u>  <u>X Foster Youth X Redesignated fluent English proficient X Other</u>  <u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$95,000: S/C, Certificated Salaries and Benefits</p>

<p>benefit from “additional training in customer services.</p> <ul style="list-style-type: none"> <li>Parents have requested that schools provide a more “welcoming environment.”</li> </ul>			
<p><b>(4.12)</b> KHSD will maintain the currently employed KHSD School Social Worker and plans to employ 3 additional KHSD School Social Workers, MTSS-PBIS for tiers 2 and 3 MTSS-PBIS support. Assignments will likely be regional and will be based on site readiness based on the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions.</p>	<p>Available to All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u>  <u>X Foster Youth X Redesignated fluent English proficient X Other</u>  <u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$413,128: S/C, Classified Salaries and Benefits</p>
<p><b>(4.14)</b> 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"> <li>Lamont Family Resource Center; day and evening</li> <li>South Chester Partnership; day</li> <li>Stine Elementary; evening</li> <li>Paramount Farms, Lost Hills; evening</li> <li>Kern High School Sites: <ul style="list-style-type: none"> <li>Bakersfield</li> <li>Foothill</li> <li>Golden Valley</li> <li>Mira Monte</li> <li>North</li> <li>South</li> <li>West</li> </ul> </li> </ul> <p>\$100,000 (approximate cost) per teacher X 2 =\$200,000</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils X English Learners</u>  <u>Foster Youth X Redesignated fluent English proficient Other</u>  <u>Subgroups:(Specify)</u></p>	<p>\$150,000: S/C, Certificated Salaries and Benefits</p> <p>\$50,000: S/C, Classified Salaries and Benefits</p> <p>Total = \$200,000</p>

<p><b>(4.15)</b> Provide translating services at meetings where non-English speaking parents are present – district and school sites.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils</u> <u>X English Learners</u>  <u>Foster Youth</u> <u>X Redesignated fluent English proficient</u> <u>Other</u>  <u>Subgroups:(Specify)</u></p>	<p>\$10,000: S/C, Classified Salaries and Benefits</p> <p>\$10,000: S/C, Certificated Salaries and Benefits</p> <p>\$20,000: S/C, Services and Other Operating Expenses</p> <p>Total = \$40,000 S/C</p>
<p><b>(4.16)</b> 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 regular convening.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><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</u>  <u>Subgroups:(Specify)</u>African American students, Special Education students</p>	<p>\$5,000: S/C, Services and Other Operating Expenses</p>
<p><b>(4.17)</b> Retain Supervising Administrator of Student Support Services &amp; LCAP to supervise and manage the following operations of the Department of Student Support Services in the Instruction Division:</p> <ul style="list-style-type: none"> <li>● Multi-Tiered System of Supports</li> <li>● Positive Behavioral Intervention &amp; Supports (PBIS)</li> <li>● Parent &amp; Family Engagement</li> <li>● School-Community Partnerships</li> <li>● Student Outreach &amp; Engagement</li> <li>● Interagency Facilitation/Partnership</li> <li>● Local Control Accountability Plan (LCAP)</li> <li>● Consultant Liaison for KHSD around PBIS-MTSS work</li> </ul>	<p>All School Sites</p>	<p><u>X ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u>  <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u>  <u>Subgroups:(Specify):</u></p>	<p>\$155,928: S/C, Certificated Staff and Benefits</p>

<p><b>(4.18)</b> Support the following leadership and mentoring programs, principally serving “at risk” youth:</p> <ul style="list-style-type: none"> <li>• Americorps = \$110,000</li> <li>• Latina Leaders = \$40,000</li> <li>• Fine Art Projects = \$75,000</li> <li>• Garden Pathways/Sons &amp; Brothers = \$25,000</li> <li>• School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000</li> </ul> <p><u>Americorps</u> is currently serving students through mentoring (which includes Tier 1-3 for PBIS) and goal -setting at Golden Valley, Mira Monte, Nueva, South, and Tierra Del Sol and expand to other Kern High School District school sites will be implemented in the 2016-17 school year. AmeriCorps is a civil society/community based mentoring program supported by the Kern High School District and Kern County Superintendent of Schools engaging adults in involved public service work with a goal of "helping others and meeting critical needs in the community."  <a href="http://www.nationalservice.gov/programs/amicorps">http://www.nationalservice.gov/programs/amicorps</a></p> <p><u>Latina Leaders</u> funding will enable the program to expand to all school sites. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community. Participating students’ academic progress will be monitored, particularly focusing on their college going rates.  <a href="http://kernlatinas.com/about/">http://kernlatinas.com/about/</a></p> <p><u>Fine Art Projects</u> will be offered in the form of mini grants to school sites interested in developing fine arts projects that will enhance the enrichment of the unduplicated pupil.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p><u>OR:</u>  <u>X Low Income pupils X English Learners</u>  <u>X Foster Youth X Redesignated fluent English proficient X Other</u>  <u>Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$45,000: S/C, Certificated Salaries and Benefits</p> <p>\$225,000: S/C Books and Supplies</p> <p>Total = \$270,000 S/C</p>
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<p><u>Sons and Brothers</u> funding will enable Garden Pathways to deliver a trauma-informed approach for “building community from the inside out,” incorporating prevention activities for high-risk youth (including mentoring, education, violence prevention, and career development). This program is currently serving students at Mira Monte, Arvin, Golden Valley and Nueva.</p> <p><u>School Climate and Student Leadership and/or ATS/OCI Projects</u>        KHSD will offer mini grants and opportunities for Activity Directors and KHSD outreach staff to work with PBIS-MTSS site coordinators and PBIS site teams to increase and improve efforts related to campus climate, school connectedness, kindness and compassion projects, and engagement opportunities for ALL students, with a primary focus on unduplicated students in KHSD        KHSD will explore Alternate to Suspension (ATS) or On Campus Intervention (OTI) student support programs in 2016-2019 and will likely need start-up or seed money for curriculum and/or related supplies and equipment</p>			
<b>LCAP Year 2: 2017-18</b>			
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 3</b></p> <ul style="list-style-type: none"> <li>● Parents feel welcomed and connected to their student’s school, as measured by a 2% increase by parent survey.</li> <li>● Parents feel supported and engaged in their student’s academic progress, as measured by a 2% increase by parent survey.</li> <li>● 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.</li> </ul> <p><b>Priority 5</b></p> <ul style="list-style-type: none"> <li>● Increase grad rate by 2% from previous year’s rate.</li> <li>● Increase attendance rate by .5% from previous year’s rate.</li> <li>● Decrease chronic absenteeism rate by .5% from previous year’s rate.</li> <li>● Decrease dropout rate (by cohort) by 1% from previous year’s rate.</li> </ul>		

<p><b>Priority 6</b></p> <ul style="list-style-type: none"> <li>• Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate.</li> <li>• Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year's rate.</li> <li>• Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 5% compared to last year's responses.</li> <li>• A Multi-Tiered System of Supports (MTSS) is established to foster positive student relations, student connectedness, and culturally responsive school environments.</li> <li>• 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.</li> </ul> <p><b>Local Priorities</b></p> <ul style="list-style-type: none"> <li>• Increase course completion rate with a C or better as compared to previous year's completion rate.</li> <li>• Decrease truancy rate by 1% from previous year's rate.</li> </ul>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>(4.01)</b> 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).</p>	<p>All School Sites</p>	<p><u>X ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>\$374,269 S/Certificated Salaries and Benefits</p> <p>\$783,153: S/C, Services and Other Operating Expenses</p> <p>\$232,723: S/C, Books &amp; Supplies</p> <p>TOTAL = \$1,390,145 S/C</p>
<p><b>(4.02)</b> KHSD will provide MTSS-PBIS Intervention Specialists (11.5 positions for 23 school sites) and two</p>	<p>All School Sites</p>	<p><u>X ALL</u></p> <hr/>	<p>\$944,509: S/C, Classified Salaries and</p>

<p>district student support services coordinator (for Tier II small group support for sites, direct student services and professional development.</p>		<p><u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>Benefits</p>
<p><b>(4.03)</b> Continue to allocate 1.5 months of time for Deans of Students to focus on PBIS implementation at their school site.</p>	<p>All Comprehensive School Sites</p>	<p><u>X ALL</u> <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$313,308: S/C, Certificated Salaries and Benefits</p>
<p><b>(3.12)</b> Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites.</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>Attention 2 Attendance (A2A) Program will be utilized for the following:</p> <ul style="list-style-type: none"> <li>• Monitor student's attendances</li> <li>• Analyze truancy and chronic absenteeism and truancy rates.</li> <li>• Provide parents with up to date information on their student's attendances.</li> </ul>	<p>All School Sites</p>	<p><u>X ALL</u> <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$154,512: S/C, Certificated Salaries and Benefits</p> <p>\$210,000: S/C, Books and Supplies</p> <p>Total = \$364,512 S/C</p>
<p><b>(3.13 )</b> Provide additional support at school sites for</p>	<p>All School Sites</p>	<p><u>ALL</u></p>	<p>\$393,135: S/C,</p>

<p>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"> <li>Administrative sections = \$393,135</li> <li>Classified sections, half FTE per site, 9 total = \$459,823</li> </ul>		<p><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>Certificated Salaries and Benefits            \$459,823: S/C, Classified and Benefits            Total = \$852,958: S/C</p>
<p><b>(4.04)</b> KHSD will maintain 12 Parent &amp; Family Centers as well as add additional 4 Parent Centers that are slated to open in 2017-18 Funds will be spent based on focus and need at each Parent Center, with input from the parent community.</p>	<p>The following school sites:            Arvin,            Bakersfield,            East, Foothill,            Golden Valley,            Highland, Mira Monte, North,            Ridgeview,            Shafter, South, West,            Independence,            Centennial,            Kern Valley and Stockdale</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>\$986,128:S/C, Classified Salaries and Benefits            \$213,468: S/C, Books and Supplies            Total = \$1,199,596 S/C</p>
<p><b>(4.05)</b> Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include:</p> <p>Learning about college enrollment and career opportunities</p> <ul style="list-style-type: none"> <li>Learning to use Synergy ParentVUE to monitor</li> </ul>	<p>All School Sites</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>\$241,000: S/C, Certificated Salaries and Benefits            \$4,000: S/C, Books and Supplies            Total = \$245,000 S/C</p>

<p>their student's grades and academic progress</p> <ul style="list-style-type: none"> <li>• Learning about Common Core and other curriculum, including state testing and elective and CTE programs</li> <li>• Learning how to provide an effective study environment for their student at home</li> <li>• Learning how to set and attain goals for post-secondary careers and/or education</li> </ul> <p>Funds will be allocated per site application in the form of mini-grants = \$245,000 All school sites will adhere to regulations governing the use of S/C grants.</p>			
<p><b>(4.06)</b> Continue to provide 10 full-time counselors with 3 additional counselors (2 full time and 1 part-time) to begin in the 2016-17 school year. At the school sites listed below the counselors will help to "increase and improve" services to students of the "unduplicated count." Focus of services may include caseload reduction for general student support services overall within the site guidance and counseling program, PBIS implementation, specific or co-facilitation tiers 2 and 3 interventions within the mentioned PBIS-MTSS, and FY and EL support.</p> <p>School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p>Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p><u>ALL</u></p> <hr/> <p>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>\$1,439,480: S/C, Certificated Salaries and Benefits</p>
<p><b>(4.07)</b> KHSD will continue to maintain all staffing time for Community Specialists at school sites to provide outreach to students of the "unduplicated count" and their families. Community Specialists (most sites include a full time and some include a part time employee) works with Guidance Counselors, Tier 1 PBIS site teams, and other</p>	<p>The Following School Sites: Arvin, Bakersfield, Centennial, East, Foothill,</p>	<p><u>ALL</u></p> <hr/> <p>OR: <u>X Low Income pupils X English Learners</u> <u>X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify)African</u></p>	<p>\$1,400,967: S/C, Classified Salaries and Benefits</p>

<p>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).</p>	<p>Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West</p>	<p><u>American students, Special Education students</u></p>	
<p><b>(4.08)</b> Continue to provide 2 (additional) district MTSS-PBIS Intervention Specialists to work with Education Options Administrator. Actions to include the following:</p> <ul style="list-style-type: none"> <li>• Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.</li> <li>• Support programs and strategies to reduce chronic absenteeism.</li> <li>• Provide truancy intervention to the most chronically absent.</li> </ul> <p>Continue funding Parent engagement classes District:</p> <ul style="list-style-type: none"> <li>• Parent Project</li> <li>• Parents on a Mission</li> </ul>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u>  <u>X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify)African</u></p>	<p>\$132,083: S/C, Classified Salaries and Benefits</p> <p>\$95,000: S/C, Books and Supplies</p> <p>Total = \$227,083 S/C</p>
<p><b>(4.09/ 4.10)</b> Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring, as well as foster parent involvement.</p> <p>KHSD will continue to fund the foster mentoring program with \$2,000.00 given per site. The district</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u>  <u>X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify)African</u>  <u>American students, Special Education students</u></p>	<p>\$ 241,519: S/C, Certificated Salaries and Benefits</p> <p>\$75,000: S/C, Services and other Operating Expenses</p>

<p>foster youth liaison and site counselors will work collaboratively to develop and implement the clubs. Funding will provide supplies and resources, incentives, outreach, College Night and one field trip to visit a college.</p> <ul style="list-style-type: none"> <li>• BHS</li> <li>• Independence</li> <li>• Liberty</li> <li>• North</li> <li>• South</li> <li>• West</li> </ul> <p>Certificated Salaries = \$241,519  Services and other Operating Expenses = \$75,000  Book and Supplies = \$25,000</p>			<p>\$25,000: S/C,  Book and Supplies =</p> <p>Total = \$341,519 S/C</p>
<p><b>(4.11)</b> Provide on-going training in unconscious bias, cultural responsiveness, and equity per CEIS plan. In addition, this action will provide allocation for professional development in the areas of:</p> <ul style="list-style-type: none"> <li>• Student Support Team(s)</li> <li>• Welcoming Environment/Customer Service within site office teams</li> </ul> <p>Include training to improve “customer service” at school sites.</p> <ul style="list-style-type: none"> <li>• Based on LCAP survey, over 50% of school site administrators said their staff would benefit from “additional training in ‘customer services.”</li> <li>• Parents have requested that schools provide a more “welcoming environment.”</li> </ul>	<p>All School Sites</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)African American students, Special Education students</p>	<p>\$95,000: S/C,  Certificated Salaries and Benefits</p>
<p><b>(4.12)</b> KHSD will maintain the currently employed KHSD School Social Worker (4) and plans to employ 4 additional</p>	<p>Available to  All School Sites</p>	<p><u>  </u> ALL</p> <hr/>	<p>\$842,045: S/C,  Classified Salaries and</p>

<p>KHSD School Social Workers, MTSS-PBIS for tiers 2 and 3 MTSS-PBIS support. Assignments will likely be regional and will be based on site readiness based on the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions.</p>		<p><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>Benefits</p>
<p><b>(4.14)</b> Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by increasing adult ESL classes to serve more areas.</p>	<p>All School Sites</p>	<p><u> ALL</u> <u>OR:</u> <u> Low Income pupils X English Learners</u> <u> Foster Youth X Redesignated fluent English proficient Other Subgroups :(</u></p>	<p>\$150,000: S/C, Certificated Salaries and Benefits  \$50,000: S/C, Classified Salaries and Benefits  Total = \$200,000</p>
<p><b>(4.15)</b> Provide translating services at meetings where non-English speaking parents are present – district and school sites.</p>	<p>All School Sites</p>	<p><u> ALL</u> <u>OR:</u> <u> Low Income pupils X English Learners</u> <u> Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$10,000: S/C, Classified Salaries and Benefits  \$10,000: S/C, Certificated Salaries and Benefits  \$20,000: S/C, Services and Other Operating Expenses  Total = \$40,000 S/C</p>
<p><b>(4.16)</b> Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations.  The group’s composition will continue to represent the district’s stakeholders. It will monitor data and progress of</p>	<p>All School Sites</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</u></p>	<p>\$5,000: S/C, Services and Other Operating Expenses</p>



<p>the LCAP goals and actions through regular convening.</p>		<p><u>American students, Special Education students</u></p>	
<p><b>(4.17)</b> Retain Supervising Administrator of Student Support Services &amp; LCAP to supervise and manage the following operations of the Department of Student Support Services in the Instruction Division:</p> <ul style="list-style-type: none"> <li>● Multi-Tiered System of Supports</li> <li>● Positive Behavioral Intervention &amp; Supports (PBIS)</li> <li>● Parent &amp; Family Engagement</li> <li>● School-Community Partnerships</li> <li>● Student Outreach &amp; Engagement</li> <li>● Interagency Facilitation/Partnership</li> <li>● Local Control Accountability Plan (LCAP)</li> <li>● Consultant Liaison for KHSD around PBIS-MTSS work</li> </ul>	<p>All School Sites</p>	<p><u> X ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u> Low Income pupils English Learners</u></p> <p><u>Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify):</u></p>	<p>\$158,964: S/C, Certificated Salaries and Benefits</p>
<p><b>(4.18)</b> Support the following leadership and mentoring programs, principally serving “at risk” youth:</p> <ul style="list-style-type: none"> <li>● Americorps = \$110,000</li> <li>● Latina Leaders = \$40,000</li> <li>● Fine Art Projects = \$75,000</li> <li>● Garden Pathways/Sons &amp; Brothers = \$25,000</li> <li>● School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000</li> </ul>	<p>All School Sites</p>	<p><u> ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u> X Low Income pupils X English Learners</u></p> <p><u>X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$45,000: S/C, Certificated Salaries and Benefits</p> <p>\$225,000 Books and Supplies</p> <p>Total = \$270,000 S/C</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 3</b></p> <ul style="list-style-type: none"> <li>• Parents feel welcomed and connected to their student’s school, as measured by a 2% increase by parent survey.</li> <li>• Parents feel supported and engaged in their student’s academic progress, as measured by a 2% increase by parent survey.</li> <li>• 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.</li> </ul> <p><b>Priority 5</b></p> <ul style="list-style-type: none"> <li>• Increase grad rate by 2% from previous year’s rate.</li> <li>• Increase attendance rate by .5% from previous year’s rate.</li> <li>• Decrease chronic absenteeism rate by .5% from previous year’s rate.</li> <li>• Decrease dropout rate (by cohort) by 1% from previous year’s rate.</li> </ul> <p><b>Priority 6</b></p> <ul style="list-style-type: none"> <li>• Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year’s rate.</li> <li>• Decrease expulsion rate by 2%, districtwide, and for all significant subgroups, from previous year’s rate.</li> <li>• Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 5% compared to last year’s responses.</li> <li>• A Multi-Tiered System of Supports (MTSS) is established to foster positive student relations, student connectedness, and culturally responsive school environments.</li> <li>• 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.</li> </ul> <p><b>Local Priorities</b></p> <ul style="list-style-type: none"> <li>• Increase course completion rate with a C or better as compared to previous year’s completion rate.</li> <li>• Decrease truancy rate by 1% from previous year’s rate.</li> </ul>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>

<p><b>(4.01)</b> 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).</p>	<p>All School Sites</p>	<p><u> X ALL</u></p> <hr/> <p>OR:</p> <p><u> Low Income pupils English Learners</u></p> <p><u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$430,769: S/C, Certificated Salaries and Benefits</p> <p>\$901,377: S/C, Services and Other Operating Expenses</p> <p>\$267,854: S/C, Books &amp; Supplies</p> <p>TOTAL = \$1,600,000 S/C</p>
<p><b>(4.02)</b> KHSD will provide MTSS-PBIS Intervention Specialists (11.5 positions for 23 school sites) and two district student support services coordinator (for Tier II small group support for sites, direct student services and professional development.</p>	<p>All School Sites</p>	<p><u> X ALL</u></p> <hr/> <p>OR:</p> <p><u> Low Income pupils English Learners</u></p> <p><u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$962,906: S/C, Classified Salaries and Benefits</p>
<p><b>(4.03)</b> Continue to allocate 1.5 months of time for Deans of Students to focus on PBIS implementation at their school site.</p>	<p>All Comprehensive School Sites</p>	<p><u> X ALL</u></p> <hr/> <p>OR:</p> <p><u> Low Income pupils English Learners</u></p> <p><u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$324,634: S/C, Certificated Salaries and Benefits</p>
<p><b>(3.12)</b> Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites.</p>	<p>All School Sites</p>	<p><u> X ALL</u></p> <hr/> <p>OR:</p> <p><u> Low Income pupils English Learners</u></p> <p><u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$157,524: S/C, Certificated Salaries and Benefits</p> <p>\$210,000: S/C, Books and Supplies</p> <p>Total = \$367,524 S/C</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>Attention 2 Attendance (A2A) Program will be utilized for the following:</p> <ul style="list-style-type: none"> <li>• Monitor student’s attendances</li> <li>• Analyze truancy and chronic absenteeism and truancy rates.</li> <li>• Provide parents with up to date information on their student’s attendances.</li> </ul>			
<p><b>(3.13)</b> 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"> <li>• Administrative sections = \$401,346</li> <li>• Classified sections, half FTE per site, 9 total = \$470,294</li> </ul>	<p>All School Sites</p>	<p><u>  ALL</u></p> <hr/> <p>OR:</p> <p><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</u></p>	<p>\$401,346: S/C, Certificated Salaries and Benefits</p> <p>\$470,294: S/C, Classified and Benefits</p> <p>Total = \$871,640: S/C</p>
<p><b>(4.04)</b> KHSD will maintain 16 Parent &amp; Family Centers with 2 Parent Family Centers to open in 2018-19. Funds will be spent based on focus and need at each Parent Center, with input from the parent community.</p>	<p>All School Sites</p>	<p><u>  ALL</u></p> <hr/> <p>OR:</p> <p><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</u></p>	<p>\$1,289,530 S/C, Classified Salaries and Benefits</p>
<p><b>(4.05)</b> Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project,</p>	<p>All School Sites</p>	<p><u>  ALL</u></p> <hr/> <p>OR:</p>	<p>\$241,000: S/C, Certificated Salaries and Benefits</p>

<p>Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include:</p> <p>Learning about college enrollment and career opportunities</p> <ul style="list-style-type: none"> <li>• Learning to use Synergy ParentVUE to monitor their student's grades and academic progress</li> <li>• Learning about Common Core and other curriculum, including state testing and elective and CTE programs</li> <li>• Learning how to provide an effective study environment for their student at home</li> <li>• Learning how to set and attain goals for post-secondary careers and/or education</li> </ul> <p>Funds will be allocated per site application in the form of mini-grants = \$245,000 All school sites will adhere to regulations governing the use of S/C grants.</p>		<p><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>\$4,000: S/C, Books and Supplies Total: \$245,000 S/C</p>
<p><b>(4.06)</b> Continue to provide 10 full-time counselors with 3 additional counselors (2 full time and 1 part-time) that began in the 2016-17 school year. At the school sites listed below the counselors will help to "increase and improve" services to students of the "unduplicated count." Focus of services may include caseload reduction for general student support services overall within the site guidance and counseling program, PBIS implementation, specific or co-facilitation tiers 2 and 3 interventions within the mentioned PBIS-MTSS, and FY and EL support.</p>	<p>Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p><u>ALL</u></p> <hr/> <p>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>\$1,469,572: S/C, Certificated Salaries and Benefits</p>

<p>School Sites:  Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>			
<p><b>(4.07)</b> KHSD will continue to maintain all staffing time for Community Specialists at school sites to provide outreach to students of the “unduplicated count” and their families. Community Specialists (most sites include a full time and some include a part time employee) works with Guidance Counselors, Tier 1 PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting MTSS (Multi-Tiered Systems of Support).</p>	<p>The Following School Sites:  Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West</p>	<p><u>ALL</u></p> <hr/> <p><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>\$1,434,314: S/C, Classified Salaries and Benefits</p>
<p><b>(4.08)</b> Continue to provide 2 (additional) district MTSS-PBIS Intervention Specialists to work with Education Options Administrator. Actions to include the following:  Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.</p> <ul style="list-style-type: none"> <li>● Support programs and strategies to reduce chronic absenteeism.</li> <li>● Provide truancy intervention to the most chronically absent.</li> </ul> <p>Continue funding Parent engagement classes District wide:</p>	<p>All Schools Sites</p>	<p><u>ALL</u></p> <hr/> <p><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>\$135,119: S/C, Classified Salaries and Benefits</p> <p>\$95,000: S/C, Books and Supplies</p> <p>Total = \$230,119: S/C</p>

<ul style="list-style-type: none"> <li>• Parent Project</li> <li>• Parents on a Mission</li> </ul>			
<p><b>(4.09/ 4.10)</b> Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring, as well as foster parent involvement.</p> <p>KHSD will continue to fund the foster mentoring program with \$2,000.00 given per site. The district foster youth liaison and site counselors will work collaboratively to develop and implement the clubs. Funding will provide supplies and resources, incentives, outreach, College Night and one field trip to visit a college.</p> <p>Certificated Salaries = \$246,506 Services and other Operating Expenses = \$75,000 Book and Supplies = \$25,000</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><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>\$246,506: S/C, Certificated Salaries and Benefits</p> <p>\$75,000: S/C, Services and other Operating Expenses =</p> <p>\$25,000: S/C, Book and Supplies</p> <p>Total = \$346,506 S/C</p>
<p><b>(4.11)</b> Provide on-going training in unconscious bias, cultural responsiveness, and equity per CEIS plan. In addition, this action will provide allocation for professional development in the areas of:</p> <ul style="list-style-type: none"> <li>• Student Support Team(s)</li> <li>• Welcoming Environment/Customer Service within site office teams</li> </ul> <p>Include training to improve “customer service” at school sites.</p> <ul style="list-style-type: none"> <li>• Based on LCAP survey, over 50% of</li> </ul>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><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>\$95,000: S/C, Certificated Salaries and Benefits</p>

<p>school site administrators said their staff would benefit from “additional training in customer services.”</p> <ul style="list-style-type: none"> <li>Parents have requested that schools provide a more “welcoming environment.”</li> </ul>			
<p><b>(4.12)</b> KHSD will maintain the currently employed KHSD School Social Workers. MTSS-PBIS for tiers 2 and 3 MTSS-PBIS support. Assignments will likely be regional and will be based on site readiness based on the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions.</p>	<p>Available to All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><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>\$1,287,179: S/C, Classified Salaries and Benefits</p>
<p><b>(4.14)</b> Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by increasing adult ESL classes to serve more areas</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils X English Learners</u>  <u>Foster Youth X Redesignated fluent English proficient Other Subgroups:</u></p>	<p>\$150,000: S/C, Certificated Salaries and Benefits</p> <p>\$50,000: S/C, Classified Salaries and Benefits</p> <p>Total: \$200,000 S/C</p>
<p><b>(4.15)</b> Provide translating services at meetings where non-English speaking parents are present – district and school sites.</p>	<p>All School Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils X English Learners</u>  <u>Foster Youth X Redesignated fluent English proficient Other Subgroups:(Specify)</u></p>	<p>\$10,000: S/C, Classified Salaries and Benefits</p> <p>\$10,000: S/C Certificated Salaries and Benefits</p> <p>\$20,000: S/C, Services and Other Operating Expenses</p> <p>Total = \$40,000 S/C</p>



<p><b>(4.16)</b> 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 regular convening.</p>	<p>All School Sites</p>	<p><u>  </u> <u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>  </u> <u>X</u> <u>Low Income pupils</u> <u>  </u> <u>X</u> <u>English Learners</u></p> <p><u>  </u> <u>X</u> <u>Foster Youth</u> <u>  </u> <u>X</u> <u>Redesignated fluent English proficient</u> <u>  </u> <u>X</u> <u>Other Subgroups:(Specify)</u><u>African American students, Special Education students</u></p>	<p>\$5,000: S/C, Services and Other Operating Expenses</p>
<p><b>(4.17)</b> Retain Supervising Administrator of Student Support Services &amp; LCAP to supervise and manage the following operations of the Department of Student Support Services in the Instruction Division:</p> <ul style="list-style-type: none"> <li>● Multi-Tiered System of Supports</li> <li>● Positive Behavioral Intervention &amp; Supports (PBIS)</li> <li>● Parent &amp; Family Engagement</li> <li>● School-Community Partnerships</li> <li>● Student Outreach &amp; Engagement</li> <li>● Interagency Facilitation/Partnership</li> <li>● Local Control Accountability Plan (LCAP)</li> <li>● Consultant Liaison for KHSD around PBIS-MTSS work</li> </ul>	<p>All School Sites</p>	<p><u>  </u> <u>X</u> <u>ALL</u></p> <hr/> <p><u>OR:</u></p> <p><u>  </u> <u>Low Income pupils</u> <u>  </u> <u>English Learners</u></p> <p><u>  </u> <u>Foster Youth</u> <u>  </u> <u>Redesignated fluent English proficient</u> <u>  </u> <u>Other Subgroups:(Specify):</u></p>	<p>\$162,044: S/C, Certificated Salaries and Benefits</p>

<p><b>(4.18)</b> Support the following leadership and mentoring programs, principally serving “at risk” youth:</p> <ul style="list-style-type: none"> <li>• Americorps = \$110,000</li> <li>• Latina Leaders = \$40,000</li> <li>• Fine Art Projects = \$75,000</li> <li>• Garden Pathways/Sons &amp; Brothers = \$25,000</li> <li>• School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000</li> </ul>	<p>All Schools Sites</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>X Low Income pupils X English Learners</u></p> <p><u>X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify)African American students, Special Education students</u></p>	<p>\$45,000: S/C, Certificated Salaries and Benefits</p> <p>\$225,000 Books and Supplies</p> <p>Total = \$270,000 S/C</p>
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### Annual Update

**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 Goal1 from prior year LCAP	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__ 2__ 3__ 4__ 5__ 6__ 7__ 8__				
			COE only: 9__ 10__				
			Local : Specify _____				
Goal Applies to:	Schools:	All					
	Applicable Pupil Subgroups:	All					
Expected Annual Measurable Outcomes:	(1a.) Increase staffing formula by a minimum of 2% each year to reduce class size by site average and by individual class (see LCAP 2015-16 page 24 for section allocations per year).	Actual Annual Measurable Outcomes:	(1a.) In reviewing progress towards outcome (1a), it was determined that the outcome described in the plan is effective and to be modified to include 2015-16 data as a baseline measurement. Outcome (1a) will be continued. Changes to specific outcome are described on page 169.				
					<table border="1"> <thead> <tr> <th>School Year</th> <th># of LCFF Sections</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>185</td> </tr> <tr> <td>2015-16</td> <td>349</td> </tr> </tbody> </table>		School Year
School Year	# of LCFF Sections						
2014-15	185						
2015-16	349						

			<table border="1"> <tr> <td data-bbox="1348 280 1612 358"></td> <td data-bbox="1612 280 1921 358">(Includes the 185 sections in 2014-15)</td> </tr> </table>		(Includes the 185 sections in 2014-15)												
			(Includes the 185 sections in 2014-15)														
	<p><b>(1b.)</b> 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.</p>		<p><b>(1b.)</b> In reviewing progress towards outcome <b>(1b)</b>, it was determined that it is effective and to be continued based on the measures below:</p> <ul style="list-style-type: none"> <li>❖ Commission on Teacher Credentialing and KHSD HQ Oracle PeopleSoft Enterprise reporting system  <small>(<a href="http://instruction.kernhigh.org/school-accountability-report-cards/">http://instruction.kernhigh.org/school-accountability-report-cards/</a>)</small></li> <li>❖ KHSD HQ report: 99% of teachers are HQ and zero are mis-assigned; all EL teachers teaching with EL authorization.</li> </ul>														
<p><b>(1c.)</b> Maintain EL authorization for 100% of English Learner (EL) teachers.</p>	<p><b>(1c.)</b> In reviewing progress towards outcome <b>(1c)</b>, it was determined that the outcome is effective and to be continued based on the analysis of the data below:</p> <table border="1"> <thead> <tr> <th colspan="4">Highly Qualified (HQ) KHSD Teaching Staff</th> </tr> <tr> <th>School Year</th> <th>% HQ</th> <th>Mis-assigned</th> <th>EL Authorized</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>98%</td> <td>0</td> <td>100%</td> </tr> <tr> <td>2015-16</td> <td>99%</td> <td>0</td> <td>100%</td> </tr> </tbody> </table>	Highly Qualified (HQ) KHSD Teaching Staff				School Year	% HQ	Mis-assigned	EL Authorized	2014-15	98%	0	100%	2015-16	99%	0	100%
Highly Qualified (HQ) KHSD Teaching Staff																	
School Year	% HQ	Mis-assigned	EL Authorized														
2014-15	98%	0	100%														
2015-16	99%	0	100%														

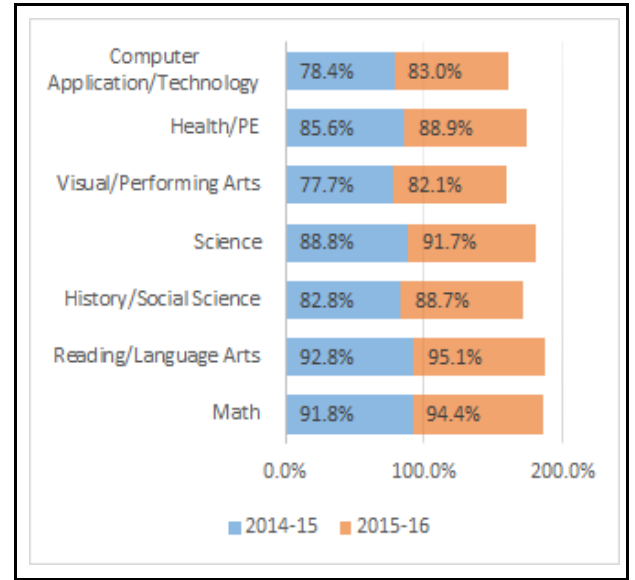
**(1d.)** Hire teachers that reflect the socio-demographic student groups of the district. 37% of the new hires in 2014-15 were Hispanic.

**(1d.)** In reviewing progress towards outcome **(1d)**, it was determined that the outcome described in the plan is partially effective and to be continued. KHSD hired 175 new certificated staff for the 2015-16 school year. From the 175 staff members that were hired, 29% were Hispanic.

Certificated Staff by Ethnicity		
Ethnicity	2013-14	2014-15
Hispanic or Latino	256 (16.2%)	276 (17.5%)
American Indians/ Alaska Native	1 (0.06%)	1 (0.06%)
Asian	39 (2.47%)	41 (2.66%)
Pacific Islander	5 (0.32%)	5 (0.32%)
Filipino	0 (0%)	1 (0.06%)
African American	53 (3.35%)	52 (3.29%)
White	1187 (75.0%)	1200 (75.9%)
No Response	40 (2.53%)	54 (3.42%)

\*Please note that the California Department of Education (CDE) will release the 2015-16 data in the spring of 2016.

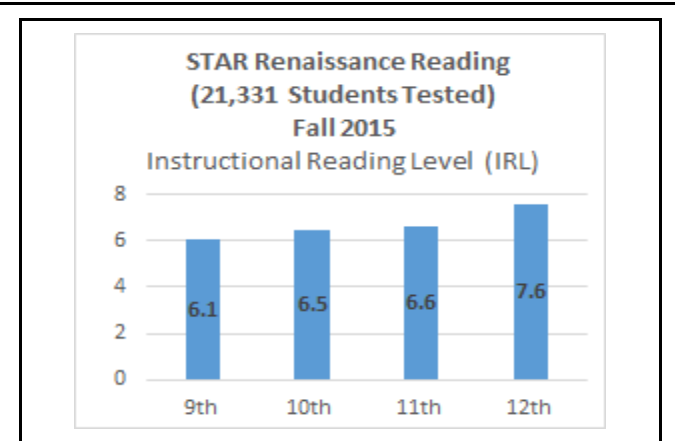
	<p><b>(1e.)</b> Deliver 85% implementation of content and literacy standards at all sites, as measured by classroom observation and teacher surveys.</p>		<p><b>(1e.)</b> In reviewing progress towards the annual measurable outcome <b>(1e)</b>, it was determined that the outcome described in the plan is partially effective due to the slight increase in the survey results. However research shows that “full implementation of the CCSS system will occur over several years” (<u>Common Core State Standards System Implementation Plan for California</u>, California Department of Education, April 2014).</p> <div data-bbox="1297 576 1948 906" data-label="Figure"> <table border="1"> <caption>Kern High School LCAP Survey</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>91%</td> </tr> <tr> <td>2015-16</td> <td>92%</td> </tr> </tbody> </table> </div>	Year	Percentage	2014-15	91%	2015-16	92%
Year	Percentage								
2014-15	91%								
2015-16	92%								
	<p><b>(1f.)</b> Increase survey responses of agree or strongly agree by 5% relating to quality of instruction, as measured by last year’s survey results (see LCAP 2015-16, see page 26).</p>		<p><b>(1f.)</b> In reviewing progress towards outcome <b>(1f)</b>, it was determined that the outcome described in the plan is partially effective. Outcome <b>(1f)</b> will continue based on the analysis of the data below, which indicate an improvement in the quality of instruction</p> <div data-bbox="1325 1172 1934 1248" data-label="Text"> <p>KHSD LCAP Student Survey      “My teachers provide high quality instruction.”</p> </div>						



**(1g.)** 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.

**(1g.)** In reviewing progress towards this outcome **(1g)**, the results were undetermined because 2015-16 data will be utilized as the baseline year. Outcome **(1g)** will be continued.

**STAR Renaissance Reading Results**



\*Please note that all 9th grade students were required to take the STAR Renaissance reading exam. The STAR Renaissance math exam will be fully implemented in the 2016-17 school year, and a baseline for STAR Renaissance math will be established in the 2016-17 school year.

**(1h.) Decrease** Ds and Fs, overall, by 2% to reduce need for remediation, increase course completion rates, and increase a-g rates. See page 24 (in the LCAP 2015-16) for grade distribution breakdown, noting grades of C (22.3%) and grades of D (11.4%).

**(1h.)** In reviewing progress towards outcome **(1h)**, it was determined that the outcome described in the plan is partially effective and will continue based on the analysis of the data below:

Fall Grade Distribution 2014 and 2015		
Grade	2014-15	2015-16
<b>A</b>	30.8%	32.5%
<b>B</b>	27.4%	27.3%
<b>C</b>	22.3%	21.2%
<b>D</b>	11.1%	10.7%
<b>F</b>	8.4%	8.2%



			<table border="1" data-bbox="1339 280 1923 334"> <tr> <td data-bbox="1339 280 1497 334">I</td> <td data-bbox="1497 280 1696 334">0.03%</td> <td data-bbox="1696 280 1923 334">0.04%</td> </tr> </table> <p data-bbox="1293 370 1948 581">As all stages of Positive Behavior Intervention and Supports (PBIS) are implemented at all KHSD school sites, research states that, “A number of initial studies have illustrated that school-wide behavior supports decrease problem behavior, increase time spent in academic instruction, and are associated with improved academic outcomes.”</p> <p data-bbox="1293 581 1650 610"><a href="https://www.pbis.org/common">https://www.pbis.org/common</a></p>	I	0.03%	0.04%			
I	0.03%	0.04%							
	<p data-bbox="422 643 926 821"><b>(1i.)</b> 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).</p>		<p data-bbox="1293 643 1944 732"><b>(1i.)</b> In reviewing progress towards outcome <b>(1i)</b>, it was determined that the outcome is effective and to be continued based on the analysis of the data below:</p> <p data-bbox="1293 768 1745 797">2015-15 English Learner Class Period</p> <table border="1" data-bbox="1325 829 1934 1198"> <tr> <th colspan="2" data-bbox="1325 829 1934 971">2015-16 Instructional Assistant and Bilingual Instructional Assistant Class Periods</th> </tr> <tr> <td data-bbox="1325 971 1795 1084">Instructional Assistant (Only assigned in English Language Development (ELD) Classes.)</td> <td data-bbox="1795 971 1934 1084">68</td> </tr> <tr> <td data-bbox="1325 1084 1795 1198">Bilingual Instructional Assistant (Assigned in Core classes (Math, Science and Social Studies))</td> <td data-bbox="1795 1084 1934 1198">254</td> </tr> </table>	2015-16 Instructional Assistant and Bilingual Instructional Assistant Class Periods		Instructional Assistant (Only assigned in English Language Development (ELD) Classes.)	68	Bilingual Instructional Assistant (Assigned in Core classes (Math, Science and Social Studies))	254
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Bilingual Instructional Assistant (Assigned in Core classes (Math, Science and Social Studies))	254								
	<p data-bbox="422 1295 867 1385"><b>(1j.)</b> Expand section allocation, per highest-need schools first, to broaden course options in literacy; Science,</p>		<p data-bbox="1293 1295 1913 1352"><b>(1j.)</b> In reviewing progress towards outcome <b>(1j)</b>, the outcome’s effectiveness was undetermined because</p>						

	<p>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.</p>		<p>2015-16 data will be utilized as the baseline year. Outcome <b>(1j)</b> will be continued.</p> <table border="1"> <thead> <tr> <th></th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td> <p><b><u>Class Size Reduction Sections</u></b>  131 English Sections  104 Math Sections  36 Science Sections  36 Social Studies Sections  6 Modern Language Sections  5 Physical Education Sections  9 Visual Arts Sections  22 Miscellaneous Sections</p> </td> <td>349 Sections</td> </tr> <tr> <td> <p><b><u>Restoration Sections</u></b>  32 English Sections  22 Math Sections  1 Science Sections  16 Social Studies Sections  3 Modern Language Sections  25 Miscellaneous Sections</p> </td> <td>99 Sections</td> </tr> <tr> <td> <p><b><u>Extended Day Sections</u></b>  5 English Sections  10 Math Sections  10 Science Sections  3 Modern Language Sections  4 Physical Education Sections  3 Visual Arts Sections</p> </td> <td>35 Sections</td> </tr> <tr> <td><b>Literacy</b></td> <td>36 Section</td> </tr> <tr> <td><b>Science</b></td> <td>54 Sections</td> </tr> <tr> <td><b>Career and Technical Education (CTE)</b></td> <td>426 Section</td> </tr> </tbody> </table>		2015-16	<p><b><u>Class Size Reduction Sections</u></b>  131 English Sections  104 Math Sections  36 Science Sections  36 Social Studies Sections  6 Modern Language Sections  5 Physical Education Sections  9 Visual Arts Sections  22 Miscellaneous Sections</p>	349 Sections	<p><b><u>Restoration Sections</u></b>  32 English Sections  22 Math Sections  1 Science Sections  16 Social Studies Sections  3 Modern Language Sections  25 Miscellaneous Sections</p>	99 Sections	<p><b><u>Extended Day Sections</u></b>  5 English Sections  10 Math Sections  10 Science Sections  3 Modern Language Sections  4 Physical Education Sections  3 Visual Arts Sections</p>	35 Sections	<b>Literacy</b>	36 Section	<b>Science</b>	54 Sections	<b>Career and Technical Education (CTE)</b>	426 Section
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	<p><b>(1k.)</b> Maintain Williams Act compliance at all schools by providing adequate and</p>		<p><b>(1k.)</b> In reviewing progress towards outcome <b>(1k)</b>, it was determined that the outcome described in the plan</p>														

	<p>appropriate instructional materials for all students and maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).</p>		<p>is effective and to be continued based on the analysis of the data below.</p> <p>KHSD annually publishes the School Accountability Report Card (SARC) for its school sites by February 1 of each year. A section of the SARC contains the Facilities Inspection Tool (FIT) rubric. Each school is rated on its maintaining of a safe and clean campus.</p> <table border="1" data-bbox="1312 560 1921 776"> <thead> <tr> <th>Ratings</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Exemplary / Good</td> <td>23 Schools Sites</td> <td>23 Schools Sites</td> </tr> <tr> <td>Fair</td> <td>0 School Site</td> <td>0 School Site</td> </tr> <tr> <td>Poor</td> <td>0 School Site</td> <td>0 School Site</td> </tr> </tbody> </table> <p>The SARC can be reviewed on the KHSD web page. (<a href="http://instruction.kernhigh.org/school-accountability-report-cards/">http://instruction.kernhigh.org/school-accountability-report-cards/</a>) All Students have access to appropriate standards aligned instructional materials, per Williams Act.</p>	Ratings	2014-15	2015-16	Exemplary / Good	23 Schools Sites	23 Schools Sites	Fair	0 School Site	0 School Site	Poor	0 School Site	0 School Site
Ratings	2014-15	2015-16													
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<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>													
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>												
<p><b>(1.01)</b> 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 = \$8,400,000 from Supplemental and Concentration (S/C) Grant.</p>	<p>\$8,400,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(1.01)</b> Class size reduction commenced in the 2014-15 school year. In the 2015-16 school year, sites were allocated 483 teaching sections for class size reduction.</p>	<p>\$9,456,112: Supplemental and Concentration S/C, Certificated Salaries and Benefits</p>												

<p>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 X \$18,000 per section = \$2,664,000.</p> <p>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.</p> <p>The total section allocation per site below includes <u>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:</u></p> <p><b>Arvin = 431</b> total sections for 2015-16      33 total S/C sections      19 pre May revise</p>	<p>\$2,664,000 for 148 sections: S/C, Certificate        TOTAL = \$11,064,000: S/C, Certificated Salaries per California Schools Accounting Manual (CSAM)</p>	<p><b>349 LCFF Teaching Sections for 2015-16</b>      131 English Sections      104 Math Sections      36 Science Sections      36 Social Studies Sections      6 Modern Language Sections      5 Physical Education Sections      9 Visual and Performing Arts      22 Miscellaneous Sections</p> <p><b>99 Restoration Teaching Sections for 2015-16</b>      32 English Sections      22 Math Sections      1 Science Section      16 Social Studies Sections      3 Modern Language Sections      25 Miscellaneous Sections</p> <p><b>35 Extended-Day Teaching Sections for 2015-16</b>      5 English Sections      10 Math Sections      10 Science Sections      3 Modern Language Sections      4 Physical Education Sections      3 Visual and Performing Arts</p>	
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<p>14 post May revise 2,511 projected enrollment for 2015-16 (+10 from last year, 2014-15 projected enrollment)</p> <hr/> <p><b>BHS = 471</b> 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)b</p> <hr/> <p><b>Centennial = 330</b> 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)</p> <hr/> <p><b>East = 365</b> 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)</p> <hr/> <p><b>Foothill = 341</b> 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)</p> <hr/> <p><b>Frontier = 384</b> total sections for 2015-16 8 total S/C sections 5 pre May revise</p>			
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<p>3 post May revise 2,364 projected enrollment (+75 from last year)</p> <hr/> <p><b>Golden Valley = 415</b> 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)</p> <hr/> <p><b>Highland = 331</b> 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)</p> <hr/> <p><b>Independence = 353</b> 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)</p> <hr/> <p><b>Kern Valley = 98</b> 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)</p> <hr/> <p><b>Liberty = 328</b> total sections for 2015-16 5 total S/C sections 3 pre May revise 2 post May revise</p>			
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<p>2,031 projected enrollment (+100 from last year)</p> <p>-----</p> <p><b>Mira Monte = 383</b> 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)</p> <p>-----</p> <p><b>North = 273</b> 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)</p> <p>-----</p> <p><b>Ridgeview = 401</b> 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)</p> <p>-----</p> <p><b>Shafter = 257</b> 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)</p> <p>-----</p> <p><b>South = 348</b> 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)</p>			
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<p>-----  <b>Stockdale = 349</b> 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)  -----  <b>West = 362</b> 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)  -----  <b>TOTAL = 6,220</b> 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>			
<p>Scope of service for 1.01:</p>		<p>Scope of service for 1.01:</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>__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><b>(1.02/1.03)</b> 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"> <li>· Central Valley</li> <li>· Nueva</li> <li>· Tierra Del Sol</li> <li>· Vista</li> <li>· Vista West</li> </ul> <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>\$140,000 for teaching sections</p> <p>\$160,000 for administrative sections</p> <p>TOTAL = \$300,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(1.02/1.03)</b> KHSD continuation sites utilized their additional sections by assigning 5 administrative periods and 11 teaching sections in the following subject areas:</p> <table border="1" data-bbox="1045 435 1591 756"> <tr><td>1</td><td>Business section</td></tr> <tr><td>3</td><td>CTE sections</td></tr> <tr><td>1</td><td>English section</td></tr> <tr><td>1</td><td>Math section</td></tr> <tr><td>1</td><td>Science section</td></tr> <tr><td>4</td><td>Visual and Performing Arts sections</td></tr> </table> <p>All of these sections are dedicated to serving the district’s “at risk” students.</p> <table border="1" data-bbox="1045 886 1591 1234"> <thead> <tr> <th>Continuation Site</th> <th>% of Unduplicated Student</th> </tr> </thead> <tbody> <tr><td>Nueva</td><td>90.7%</td></tr> <tr><td>Central Valley</td><td>83.3%</td></tr> <tr><td>Vista</td><td>81.1%</td></tr> <tr><td>Tierra Del Sol</td><td>78.1%</td></tr> <tr><td>Vista West</td><td>58.6%</td></tr> </tbody> </table> <table border="1" data-bbox="1045 1269 1591 1406"> <thead> <tr> <th colspan="2"><u>Continuation Graduation Count</u></th> </tr> <tr> <th>Period</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	1	Business section	3	CTE sections	1	English section	1	Math section	1	Science section	4	Visual and Performing Arts sections	Continuation Site	% of Unduplicated Student	Nueva	90.7%	Central Valley	83.3%	Vista	81.1%	Tierra Del Sol	78.1%	Vista West	58.6%	<u>Continuation Graduation Count</u>		Period	Number			<p>\$331,781: S/C, Certificated Salaries and Benefits</p>
1	Business section																																
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2014-15 (August 2014- June, 2015)	392 Students						
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Scope of service for 1.02 and 1.03:		Scope of service for 1.02 and 1.03:					
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>					
<p><b>(1.04)</b> Provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups.</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, <a href="http://www.usnews.com/news/stem-">http://www.usnews.com/news/stem-</a></p>	<p>\$100,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(1.04)</b> STEM to STEAM mini grants were available to KHSD Science, Mathematics, and Visual and Performing Arts teachers in two rounds of “mini grant” applications. Each awarded grant is in a different phase of implementation, but all are slated to be completed by June 30, 2016, as well as all funds expended.</p> <p>STEM to STEAM Grants</p> <ul style="list-style-type: none"> <li>• Chemistry and Theater Team Up for <u>Crime Scene Analysis: A New Twist on Whodunit Theater.</u> (Frontier, \$5,000)</li> <li>• Chemistry, Math/PLTW CIM, Theater, Psychology Team Up for <u>A STEAM Analysis of Martian.</u> (Highland, \$5,000)</li> <li>• US History, Art, Math, and Biology Team Up for <u>Visualizing and Contextualizing STEM.</u> (Highland, \$1,000)</li> </ul>	<p>\$12,000: S/C, Certificated Salaries and Benefits</p> <p>\$88,000: S/C, Books &amp; Supplies</p> <p>Total: \$100,000 S/C</p>				

<p><a href="#">solutions/articles/2014/02/13/gaining-steam-teaching-science-through-art</a>. The focus is to “teach, inspire, and hire” a STEM workforce that includes women, minorities, and disadvantaged youth.</p>		<ul style="list-style-type: none"><li>• Biology, Chemistry, Geology, Art Team Up for <u>Drone Surveillance Enables Artistic and Accurate Representation of Ecosystem Dynamics</u>. (Ridgeview, \$5,000)</li><li>• Physics and Photography Team up for <u>A Unique Look at the Physics and Art of Motion</u>. (Ridgeview, \$5,000)</li><li>• Physics and Photography Team Up for <u>The Science and Art Of Color In Digital Media</u>. (Ridgeview, \$5,000)</li><li>• Biology and Art Team Up for <u>Cell Structures Interpreted Through The Artistic Lens</u>. (Ridgeview, \$1,000)</li><li>• Art and Math Team Up for <u>Art Meets Math on the GRID</u>. (Foothill, \$4,000)</li><li>• Theatre and Physics Team Up for <u>New LED Theatrical Lighting Is More Than A Question of Efficiency</u>. (Independence, \$5,000)</li><li>• Biology and Graphic Arts Team Up for <u>Designing for Efficiency</u>. (Ridgeview, \$5,000)</li><li>• Biology and Art Team Up for <u>Publishing the Wind Wolves Preserve Experience</u>. (Ridgeview, \$5,000)</li><li>• Electronics, Energy Science, Energy and Economy, Graphic Arts Team Up for <u>Reduced Scale Prototypes for Energy Solutions</u>. (Independence, \$4,000)</li><li>• Science, Art, and Math team up for <u>Facial RECON</u>. (Vista, \$3,500)</li><li>• Chemistry and Ceramics team up to investigate <u>The Chemistry in Ceramics or the Art of Chemistry</u>. (Bakersfield, \$1,500)</li></ul>	
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		<ul style="list-style-type: none"> <li>• Science and Art team up for <u>Visual Journaling Reinforces Earth Science Big Ideas</u>. (South, \$3,500)</li> <li>• Science, Art, and Wood Shop teachers team up for <u>Robots in Motion Part 1</u>. (Frontier, Highland, and East, \$6,000)</li> <li>• Science, Graphic Arts and Autocad teachers team up for <u>Robots in Motion Part 2</u>. (North and Centennial, \$6,000)</li> <li>• Collaborative Project Between Kennedy Center in Washington DC and KHSD (All KHSD Targeted, \$10,000)</li> <li>• <u>Art Informs Manufacturing</u> (Golden Valley, \$5,000)</li> </ul> <p>In 2015-16 one of the grant projects was featured on 2 local TV stations highlighting the student's achievement. <a href="http://www.turnto23.com/news/local-news/highland-high-re-enacts-the-martian">http://www.turnto23.com/news/local-news/highland-high-re-enacts-the-martian</a></p>	
Scope of service for 1.04:		Scope of service for 1.04:	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>(1.05/1.06/1.07)</b> To focus on literacy, provide additional staffing formula for the Access course, the new literacy course to provide necessary support and intervention</p>	<p>\$650,000 for Access sections: S/C:</p>	<p><b>(1.05/1.06/1.07)</b> Enrollment in Access was focused on the unduplicated students, English Learners who had reclassified, and students</p>	<p>\$687,068: S/C, Certificated Salaries and Benefits</p>

<p>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"> <li>• Test grade 9 students in English and math.</li> <li>• Test twice annually, once at the beginning of year and once at the end of the year.</li> </ul> <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation.</p> <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"> <li>• Arvin = 3 sections</li> <li>• BHS = 3 sections</li> <li>• Centennial = 1 section</li> <li>• EBHS = 3 sections</li> <li>• FHS = 3 sections</li> <li>• Frontier = 1 section</li> <li>• GV = 3 sections</li> <li>• Highland = 1 section</li> <li>• Independence = 1 section</li> <li>• Kern Valley = 1 section</li> <li>• Liberty = 1 section</li> <li>• MHS = 3 sections</li> <li>• MMHS = 3 sections</li> <li>• North = 1 section</li> <li>• RHS = 3 sections</li> <li>• Shafter = 1 section</li> <li>• SHS = 3 sections</li> <li>• Stockdale = 1 section</li> <li>• WHS = 3 sections</li> </ul> <p>TOTAL = 48 sections</p>	<p>Certificated Salaries (CSAM)</p> <p>\$300,000 for STAR Renaissance: S/C, Books &amp; Supplies (CSAM)</p> <p>\$120,000 for Edmentum: S/C, Books and Supplies (CSAM)</p> <p>TOTAL = \$1,070,000: S/C</p>	<p>reading between the 4th and 6th IRL according to STAR Renaissance assessment.</p> <p>LCFF funded 36 sections of Access, as described in the original action with an additional 11 sections funded by Title I and 13 funded out of the regular staffing formula. 1,250 students were enrolled in Access. Of those, 85% were identified as students of the “unduplicated count” and 58% were identified as English Learners.</p> <p>Currently English Language Development (ELD) curriculum is being revised to integrate Access.</p> <p>The STAR Renaissance Reading Exam was administered to 21,331 students. The incoming 9th grade students were tested in the spring 2015, and all other students were tested in the fall of 2015. The chart below illustrates the number of students who took the STAR Renaissance Reading Exam by grade level.</p> <p style="text-align: center;">STAR Renaissance Reading Exam: Number of Students Taking Exam by Grade Level Fall 2015</p> <table border="1" data-bbox="1047 1182 1608 1369"> <thead> <tr> <th>Grade</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>9th Grade</td> <td>9,211</td> </tr> <tr> <td>10th Grade</td> <td>6,197</td> </tr> </tbody> </table>	Grade	Number of students	9th Grade	9,211	10th Grade	6,197	<p>\$424,172: S/C, Books &amp; Supplies</p> <p>TOTAL = \$1,111,240 S/C</p>
Grade	Number of students								
9th Grade	9,211								
10th Grade	6,197								

<p>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).</p>		<table border="1"> <tr> <td>11th Grade</td> <td>3,777</td> </tr> <tr> <td>12th Grade</td> <td>2,146</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>21,331</b></td> </tr> </table> <p style="text-align: center;">STAR Renaissance Math Exam:        Number of Students Taking Exam        by Grade Level Fall 2015</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>9th Grade</td> <td>5,772</td> </tr> <tr> <td>10th Grade</td> <td>2,615</td> </tr> <tr> <td>11th Grade</td> <td>745</td> </tr> <tr> <td>12th Grade</td> <td>125</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>8,892</b></td> </tr> </tbody> </table> <p>*Please note that all 9th grade students were required to take the STAR Renaissance reading exam. The STAR Renaissance math exam will be fully implemented in the 2016-17 school year and a baseline for STAR Renaissance Math will be established in the 2016-17 school year.</p>	11th Grade	3,777	12th Grade	2,146	<b>TOTAL</b>	<b>21,331</b>	Grade	Number of students	9th Grade	5,772	10th Grade	2,615	11th Grade	745	12th Grade	125	<b>TOTAL</b>	<b>8,892</b>	
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<p><b>(1.07)</b> 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).</p>		<p><b>(1.07)</b> Edmentum was purchased and used primarily for prescriptive intervention in foundational math courses. The contract ends in 2016-17 and will be re-evaluated prior to renewal.</p>																			

Scope of service for 1.05, 1.06 and 1.07:		Scope of service for 1.05, 1.06 and 1.07:	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated Fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>(1.08)</b> Provide funding to support ongoing professional development for Access teachers and to develop Access 2 course.</p>	<p>\$85,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(1.08)</b> The Access team met regularly to evaluate and expand the Access Program to include a pre-Access course to serve students reading below grade 4 Instructional Reading Level (IRL) and Access 2 to serve students reading between grades 6 to 8 IRL. Program expansion will include regular assessments (at least twice a year) of all students, grades 9-12. In addition, regular trainings were held for Access teachers, as well as for English Language Development (ELD) teachers. PD will continue through program expansion.</p>	<p>\$85,000: S/C, Certificated Salaries and Benefits</p>
Scope of service for 1.08:		Scope of service for 1.08:	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	

<p><b>(1.09)</b> 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"> <li>• Increase wet-lab experiments in all (wet-lab) science classes to foster student success in science.</li> <li>• Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially women, minorities, underserved and at-risk youth, to complete a 4th year of science.</li> </ul> <p>Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially the underrepresented and disadvantaged youth.</p>	<p>\$972,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(1.09)</b> The purpose of the class size Reduction (CSR) in science classes was to encourage the “doing” of more science per the Next Generation Science Standards (NGSS) and to build appropriate intervention structures so that all students, especially the underrepresented groups, would be successful in science courses.</p> <p>All schools were allocated additional sections for CSR in science, to be used according to their site needs: Biology, Chemistry, Earth Science, and Integrated Science. Grade distribution is presented here as baseline data. Site administrators observed that more students were, in fact, “doing” science and this is attributed to focus PD in developing wet-lab experiments that engage students.</p> <p>Each school site was allotted additional science sections to reduce class size per its need for the 2015-16 school year. Sections were utilized as follows:</p> <table border="1" data-bbox="1045 987 1591 1360"> <thead> <tr> <th>Number of Sections</th> <th>Section Type</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ag Biology</td> </tr> <tr> <td>32</td> <td>CP Biology</td> </tr> <tr> <td>8</td> <td>General Biology</td> </tr> <tr> <td>2</td> <td>Chemistry</td> </tr> <tr> <td>2</td> <td>Chemistry Honors</td> </tr> <tr> <td>5</td> <td>Earth Science</td> </tr> </tbody> </table>	Number of Sections	Section Type	1	Ag Biology	32	CP Biology	8	General Biology	2	Chemistry	2	Chemistry Honors	5	Earth Science	<p>\$1,048,893: S/C, Certificated Salaries and Benefits</p>
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		<table border="1"> <tr> <td data-bbox="1050 277 1283 332">4</td> <td colspan="4" data-bbox="1283 277 1591 332">Integrated Science</td> </tr> <tr> <th colspan="5" data-bbox="1050 368 1591 448">Science Course Grades Fall 2015-16</th> </tr> <tr> <th data-bbox="1050 448 1117 516"></th> <th data-bbox="1117 448 1215 516">Earth</th> <th data-bbox="1215 448 1356 516">Integrated</th> <th data-bbox="1356 448 1465 516">Biology</th> <th data-bbox="1465 448 1591 516">Chemistry</th> </tr> <tr> <td data-bbox="1050 516 1117 568">A</td> <td data-bbox="1117 516 1215 568">18.9%</td> <td data-bbox="1215 516 1356 568">14.1%</td> <td data-bbox="1356 516 1465 568">18.4%</td> <td data-bbox="1465 516 1591 568">18.93%</td> </tr> <tr> <td data-bbox="1050 568 1117 620">B</td> <td data-bbox="1117 568 1215 620">30.2%</td> <td data-bbox="1215 568 1356 620">28.6%</td> <td data-bbox="1356 568 1465 620">28.3%</td> <td data-bbox="1465 568 1591 620">30.27%</td> </tr> <tr> <td data-bbox="1050 620 1117 672">C</td> <td data-bbox="1117 620 1215 672">30.8%</td> <td data-bbox="1215 620 1356 672">27.0%</td> <td data-bbox="1356 620 1465 672">26.6^</td> <td data-bbox="1465 620 1591 672">30.81%</td> </tr> <tr> <td data-bbox="1050 672 1117 724">D</td> <td data-bbox="1117 672 1215 724">12.3%</td> <td data-bbox="1215 672 1356 724">17.0%</td> <td data-bbox="1356 672 1465 724">13.5%</td> <td data-bbox="1465 672 1591 724">12.39%</td> </tr> <tr> <td data-bbox="1050 724 1117 776">F</td> <td data-bbox="1117 724 1215 776">7.5%</td> <td data-bbox="1215 724 1356 776">13.3%</td> <td data-bbox="1356 724 1465 776">13.1%</td> <td data-bbox="1465 724 1591 776">7.56%</td> </tr> </table>	4	Integrated Science				Science Course Grades Fall 2015-16						Earth	Integrated	Biology	Chemistry	A	18.9%	14.1%	18.4%	18.93%	B	30.2%	28.6%	28.3%	30.27%	C	30.8%	27.0%	26.6^	30.81%	D	12.3%	17.0%	13.5%	12.39%	F	7.5%	13.3%	13.1%	7.56%	
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Scope of service for 1.09:		Scope of service for 1.09:																																									
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<p><b>(1.10)</b> 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>\$200,000: S/C, Books &amp; Supplies (CSAM)</p>	<p><b>(1.10)</b> A precise inventory was taken of all science equipment and supplies per school site, and work is in progress to repair and/or purchase items. Science supplies have been purchased as needed.</p> <p>PD was not included in the use of the funds.</p>	<p>\$200,000: S/C, Books &amp; Supplies</p>																																								

<p>The funding will be principally directed to students of the “unduplicated count” to increase their success in science.</p>			
<p>Scope of service for 1.10:</p>		<p>Scope of service for 1.10:</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>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></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>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>(1.11/1.12 )</b> Retain district Resource Teachers in English, EL, Math, Science, and AVID.</p> <ul style="list-style-type: none"> <li>● English = \$94,000</li> <li>● EL = \$91,000</li> <li>● Math = \$100,000</li> <li>● Science = \$135,000</li> <li>● AVID = \$119,500 <ul style="list-style-type: none"> <li>○ Develop and coordinate professional development conducive to the instructional needs of the teachers and the academic needs of the students.</li> <li>○ Focus on determining appropriate and timely academic interventions for the students of the “unduplicated count.</li> <li>○ Provide appropriate and effective training for the teachers who primarily teach</li> </ul> </li> </ul>	<p>\$539,500: S/C, Certificated Salaries (CSAM)</p> <p>\$205,477: S/C, Certificated Salaries,</p> <p>\$64,523: S/C, Books &amp; Supplies (CSAM)</p> <p>TOTAL = \$270,000: S/C</p>	<p><b>(1.11/1.12)</b> The district Resource Teachers have developed and coordinated PD for the 2015-16 school year that is relevant to helping the teachers meet the academic needs of their students, particularly providing support in literacy and numeracy. PD is offered throughout the school year.</p> <p style="text-align: center;">KHSD Professional Development 2015-16 Access Team Access &amp; Pre Access team Google Apps For Education (GAPE) Advanced Summer GAPE Advanced Algebra Instructional Resource Workshop Aim High Team Algebra Instructional Workshop Algebra 2 Instructional Workshop Art Professional Learning Committee (PLC) Advanced Via Individual Determination</p>	<p>\$534,756: S/C, Certificated Salaries and Benefits</p> <p>\$205,477: S/C, Certificated Salaries and Benefits</p> <p>\$64,523: S/C, Books &amp; Supplies</p> <p>TOTAL = \$804,756 S/C</p>

<p>students of the “unduplicated count.”</p> <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.”</p> <ul style="list-style-type: none"> <li>· Provide ongoing professional development for teachers of Access course, which will include development of Access 2 in 2015-2016.</li> <li>· Provide professional development and resources for EL teachers.</li> <li>· 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.</li> <li>· Implement new math textbook, <u>Discovering Series</u> by Kendall Hunt.</li> <li>· Provide sufficient supplies to math teachers to implement hands-on, “math investigations” found in the new textbooks.</li> <li>· Provide workshops with feeder schools to co-develop transitioning “anchor tasks” in English and math, particularly focusing on students performing below grade level.</li> </ul>		<p>( AVID) Workshops        Bilingual Technician Workshops        Beginning Teacher Support and Assessment (BTSA) School Community Night Yr. 1        BTSA School Community Night        BTSA School Community Night        BTSA/SPED Math        California Association of English (CATE) Conference Planning        Chemical Hygiene        Dance PLC        Developing Habits of the Mind        Edmentum Training        English Learner (EL) Coordinators Meetings        Bilingual Technician Meetings        EL Strategies for New Teachers        EL Team Meetings        English Language Arts (ELA) Anchor Task Force        ELD Teacher Support        ELD Teacher Support Staff        Exploring NGSS-Chemistry        Exploring NGSS-Earth Science        Exploring NGSS- Biology        Exploring NGSS- Physics        Expository Reading &amp; Writing Course (ERWC)        Foundation Math Resources        Foundation Quarterly Meeting        Geology PLC        Geometry Instructional Resource Workshop        Google Classroom Training (Basic, Sites, Apps, Plus/Hangout, Advanced)        Interactive Discipline with Rick Morris        Intervention Training        Instructional Strategies That Engage Students in SEPs        Kendall Hunt CAS Workshop</p>	
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<p>Begin examining New Generation Science Standards (NGSS) and developing “anchor tasks” for NGSS implementation, ensuring that underrepresented groups are provided with sufficient support to access the curriculum and succeed.</p>		<p>KHSD Response to Science Framework Math Chair Meeting Math Foundations Math Teachers 101 NGSS Research Team Meeting NGSS Summer Team Reading Institute for Academic Reflection CAFE- BTSA Reading Institute for Academic Preparation (RIAP) with Nancy Fray RIAP- Academic Writing RIAP - Habits of the Mind STEAM Workshop STEM GAFE - MAPS Student Management with Rick Morris Student Intervention Training Support Provider Meeting TI-Nspire (CBR) Workshop TI Proware</p> <p>Many of these workshops are offered throughout the school year.</p>	
<p>Scope of service for 1.11 and 1.12:</p>		<p>Scope of service for 1.11 and 1.12:</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><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><b>(1.13)</b> Continue to fund the Beginning Teacher Support and Assessment (BTSA)</p>	<p>\$251,190: S/C, Certificated</p>	<p><b>(1.13)</b> KHSD currently employs 1 Induction Project Specialist; 46 BTSA/CESIP Support</p>	<p>\$351,785: S/C, Certificated</p>

<p>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.</p> <p>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.</p> <p>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.</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>Salaries (CSAM)</p> <p>\$54,631: S/C, Books &amp; Supplies (CSAM)</p> <p>TOTAL = \$305,821: S/C</p>	<p>Providers; 22 General Education and Special Education Intern Mentors; 11 CTE mentors; and 6 Provisional Internship Permit (PIP) and Short Term Staff Permit (STSP) mentors. Eligible first and second year teachers are enrolled in General Education Induction or the Clear Education Specialist Induction Program in order to complete a clear California Teaching Credential.</p> <p>102 teachers were enrolled in the Induction Programs in 2014-15, and 101 teachers are enrolled in 2015-2016. In addition, KHSD provides new teacher support for 21 CTE/Adult Ed teachers, 23 interns, 5 PIPs, and 3 STSPs. In total, 154 teachers are supported for the 2015-16 school year through these programs.</p> <p>With the projected number of new teachers (200) that will be hired in 2016-17, an additional resource teacher (New Teacher Support [NTS] Resource Teacher) will be hired in the 2016-17 school year. BTSA, now called Kern High Induction Program (KHIP) by recommendation of the California Commission on Teacher Credentialing (CTC), completed a mandatory review per the CTC and was approved for the maximum accreditation period of 7 years. The review team found that all 8 Common Standards were met hence “unanimously” recommended a decision of accreditation.</p>	<p>Salaries and Benefits</p> <p>\$54,631: S/C, Books &amp; Supplies</p> <p>TOTAL = \$406,416 S/C</p>
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<p>The California Commission on Teacher Credentialing Accreditation Team visited KHSD in 2015-16 and unanimously recommended a decision of accreditation be continued. Teacher Credentialing Accreditation Team reported that "The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation."</p> <p>KHSD currently employs 1 BTSA/CESIP Resource Coordinator, 51 Support Providers, and 11 Intern Mentors.</p> <ul style="list-style-type: none"> <li>• BTSA Resource Coordinator = \$115,635</li> <li>• BTSA PD, activities, books, supplies = \$54,631</li> <li>• Support Providers (51) = \$121,437</li> <li>• Intern Mentors (11) = \$14,118</li> </ul> <p>TOTAL = \$305,821 for 2014-15</p>			
Scope of service for 1.13:		Scope of service for 1.13:	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> African American students, <u>  </u> Special Education students</p>	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify)</p>		

<p><b>(1.14/1.15)</b> 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"> <li>• Target recruitment in areas of US that offer candidates of ethnically diverse background.</li> <li>• Increase recruitment in California.</li> </ul> <p>Provide additional hours for the Recruitment Administrator to coordinate recruitment efforts.</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>	<p><b>(1.14/1.15)</b> 175 new teachers were hired this past year, a 67% increase from the prior year, when a total of 108 teachers were hired.</p> <p>Of the 175 new teachers hired for the 2015-16 school year, 67% reflected demographic diversity: 50 Hispanic, 4 African American, 2 Asian, and 1 Filipino.</p> <p>Recruitment efforts targeted candidates in California, Texas, Arizona, Nevada and other areas which have historically provided new staff for KHSD. 4 recruitment events were held in California this past year, compared to the 9 held in 2014-15.</p> <p>Department provided orientation and training to new teachers and administrators that were hired.</p> <table border="1" data-bbox="1045 901 1602 1380"> <tr> <th style="background-color: #cccccc;">KHSD Recruitment Teacher Educator Job Fairs 2015-16</th> </tr> <tr> <td>Bronco Student Center - Pomona, California</td> </tr> <tr> <td>Northern Illinois Convocation Center - DeKalb, Illinois</td> </tr> <tr> <td>Northeastern Illinois Alumni Hall - Chicago, Illinois</td> </tr> <tr> <td>Eastern Illinois University - Charleston, Illinois</td> </tr> <tr> <td>Fresno Convention Center - Fresno, California</td> </tr> <tr> <td>Clarke Field House - San Marcos, California</td> </tr> <tr> <td>Aztec Student Union - San Diego, California</td> </tr> </table>	KHSD Recruitment Teacher Educator Job Fairs 2015-16	Bronco Student Center - Pomona, California	Northern Illinois Convocation Center - DeKalb, Illinois	Northeastern Illinois Alumni Hall - Chicago, Illinois	Eastern Illinois University - Charleston, Illinois	Fresno Convention Center - Fresno, California	Clarke Field House - San Marcos, California	Aztec Student Union - San Diego, California	<p>\$35,000: S/C, Certificated Salaries and Benefits</p> <p>\$65,000: S/C, Services &amp; Other Operating Expenditures</p> <p>TOTAL = \$100,000: S/C,</p>
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Northern Illinois Convocation Center - DeKalb, Illinois											
Northeastern Illinois Alumni Hall - Chicago, Illinois											
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Fresno Convention Center - Fresno, California											
Clarke Field House - San Marcos, California											
Aztec Student Union - San Diego, California											

		Fresno Pacific University - Fresno, California	
		UC Riverside - Riverside, California	
		CSU Long Beach - Long Beach, California	
		UTSA Convocation Center - San Antonio, Texas	
		Titan Student Union- Fullerton, California	
		University of Northern Colorado- Greeley, Colorado	
		Reider Education Center- Bakersfield, California	
		Acalanes Convention Center- Lafayette, California	
		Minneapolis Convention Center- Minneapolis, Minnesota	
		John T. Bernhard Center- Kalamazoo, Michigan	
		Michigan State - Spartan Stadium- East Lansing, Michigan	
		Finch Fieldhouse - Mt. Pleasant, Michigan	
		EMU Bowen Fieldhouse - Ypsilanti, Michigan	
		Student Union Memorial Center Ballroom- Tucson, Arizona	
		Sonoma Union Memorial Center Ballroom - Rohnert, California	
		Bell Memorial Union Auditorium- Chico, California	
		USU, Grand Salon - Northridge, California	
		William Raggio Sacramento State University - Sacramento, California	



		California Building - Reno, Nevada	
Scope of service for 1.14 and 1.15:		Scope of service for 1.14 and 1.15:	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><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><b>METRICS (Expected Annual Measurable Outcomes) SECTION:</b></p> <p><b>(1a.)</b> Class size reduction will remain a top-priority expenditure item based on the intervention needs of the students of the “unduplicated count,” particularly those who are most “at risk.” Feedback from teachers, school officials, and stakeholders confirm the need to continue focusing on class size reduction. Staffing increases, therefore, will be allocated to continue restoring all schools to the staffing ratios that were in place prior to the recession beginning in 2007, and targeting full restoration by 2021. The district will continue its commitment to reducing class size at all schools, prioritizing its efforts to serve the schools with the highest number of students of the “unduplicated count” first.</p> <p><b>(1e.)</b> A systematic procedure will be established for reporting administrators’ observations on the implementation of the Common Core. In addition, all certificated staff within their Professional Learning Communities (PLC’s) will complete the Academic Program Survey developed by the California Department of Education (CDE).</p> <p><b>(1d.)</b> Recruitment will continue to expand to various parts of the country in order for hiring to reflect the demographic student population of the district. Though the percentage of Hispanics hired last year was lower than the year before (29% last year as compared to 37% the year before), recruiting a diverse, highly qualified staff that reflects the demographic makeup of the student population remains a high priority for the district. It is expected that 200 new staff will be hired for the 2016-17 school year.</p> <p><b>(1k)</b> Though student survey responses relating to school maintenance and safety slightly declined, the tools used to monitor school maintenance and safety (surveys and FIT) remain practical and beneficial; therefore, the monitoring process will continue.</p>		

**ACTIONS SECTION:**

**(1.01)** The proposed budgeted amount of \$11,064,000 included an additional \$864,000 in base grant funds, which was in error. The remaining difference of \$743,888 is comprised of an over estimated cost per teaching section at the time the budget was prepared. Progress towards this goal is effective with additional sections provided in 2015-16.

**(1.02/1.03)** Alternative Education sites were allocated \$160,000 but only utilized \$110,419 of the funding for administrative sections. Remaining funds were redirected to provide more teaching sections to reduce class size. The \$31,781 discrepancy in certificated salaries can be contributed to a salary increase that went into effective July 1, 2015. The effectiveness of this action will be determined pending June 2016 graduation rates.

**(1.04)** Promoting science through STEM to STEAM projects will continue through the form of mini-grants. Monitoring the number of underrepresented groups participating, particularly African American youth and female students, will become a focus for next year which will provide a baseline for determining effectiveness.

**(1.05/1.06/1.08)** The \$37,068 discrepancy in certificated salaries can be contributed to a salary increase that went into effective July 1, 2015. The Access program will continue to expand to provide reading support for all students reading below grade 9 IRL. In addition, Access strategies will be integrated into the regular English Language Development (ELD) program to facilitate reading development. This 2015-16 school year determined the baseline and post scores will show student progress.

**(1.07)** The contract with Edmentum ends in 2016-2017. The district will determine whether to renew its contract at that time based on further evaluation of student progress data and teacher usage of the program.

**(1.09/1.10)** The \$76,893 discrepancy in certificated salaries can be contributed to a salary increase that went into effective July 1, 2015. Classroom observations indicated that more students were able to participate in hands-on science labs.

**(1.11/1.12)** Moving forward, the district Science Resource Teacher will work with sites' departments to continue increasing and improving science experiments in the classroom, as well as focus on developing units that correspond to the Next Generation Science Standards (NGSS). Data will be collected to measure academic progress of students, particularly females and underrepresented subgroups. Work to promote collaboration between feeder schools and KHSD to co-develop transitioning "anchor tasks" in math should remain a focus, particularly to support SB 359, the California Mathematics Placement Act, requiring a

“fair, objective, and transparent” mathematics placement policy. While KHSD has worked to secure such a policy, aligning instructional practices will help strengthen students’ overall math skills so they may be placed at the next optimal level.

The new total is accurate in the original action the certificated salaries were not added together.

**(1.13)** The \$100,595 discrepancy in certificated salaries can be contributed to a salary increase that went into effect July 1, 2015. In addition, the number of new teachers (174) was underestimated and additional BTSA Support Providers (11) and Intern Mentors (7) were hired to provide support to the first and second year teachers. With a projected increase of new teacher hires, an additional New Teacher Support (NTS) Resource Teacher will be hired in the 2016-17 school year to help support the NTS program, which now will coordinate five programs: 1) Kern High Induction Program (KHIP) for General Ed, 2) KHIP for Special Ed, 3) Intern Program, 4) CTE Program, and 5) PIP/STSP Program. The effectiveness of BTSA has been validated by its 7 year accreditation.

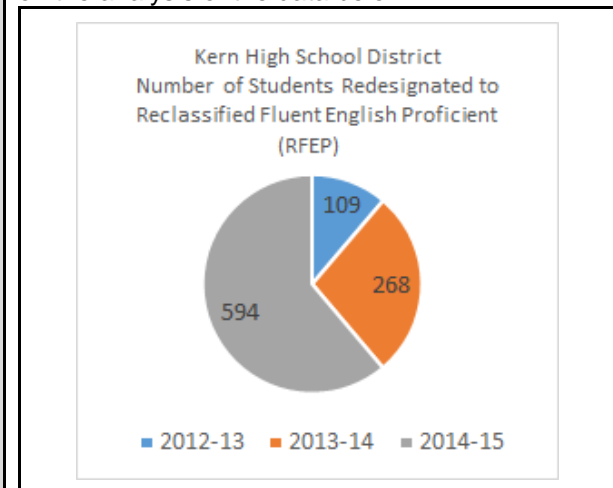
**(1.14/1.15)** Diversity recruitment efforts have been proven to be partially effective and need to be continued.

Goal 1 states that “Kern High School District (KHSD) students will be taught by a highly qualified, well trained, and diverse teaching staff, who provide rigorous and relevant instruction that prepares students for success at the next level of their learning.” Goal 1 addressed 11 measurable outcomes. The KHSD and its stakeholders reviewed the measurable outcomes. The measurable outcomes encompassed LCAP State Priorities 1 (Access to core services) and 2 (Implementation of the Common Core). KHSD has 99% Qualified teaching staff and 100% teaching staff that are authorized to teach English Language Development (ELD) and Specially Designed Academic Instruction for English (SDAIE) classes. Annually William Compliance Act committee visits all school site to monitor teacher assignment, instructional material and school facilities.

Original GOAL 2 from prior year	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__ 13				
			Local : Specify _1 and 3				
Goal Applies to:	Schools:	All					
	Applicable Pupil Subgroups:	All					
Expected Annual Measurable Outcomes:	(2a.) Implement content and literacy standards at all sites, as measured by classroom observation and teacher survey. Aim for 100% implementation by 2017-2018.	Actual Annual Measurable Outcomes:	<p>(2a.) In reviewing progress towards the annual measurable outcome (2a), it was determined that the outcome described in the plan is partially effective due to the slight increase in the survey results. However, research shows that, “full implementation of the CCSS system will occur over several years” (<u>Common Core State Standards System Implementation Plan for California</u>, California Department of Education, and April 2014).</p>				
					<p>Kern High School LCAP Survey        Certificated staff agree or strongly agree that their school provides a high quality of education for their students.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>91%</td> </tr> <tr> <td>2015-16</td> <td>92%</td> </tr> </tbody> </table>		Year
Year	Percentage						
2014-15	91%						
2015-16	92%						

**(2b.)** Increase the reclassification rate of EL students by 2% each year, based on previous year's reclassification rate (see LCAP 2015-16, page 63).

**(2b.)** In reviewing progress towards annual measurable outcome **(2b)**, it was determined that the outcome described in the plan is effective and to be continued. Outcome **(2b)** is effective based on the analysis of the data below.



An additional 326 (9.4%) English Learners (ELs) students were reclassified from 2013-14 to 2014-15.

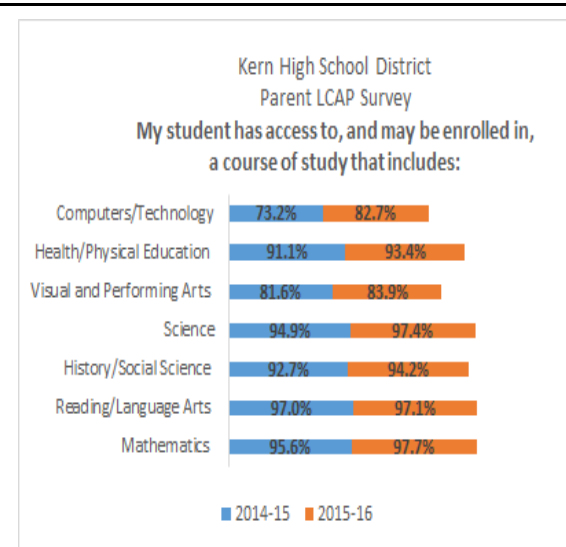
**(2c.)** Ensure that classes, courses, and programs offered at all school sites are open to pupils of the unduplicated count and to students with exceptional needs.

**(2c.)** In reviewing progress towards annual measurable outcome **(2c)**, it was determined that the outcome described in the plan is effective and to be continued. Progress towards this outcome is satisfactory based on the analysis of the data below:

- ❖ To engage parents in understanding what is available in the district, a Parent-Student

Handbook (Annual Notice Booklet) is mailed to all KHSD students and parents. The handbook details parents and students' rights and outlines all KHSD practices and policies. (Annual Notice Booklet can be accessed from the KHSD website: <http://home.kernhigh.org/>)

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



**(2d.)** Expand section allocation, per highest-need schools first, to broaden course options – e.g., literacy, STEM,

**(2d.)** In reviewing progress towards outcome **(2d)**, the effectiveness at this time is undetermined since 2015-16 data will be utilized as the baseline year.

	<p>Visual and Performing Arts, CTE, and AVID.</p>		<p>Outcome <b>(2d)</b> will be continued based on student need per site.</p> <p>Section allocations per site, which were based on highest-need schools first, were increased to reduce class size in order to meet the academic needs of the students, as well as to ensure broad course options for students, especially those students of the “unduplicated count” and students with exceptional needs.</p> <table border="1" data-bbox="1306 654 1887 1031"> <thead> <tr> <th colspan="2">LCFF Expanded Allocations 2015-16</th> </tr> </thead> <tbody> <tr> <td>Algebra Lab</td> <td>11 Sections</td> </tr> <tr> <td>Literacy (Excluding Access Classes)</td> <td>36 Sections</td> </tr> <tr> <td>Apex</td> <td>1 Section</td> </tr> <tr> <td>Foundations</td> <td>25 Sections</td> </tr> <tr> <td>Math Literacy</td> <td>2 Sections</td> </tr> </tbody> </table>	LCFF Expanded Allocations 2015-16		Algebra Lab	11 Sections	Literacy (Excluding Access Classes)	36 Sections	Apex	1 Section	Foundations	25 Sections	Math Literacy	2 Sections
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	<p><b>(2e.)</b> 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.</p>		<p><b>(2e.)</b> In reviewing progress towards annual measurable outcome <b>(2e)</b>, it was determined that the outcome described in the plan is effective based on the analysis of the data below:</p> <ul style="list-style-type: none"> <li>❖ 190 students enrolled in the EL Reclassification Summer 2015 CELDT class.</li> <li>❖ Of the 190 students enrolled 74 (40%) students were reclassified before the end of the fall 2015 semester.</li> </ul>												

			<ul style="list-style-type: none"> <li>❖ Of the remaining 117 students 18 (16%) transitioned to the next EL level before the end of the fall 2015 semester.</li> <li>❖ Of the remaining 98 students, 48 students (49%) made gains in their CELDT scores.</li> <li>❖ See page 49 for AMAO results</li> </ul>						
	<p><b>(2f.)</b> 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.</p>		<p><b>(2f.)</b> In reviewing progress towards annual measurable outcome (2f), it was determined that the outcome described in the plan is effective based on the analysis of the data below:</p> <p>At least one Instructional Assistant (IA) is assigned per English Learner (EL) 1 and 2 classes. Bilingual Instructional Assistants (BIA's) in core classes serve the EL 1's and EL 2's first. All Instructional Assistants receive annual evaluations.</p> <table border="1" data-bbox="1306 834 1902 1058"> <thead> <tr> <th colspan="2">2015-16 Staffing for English Learner Program</th> </tr> </thead> <tbody> <tr> <td>Instructional Assistants</td> <td>55 Periods</td> </tr> <tr> <td>Bilingual Instructional Assistants</td> <td>293 Periods</td> </tr> </tbody> </table>	2015-16 Staffing for English Learner Program		Instructional Assistants	55 Periods	Bilingual Instructional Assistants	293 Periods
	2015-16 Staffing for English Learner Program								
	Instructional Assistants		55 Periods						
Bilingual Instructional Assistants	293 Periods								
<p><b>(2g.)</b> 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.</p>	<p><b>(2g.)</b> In reviewing progress towards outcome <b>(2g)</b>, the outcome's effectiveness was undermined because 2015-16 data will be utilized as the baseline year. Outcome <b>(2g)</b> will be continued.</p> <p>See Outcome (Goal 1, 1g )</p>								
<p><b>(2h.)</b> Increase enrollment in GATE, HP, and AP of underrepresented subgroups,</p>	<p><b>(2h.)</b> In reviewing progress towards annual measurable outcome <b>(2h)</b>, it was determined</p>								



as measured by enrollment percentages (see LCAP 2015-16, page 63).

that the outcome described in the plan is partially effective based on the analysis of the data below:

<b>Advanced Placement, Gifted and Talented Education (GATE) and Honors DATA</b>		
Fall 2014		
	% of Total Student Population	% of Total GATE Population
Hispanic	15%	55%
African American	1%	3.9%
White	7.9%	28%
EL	≤1%	≤1%
Fall 2015		
	% of Total Student Population	% of Total GATE Population
Hispanic	13.9%	58.9%
African American	1%	4.4%
White	8.3%	35.7%
EL	≤1%	≤1%

			<p>*Data was obtained from Ed-Fi Powered Dashboard.</p>																																				
	<p><b>(2i.)</b> 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 LCAP 2015-16, pages 64 and 68).</p>		<p><b>(2i.)</b> In reviewing progress towards annual measurable outcome <b>(2i)</b>, it was determined that the outcome described in the plan is effective and will be continued based on the analysis of the data below:</p> <table border="1" data-bbox="1306 583 1892 1070"> <thead> <tr> <th colspan="3">College Readiness</th> </tr> <tr> <th colspan="3">A-G completion Rates</th> </tr> <tr> <th>District</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>25.8%</td> <td>32.5%</td> </tr> <tr> <td>Hispanic</td> <td>28.0%</td> <td>30.7%</td> </tr> <tr> <td>White</td> <td>39.6%</td> <td>41.6%</td> </tr> <tr> <td>County</td> <td>29.8%</td> <td>33.3%</td> </tr> <tr> <td>State</td> <td>39.4%</td> <td>41.9%</td> </tr> </tbody> </table> <table border="1" data-bbox="1306 1105 1892 1360"> <thead> <tr> <th colspan="3">Advanced Placement (AP)</th> </tr> <tr> <th></th> <th># Tested</th> <th>Scores a 3 or Better</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>3,195</td> <td>2,718 (85.0%)</td> </tr> <tr> <td>2013-14</td> <td>3,185</td> <td>2,825 (88.6%)</td> </tr> </tbody> </table>	College Readiness			A-G completion Rates			District	2013-14	2014-15	African American	25.8%	32.5%	Hispanic	28.0%	30.7%	White	39.6%	41.6%	County	29.8%	33.3%	State	39.4%	41.9%	Advanced Placement (AP)				# Tested	Scores a 3 or Better	2012-13	3,195	2,718 (85.0%)	2013-14	3,185	2,825 (88.6%)
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2014-15	Data has not been released by the CDE.
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<b>Advanced Course Enrollment / Advanced Course Completion Fall 2015</b>
--

% of students completing or enrolled in at least 1 pre-AP, AP, IB or dual credit enrollment in of the 4 subject areas.  
 School Sites by LCFF Unduplicated Count

	Enrollment	Course Completion
District Wide	13.7%	91.8%
South	15.4%	90.5%
Mira Monte	10.3%	80.2%
Arvin	11.2%	80.9%
Foothill	8.6%	84.3%
West	8.7%	92.1%
East Bakersfield	15.3%	81.8%
Golden Valley	13.0%	87.4%
Shafter	7.6%	89.0%
North	15.6%	88.0%
Ridgeview	12.9%	91.1%
Bakersfield	14.1%	97.4%
Kern Valley	3.2%	100%
Highland	17.2%	98.4%

Independence	18.5%	96.4%
Stockdale	24.7%	92.2%
Centennial	31.6%	95.8%
Frontier	15.3%	96.6%
Liberty	19.9%	95.9%

\*Data was obtained from Ed-Fi Powered Dashboard.

**Early Assessment Program (EAP)  
 2014-15**  
 Comprehensive Sites  
 English Language Arts (ELA) Early Assessment Program  
 (EAP)  
 (To Determine College Readiness)

School Sites by LCFF Unduplicated Count

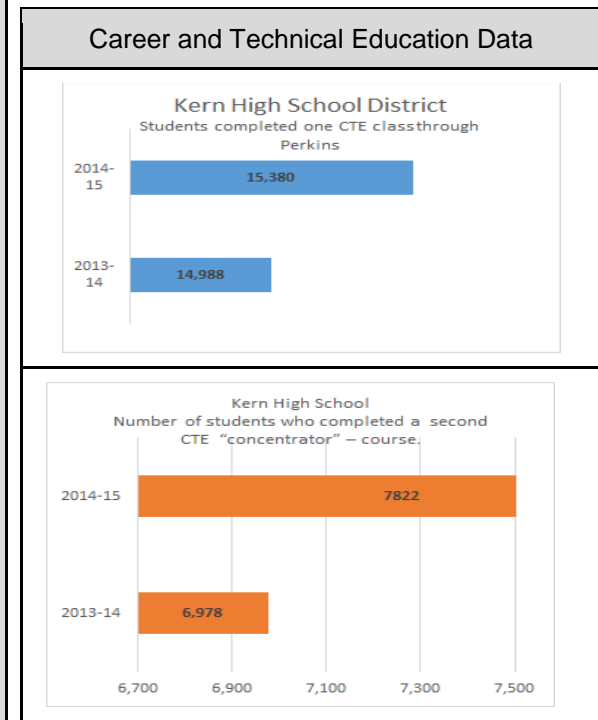
	# of Students	Ready for CSU /CCC/ Ready Conditional	Not Ready
District Wide	(7638)	4024	4301
South	(407)	73	334
Mira Monte	(422)	218	204
Arvin	(461)	223	238
Foothill	(430)	208	222
West	(417)	169	248

			East Bakersfield	(433)	168	265
			Golden Valley	(514)	247	267
			Shafter	(298)	112	186
			North	(367)	185	182
			Ridgeview	(530)	316	214
			Bakersfield	(572)	252	320
			Kern Valley	(95)	45	50
			Highland	(390)	237	153
			Independence	(454)	264	122
			Stockdale	(481)	359	122
			Centennial	(421)	308	113
			Frontier	(529)	331	195
			Liberty	(420)	258	162

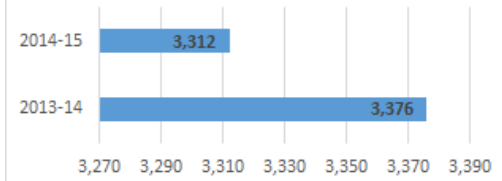
<b>Early Assessment Program (EAP)            2014-15</b> Comprehensive Sites Mathematics Early Assessment Program (EAP) (To Determine College Readiness)			
School Sites by LCFF Unduplicated Count			
	# of Students	Ready for CSU /CCC Ready - Conditional	Not Ready
District Wide	(7575)	1949	5681
South	(419)	60	359
Mira Monte	(414)	76	338
Arvin	(479)	76	403
Foothill	(509)	167	342
West	(413)	61	352
East Bakersfield	(439)	78	361
Golden Valley	(513)	92	421
Shafter	(297)	53	244
North	(367)	0	306
Ridgeview	(527)	47	383
Bakersfield	(563)	28	452
Kern Valley	(96)	7	72

Highland	(351)	30	247
Independence	(438)	40	305
Stockdale	(480)	97	280
Centennial	(416)	88	217
Frontier	(528)	43	384
Liberty	(422)	82	250

\*Data was obtained from Ed-Fi Powered Dashboard.

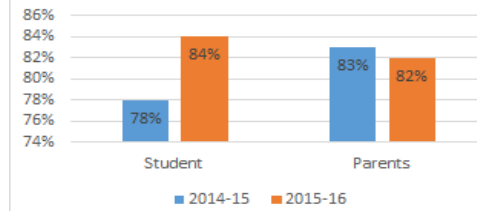


**Kern High School District**  
Number of 12 grade students who  
took a CTE "concentrator"-course.

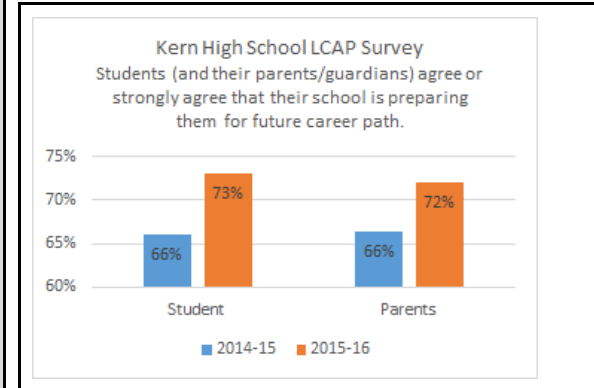


**Student Survey Data**

**Kern High School District LCAP Survey**  
Students (and their parents/guardians) agree or  
strongly agree that their school is preparing them  
for college.







Smarter Balanced Assessment Consortium (SBAC)  
- See results in **(2j)**

**(2j.)** 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%

**(2j.)** In reviewing progress towards outcome **(2j)**, the effectiveness is undetermined because 2015-16 data will be utilized as the baseline year. CST is no longer used as a California Assessment tool, (except for 10<sup>th</sup> grade science) effective 2015. Outcome **(2j)** will be continued. Metric originally reflected CST data; new data reflects California Assessment of Performance and Progress (CAASPP).

California Assessment of Student Performance and Progress (CAASPP) 2014-15		
All Students (8,502 Students)		
	English Language Arts / Literacy	Mathematics
Exceed Standards	17%	7%

Grade 10 = 8%  
Grade 11 = 13%

Algebra

- **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%

Standards Met:	31%	16%
Standards Nearly Met:	25%	24%
Standards Not Met:	25%	51%
<b>Economically Disadvantaged Students (5,378)</b>		
	<b>English Language Arts / Literacy</b>	<b>Mathematics</b>
Exceed Standards	11%	3%
Standards Met:	29%	13%
Standards Nearly Met:	28%	24%
Standards Not Met:	30%	57%
<b>English Learners (596 Students)</b>		
	<b>English Language Arts / Literacy</b>	<b>Mathematics</b>
Exceed Standards	0%	0%
Standards Met:	3%	1%
Standards Nearly Met:	18%	5%

- **Below Basic**  
Grade 9 = 19%  
Grade 10 = 51%  
Grade 11 = 55%
- **Far Below Basic**  
Grade 9 = 2%  
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**

Standards Not Met:	76%	90%
<b>English Language Arts / Literacy Reclassified-Fluent Proficient (R-FEP) (2,356 Students)</b>		
	<b>English Language Arts / Literacy</b>	<b>Mathematics</b>
Exceed Standards	12%	4%
Standards Met:	34%	15%
Standards Nearly Met:	32%	29%
Standards Not Met:	19%	51%
<b>Students with Disability (477 Students)</b>		
	<b>English Language Arts / Literacy</b>	<b>Mathematics</b>
Exceed Standards	1%	0%
Standards Met:	4%	1%
Standards Nearly Met:	17%	4%
Standards Not Met:	74%	88%

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**

Ethnicity: African American (508 Students)		
	English Language Arts / Literacy	Mathematics
Exceed Standards	10%	2%
Standards Met:	23%	10%
Standards Nearly Met:	26%	20%
Standards Not Met:	38%	63%
Ethnicity: American Indians or Alaska Native (59 Students)		
	English Language Arts / Literacy	Mathematics
Exceed Standards	14%	2%
Standards Met:	31%	10%
Standards Nearly Met:	29%	15%
Standards Not Met:	24%	65%
Ethnicity: Asian (252 Students)		
	English Language Arts / Literacy	Mathematics

- 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**

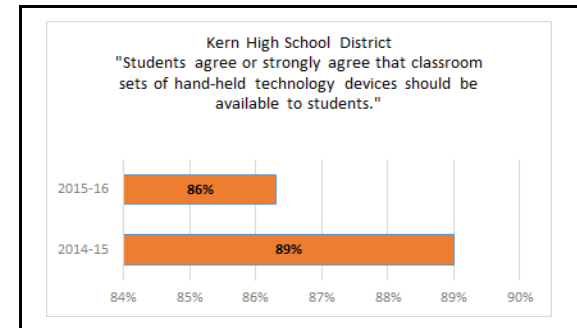
- Advanced = 4%
- Proficient = 8%
- Basic = 17%
- Below Basic = 19%
- Far Below Basic = 51%

Exceed Standards	39%	28%
Standards Met:	29%	25%
Standards Nearly Met:	16%	22%
Standards Not Met:	16%	25%
<b>Ethnicity: Native Hawaiian or Pacific Islander (11 Students)</b>		
	<b>English Language Arts / Literacy</b>	<b>Mathematics</b>
Exceed Standards	18%	18%
Standards Met:	27%	9%
Standards Nearly Met:	18%	36%
Standards Not Met:	36%	36%
<b>Ethnicity: Filipino (139 Students)</b>		
	<b>English Language Arts / Literacy</b>	<b>Mathematics</b>
Exceed Standards	43%	25%
Standards Met:	32%	26%

			Standards Nearly Met:	12%	21%
			Standards Not Met:	12%	27%
			<b>Ethnicity: Hispanic (5,332 Students)</b>		
				<b>English Language Arts / Literacy</b>	<b>Mathematics</b>
			Exceed Standards	12%	4%
			Standards Met:	31%	13%
			Standards Nearly Met:	28%	25%
			Standards Not Met:	28%	56%
			<b>Ethnicity: White (2064 Students)</b>		
				<b>English Language Arts / Literacy</b>	<b>Mathematics</b>
			Exceed Standards	26%	12%
			Standards Met:	34%	22%
			Standards Nearly Met:	21%	25%
			Standards Not Met:	17%	38%

			<table border="1"> <thead> <tr> <th colspan="3">Ethnicity: Two or More Races (129 Students)</th> </tr> <tr> <th></th> <th>English Language Arts / Literacy</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>Exceed Standards</td> <td>26%</td> <td>12%</td> </tr> <tr> <td>Standards Met:</td> <td>30%</td> <td>14%</td> </tr> <tr> <td>Standards Nearly Met:</td> <td>19%</td> <td>26%</td> </tr> <tr> <td>Standards Not Met:</td> <td>24%</td> <td>41%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Science California Standards Test California, Modified Assessment California Alternate and Performance Assessment Grade 10</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>6%</td> </tr> <tr> <td>Proficient</td> <td>10%</td> </tr> <tr> <td>Basic</td> <td>30%</td> </tr> <tr> <td>Below Basic</td> <td>28%</td> </tr> <tr> <td>Far Below Basic</td> <td>22%</td> </tr> </tbody> </table>	Ethnicity: Two or More Races (129 Students)				English Language Arts / Literacy	Mathematics	Exceed Standards	26%	12%	Standards Met:	30%	14%	Standards Nearly Met:	19%	26%	Standards Not Met:	24%	41%	Science California Standards Test California, Modified Assessment California Alternate and Performance Assessment Grade 10		Advanced	6%	Proficient	10%	Basic	30%	Below Basic	28%	Far Below Basic	22%
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	<p><b>(2k.)</b> Increase use of technology to support and enhance learning, as measured by previous year's student surveys (see LCAP 2015, page 65).</p>		<p><b>(2k.)</b> In reviewing progress annual measurable outcome <b>(2k)</b>, it was determined that the outcome described in the plan is effective and will be continued based on the analysis of the data below:</p>																														

A 3% decrease student survey results illustrates that the 2.5 million allocated to strengthen technology infrastructure to support and enhance learning in the classroom has made an impact.



LCAP Year 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>(2.01)</b> 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</p>	<p>\$184,500: Supplemental and Concentration Grant (S/C), Certificated Salaries (CSAM)</p>	<p><b>(2.01)</b> 190 students enrolled in 10 EL Summer 2015 California English Language Development Test (CELDT) Reclassification classes at the following school sites: Arvin High (36 students), East High (14 students), Foothill (21 students), Golden Valley (36 students), Mira Monte (35 students), Shafter (16 students), South (14 students), and West (18 students) for six weeks, 4 hours</p>	<p>\$89,755: S/C, Certificated Salaries and Benefits</p>



<p>and those not enrolled in the pilot class), and 75 students reclassified.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>● Arvin = 4 sections</li> <li>● East = 2 sections</li> <li>● Foothill = 2 sections</li> <li>● Golden Valley = 2 sections</li> <li>● Mira Monte = 4 sections</li> <li>● South = 2 sections</li> <li>● Vista = 2 sections</li> <li>● West = 2 sections</li> </ul> <p>TOTAL = 21 additional Summer School sections allocated to CELDT = 21 X 4.5 hours @ \$65 per hour X 30 days = \$184,275</p>		<p>per day. Teachers focused on strengthening the students' skills in the following areas: listening, speaking, reading and writing. At the end of the six week session, they were administered the CELDT. Out of the 190 students enrolled, 74 (40%) students were reclassified before the end of the fall 2015 semester. The remaining 117 students, 18 (16%) transitioned to the next EL level before the end of the fall 2015 semester, and of the remaining 98 students, 48 students (49%) made gains in their CELDT scores. There were 33 students that did not have 2 years of CELDT scores to gauge whether there was a gain in their CELDT score.</p>	
<p>Scope of service for 2.01:</p>		<p>Scope of service for 2.01:</p>	
<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		

<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____													
<p><b>(2.02)</b> 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><a href="http://www.apexlearning.com/">http://www.apexlearning.com/</a></p>	<p>\$1,130,000: S/C, Certificated Salaries, (CSAM)</p> <p>\$220,000: S/C, Book &amp; Supplies (CSAM)</p> <p>TOTAL = \$1,350,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(2.02)</b> KHSD purchased 2,500 Apex licenses at a cost of \$226,000. In the fall semester of 2015, 2,404 licenses were utilized for credit recovery at 7 different school sites: Arvin, Bakersfield, East, Mira Monte South, Shafter and Ridgeview. During the fall 2015, 619 students passed 853 classes, 91% with a C or better, and this translated into 4,265 credits earned:</p> <ul style="list-style-type: none"> <li>• 8.8% (75) of the classes were passed with a letter grade of an "A."</li> <li>• 38.1% (325) of the classes were passed with letter grade of a "B."</li> <li>• 44.3% (378) of the classes were passed with letter grade of a "C."</li> <li>• 8.8% (75) of the classes were passed with letter grade of a "D."</li> </ul> <p>619 students were enrolled in 854 Apex classes in the fall 2015. Course offerings included the following:</p> <table border="1" data-bbox="1087 1045 1619 1390"> <thead> <tr> <th>Apex Course Offering Fall 2015</th> <th>Number of Courses</th> </tr> </thead> <tbody> <tr> <td>Algebra</td> <td>15</td> </tr> <tr> <td>AP Statistics</td> <td>1</td> </tr> <tr> <td>Art Appreciation</td> <td>11</td> </tr> <tr> <td>Biology</td> <td>54</td> </tr> <tr> <td>Business Applications</td> <td>1</td> </tr> </tbody> </table>	Apex Course Offering Fall 2015	Number of Courses	Algebra	15	AP Statistics	1	Art Appreciation	11	Biology	54	Business Applications	1	<p>\$913,381: S/C, Certificated Salaries and Benefits</p> <p>\$216,900: S/C, Book &amp; Supplies</p> <p>TOTAL = \$1,130,281 S/C</p>
Apex Course Offering Fall 2015	Number of Courses														
Algebra	15														
AP Statistics	1														
Art Appreciation	11														
Biology	54														
Business Applications	1														

		Chemistry Core	2
		Chemistry Honors	2
		College and Career Preparation	75
		Earth Science Core	11
		English	256
		Geometry	14
		Math Foundations	96
		Music Appreciation	36
		Physical Education Core	1
		Probability and Statistics	1
		Psychology	1
		Skills for Health Core	23
		Sociology	1
		Spanish I Core	65
		U.S. and Global Economics Core	7
		U.S. Government	8
		U.S. History	80
		World History	93
		Course	Sections
			%

		<table border="1"> <thead> <tr> <th></th> <th></th> <th>Unduplicated students</th> </tr> </thead> <tbody> <tr> <td>Algebra Lab</td> <td>11</td> <td>47%</td> </tr> <tr> <td>Literacy (Excluding Access Classes)</td> <td>36</td> <td>Undetermined</td> </tr> <tr> <td>Apex</td> <td>1</td> <td>Undetermined</td> </tr> <tr> <td>Foundations</td> <td>25</td> <td>84%</td> </tr> <tr> <td>Math Literacy</td> <td>2</td> <td>56%</td> </tr> </tbody> </table> <p>Professional development is provided to APEX staff members at district in-services meetings. The KHSD Software/System Coordinators also provides on-going professional development at the school sites and online.</p>			Unduplicated students	Algebra Lab	11	47%	Literacy (Excluding Access Classes)	36	Undetermined	Apex	1	Undetermined	Foundations	25	84%	Math Literacy	2	56%	
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<p><b>(2.03)</b> 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</p>	<p>\$1,350,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(2.03)</b> Intervention classes continue to be provided to support academic progress and increase graduation rates. The 75 sections allocated were to sites with the highest number of students of the “unduplicated count.”</p>	<p>\$1,457,657: S/C, Certificated Salaries and Benefits</p>																		

<p>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>		<table border="1"> <thead> <tr> <th>Course</th> <th>Section</th> <th># of Unduplicated Students</th> </tr> </thead> <tbody> <tr> <td>Algebra Lab</td> <td>11</td> <td>47%</td> </tr> <tr> <td>Literacy (Excluding Access Classes)</td> <td>36</td> <td>Undetermined</td> </tr> <tr> <td>Apex</td> <td>1</td> <td>Undetermined</td> </tr> <tr> <td>Foundations</td> <td>25</td> <td>84%</td> </tr> <tr> <td>Math Literacy</td> <td>2</td> <td>56%</td> </tr> </tbody> </table>	Course	Section	# of Unduplicated Students	Algebra Lab	11	47%	Literacy (Excluding Access Classes)	36	Undetermined	Apex	1	Undetermined	Foundations	25	84%	Math Literacy	2	56%	
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<p><b>(2.04/2.05/2.06)</b> 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</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><b>(2.04/2.05/2.06)</b> No immediate action was completed on this goal to restructure period allocations for BIA, IA, BT at the school sites because the implementation of this action requires a contractual agreement. This process will begin in the spring of 2016.</p> <p>No adjustments have been made to the BIA, IA, or BT assignments.</p>	<p>\$2,727,450: S/C, Classified Salaries and Benefits</p> <p>\$322,802: S/C, Certificated Salaries and Benefits</p> <p>TOTAL = \$3,050,252 S/C</p>																		

<p>determine appropriate interventions for students performing below expectation.</p> <p>Retain Bilingual Technicians (BT) to support the EL program at the site by processing mandatory state and federal data and providing translation services; however, restructure period allocations proportionate to EL enrollment.</p> <p>Below, the first line (by school) indicates the current BIA and IA <u>period allocations</u>, 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> <p><b>Arvin = 38 BIA + 13 IA (559 total EL)</b>      47 BIA + 13 IA</p> <p><b>BHS = 18 BIA + 6 IA (240 total EL)</b>      20 BIA + 6 IA</p> <p><b>Centennial = 6 BIA + 3 IA (20 total EL)</b>      2 BIA + 0 IA</p> <p><b>East = 4 BIA = 0 IA (254 total EL)</b>      21 BIA = 6 IA</p> <p><b>Foothill = 18 BIA + 6 IA (232 total EL)</b>      19 BIA + 5 IA</p> <p><b>Frontier = 3 BIA + 0 IA (16 total EL)</b>      1 BIA + 0 IA</p> <p><b>GV = 48 BIA + 0 IA (216 total EL)</b>      18 BIA + 5 IA</p> <p><b>Kern Valley 0 BIA + 0 IA = (4 total EL)</b>      0 BIA + 0 IA</p> <p><b>Highland = 24 BIA + 6 IA (152 total EL)</b>      13 BIA + 4 IA</p>	<p>\$716,545:        S/C, for Bilingual Tech periods, Classified Salaries (CSAM)</p> <p>TOTAL =        \$2,946,978:        S/C</p>	<p>EL Coordinators oversee EL instruction at their school site, coordinate EL services, monitor students' academic progress, and work with district resource personnel to develop and determine appropriate interventions for students, especially those performing below grade level.</p> <p>Bilingual Technicians were retained to support the EL program at the site and to meet state-required reporting criteria.</p> <p>KHSD EL Program Specialist meets with BIAs, IAs, and BTs as a professional learning community.</p> <ul style="list-style-type: none"> <li>❖ EL Coordinators and Bilingual Techs meet on a monthly basis.</li> <li>❖ BIAs and IAs meet with their assigned teachers, site EL Coordinator and District EL Program Specialist on a regular basis to learn strategies to improve instructional support practices in the classroom.</li> </ul>	
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<p><b>IHS = 8 BIA + 0 IA (45 total EL)</b> 4 BIA + 1 IA <b>Liberty = 2 BIA + 2 IA (20 total EL)</b> 2 BIA + 0 IA <b>MM = 21 BIA + 15 IA (329 total EL)</b> 27 BIA + 8 IA <b>North = 3 BIA + 0 IA (39 total EL)</b> 3 BIA + 1 IA <b>Nueva = 0 BIA + 0 IA (3 total EL)</b> 0 BIA + 0 IA <b>Ridgeview = 9 BIA + 0 IA (151 total EL)</b> 13 BIA + 4 IA <b>Shafter = 7 BIA + 11 IA (329 total EL)</b> 27 BIA + 8 IA <b>South = 18 BIA + 9 IA (230 total EL)</b> 19 BIA + 5 IA <b>Stockdale = 6 BIA + 0 IA (28 total EL)</b> 2 BIA + 1 IA <b>Tierra Del Sol = 0 BIA + 0 IA (32 total EL)</b> 3 BIA + 1 IA <b>Vista = 0 BIA + 0 IA (0 total EL)</b> 0 BIA + 0 IA</p> <p><b>Proposed Bilingual Tech period allocations</b> indicated by the parenthetical word (new), re-calculated to reflect proportionality of EL enrollment per site</p> <p>Arvin = 16 (current), 23 (new) indicated by the parenthetical word (new), re-calculated to reflect proportionality of EL enrollment per site</p> <p>Arvin = 16 (current), 23 (new) BHS = 8 (current), 10 (new) Centennial = 5 (current), 1 (new) East = 1 (current), 10 (new)</p>			
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<p>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) <b>TOTAL = \$716,545</b> EL/Title 1 Coordinator = 20 Coordinators, 1 per each site listed above = \$177,130</p> <p>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.</p> <p>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.</p>			
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Scope of service for 2.04, 2.05, and 2.06:		Scope of service for 2.04, 2.05, and 2.06:	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p><b>(2.07)</b> 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"> <li>• 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</li> <li>• Co-developing instructional units with teachers that build information/research literacy skills</li> <li>• Providing library access before/after school and on Saturdays</li> <li>• Providing options for tutoring and mentoring services</li> <li>• Providing options for parent/community workshops, especially to support parents who may not have technology resources at home</li> </ul> <p>18 Teacher-Librarians (one per</p>	<p>\$1,962,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(2.07)</b> At the 18 KHSD comprehensive sites, Teacher-Librarians focused on reinforcing literacy skills school wide. The libraries were open before school, during lunch, and after school for students to receive tutoring, access the Internet, and study.</p> <p>In addition, Teacher-Librarians worked with classroom teachers to collaborate on lessons to strengthen research and technology skills.</p> <p>The Teacher-Librarians collaborated with BC librarians to build high school research skills that foster college and career readiness. Teacher-Librarians also participated in developing units for the One Book, One Bakersfield, and One Kern literacy project. In addition to building literacy skills, the lessons related to this project are aligned to CSUB's First Year Experience.</p> <p>The Teacher-Librarians continue to partner with the local colleges in order to ensure students are prepared for the research and technology skills expected in college and/or career.</p>	<p>\$1,997,039: S/C, Certificated Salaries and Benefits</p>

comprehensive site) X \$109,000 (approximately) = \$1,962,000			
Scope of service for 2.07:		Scope of service for 2.07:	
__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>		__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><b>(2.08)</b> 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>\$111,000: S/C, Certificated Salaries</p> <p>\$37,500: S/C, Classified Salaries (CSAM)</p> <p>\$4,500: S/C, Books &amp; Supplies (CSAM)</p> <p>TOTAL = \$153,000: S/C</p>	<p><b>(2.08)</b> School sites were allocated funding to extend their library hours. School sites with 71% unduplicated students or more received \$11,000 and the remaining 11 school sites received \$6,500.</p> <p>The majority of the school sites extended their library hours between the hours of 3 pm and 6pm and on Saturdays. The library was supervised by classified and certificated staff and assisted the students with their academic needs.</p> <p>It has been reported by the school sites that the number of students participating and utilizing the resources and technology available in the library is increasing. A system to track the number of students utilizing the library will be put into place for the 2016-17 school year.</p>	<p>\$111,000: S/C, Certificated Salaries and Benefits</p> <p>\$37,500 : S/C, Classified Salaries and Benefits</p> <p>\$4,500 : S/C, Books &amp; Supplies</p> <p>TOTAL = \$153,000: S/C</p>

Scope of service for 2.08:		Scope of service for 2.08:	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>(2.09)</b> Purchase materials and resources for Access course (redesigned literacy course), already developed and scheduled for implementation in 2015-16 school year.</p>	<p>\$20,000: S/C, Books &amp; Supplies (CSAM)</p>	<p><b>(2.09)</b> Resources and materials were purchased for Access teachers to enhance their ability to meet the literacy needs of their students. Most of the funding was used to build classroom libraries with high-interest books.</p>	<p>\$20,000: S/C, Books &amp; Supplies</p>
Scope of service for 2.09:		Scope of service for 2.09:	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>(2.10)</b> Employ Instructional Technology Coach to assist in the effective utilization of technology and technology programs in the classroom and to enhance student engagement and learning. Instructional Technology Coach will focus on serving students of the “unduplicated count” first.</p>	<p>\$90,000: S/C, Certificated Salaries (CSAM)</p> <p>\$60,000: S/C, Books &amp; Supplies (CSAM)</p>	<p><b>(2.10/2.11)</b> The Instructional Technology Coach (ITC) was hired July 2015. The department conducted a technology survey in August 2015 to solicit staff input on their technology needs. 1,120 staff members (fall of 2015) have participated in technology workshops at their local school site and at the</p>	<p>\$108,065 : S/C, Certificated Salaries and Benefits</p>

<p><b>(2.11)</b> 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 office. Workshops/trainings included the following:</p> <ul style="list-style-type: none"> <li>❖ Educational blog called <i>Tech First Tuesday</i>, to educate and curate useful instructional technology-related information for the district</li> <li>❖ Group training for small and large groups on using technology to enhance student learning, as well as build efficiency and effectiveness in the classroom</li> <li>❖ Technical support on website development and technical assistance to improve workplace productivity for various departments and school sites</li> <li>❖ Google Apps for Education (GAFE)</li> <li>❖ Trainings on social media, web development, and internet safety</li> </ul>	<p>\$60,000: S/C, Books &amp; Supplies</p> <p>Total: \$168,065 S/C</p>
<p>Scope of service for 2.10 and 2.11:</p>		<p>Scope of service for 2.10 and 2.11:</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><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><b>(2.12)</b> 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 <b>and</b></p>	<p>\$2,500,000: S/C, Capital Outlay (CSAM)</p>	<p><b>(2.12)</b> The Kern High School District is committed to developing students and staff who are effective in the use of technology and recognize its growing importance in the 21st century. The effective integration and utilization of current and emerging</p>	<p>\$2,500,000: S/C, Capital Outlay</p>

<p>enhance learning in the classroom. This action may include the following:</p> <ul style="list-style-type: none"> <li>• Increasing computer access</li> <li>• Refreshing computers at sites</li> <li>• Supporting Science, Technology, Engineering, and Math (STEM) classes</li> <li>• Expanding labs</li> <li>• Increasing the use of portable devices in the classroom</li> <li>• Increasing Virtual Desktop Infrastructure (VDI)</li> <li>• Expanding bandwidth to support a robust network</li> </ul> <p>Serve the sites with the highest number of students of the “unduplicated count” first, followed by general district need. Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom. This action may include the following:</p> <ul style="list-style-type: none"> <li>• Increasing computer access</li> <li>• Refreshing computers at sites</li> <li>• Supporting Science, Technology, Engineering, and Math (STEM) classes</li> <li>• Expanding labs</li> <li>• Increasing the use of portable devices in the classroom</li> <li>• Increasing Virtual Desktop Infrastructure (VDI)</li> <li>• Expanding bandwidth to support a robust network</li> </ul>		<p>technologies into standards-based curriculum is one important component of student achievement. Student learning has been enhanced by the following:</p> <ul style="list-style-type: none"> <li>❖ Increasing computer access (Chromebooks purchased or will be purchased by June 30, 2016)</li> </ul> <table border="1" data-bbox="1083 526 1623 1377"> <thead> <tr> <th>Site by LCFF Count</th> <th>Amount</th> </tr> </thead> <tbody> <tr><td>South</td><td>400</td></tr> <tr><td>Mira Monte</td><td>400</td></tr> <tr><td>Arvin</td><td>400</td></tr> <tr><td>Foothill</td><td>400</td></tr> <tr><td>West</td><td>400</td></tr> <tr><td>East Bakersfield</td><td>400</td></tr> <tr><td>Golden Valley</td><td>400</td></tr> <tr><td>Shafter</td><td>400</td></tr> <tr><td>North</td><td>400</td></tr> <tr><td>Ridgeview</td><td>400</td></tr> <tr><td>Bakersfield</td><td>300</td></tr> <tr><td>Kern Valley</td><td>*140</td></tr> <tr><td>Highland</td><td>300</td></tr> <tr><td>Independence</td><td>300</td></tr> </tbody> </table>	Site by LCFF Count	Amount	South	400	Mira Monte	400	Arvin	400	Foothill	400	West	400	East Bakersfield	400	Golden Valley	400	Shafter	400	North	400	Ridgeview	400	Bakersfield	300	Kern Valley	*140	Highland	300	Independence	300	
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<b>(2.13)</b> A full library of Share Point lessons and assessments have been completed. Not	\$20,000: S/C,	<b>(2.13)</b> Continue to build technology-based assessments so that all technology-based	\$20,000: S/C, Books and Supplies								

<p>all curricular areas have a technology-based assessment, but all areas have technology based lessons, some of which include assessments.</p> <p>Continue to build technology-based assessments so that all technology-based lessons have a corresponding assessment.</p> <p>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.</p>	<p>Certificated Salaries (CSAM)</p>	<p>lessons have a corresponding assessment and are ensuring that the needs of the below-grade-level-learner are being met.</p>	
<p>Scope of service for 2.13:</p>		<p>Scope of service for 2.13:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	
<p><b>(2.14)</b> 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</p>	<p>\$982,000: S/C, Certificated Salaries (CSAM)</p> <p>\$50,000: S/C, Classified Salaries (CSAM)</p> <p>\$304,000: S/C,</p>	<p><b>(2.14)</b> In the fall of 2015, the KHSD launched Kern Learn. Kern Learn is a blended learning model that combines online learning and face-to-face education. Kern Learn utilizes an internet-based learning management system as a digital classroom environment to teach courses for KHSD credit. Kern Learn offers increased access to standards-based courses taught by highly qualified staff. The use of digital curriculum enables flexible scheduling</p>	<p>\$753,579: S/C, Certificated Salaries and Benefits</p> <p>\$63,739: S/C, Classified Salaries and Benefits</p>

<p>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.</p> <ul style="list-style-type: none"> <li>● English</li> <li>● Math</li> <li>● Social Studies</li> <li>● Science</li> <li>● Physical Education</li> <li>● Hire counselor = \$125,000.</li> <li>● Hire clerical support = \$60,000.</li> </ul> <p>Provide professional development for curriculum development and instructional delivery. Purchase equipment and software, including licenses.</p>	<p>Books &amp; Supplies (CSAM)</p> <p>\$14,000: S/C, Equipment (CSAM)</p> <p>TOTAL = \$1,350,000: S/C</p>	<p>options for students. Students may take Kern Learn courses to supplement their traditional schedule, or may enroll as a full-time online student.</p> <ul style="list-style-type: none"> <li>❖ Classes offered to students throughout KHSD attendance area</li> <li>❖ Provides flexible hours and rigorous, standards-based instruction</li> <li>❖ Employs Highly Qualified teachers</li> <li>❖ Provides eligibility for CIF athletics</li> <li>❖ Encourages parent involvement</li> </ul> <p>Kern Learn's active student population is 96 students, with 175 students, total, that enrolled throughout the school year. Kern Learn's unduplicated student count was 43%.</p> <p>There are currently no English Learners enrolled but 9.4% of KL student population is Reclassified Fluent English Proficient (RFEP) students.</p> <p>In order to provide an avenue for Foster Youth to enroll in Kern Learn, Kern Learn has teamed up with County of Kern's Dream Center. The Dream Center was established to meet the needs of Foster Youth who reside in Kern County.</p>	<p>\$304,000: S/C, Books &amp; Supplies</p> <p>\$14,000: S/C, Equipment</p> <p>TOTAL = \$1,135,318 S/C</p>
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		<table border="1"> <thead> <tr> <th colspan="2">Ethnicity Fall 2015: Kern Learn Students</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>3.9%</td> </tr> <tr> <td>Hispanic</td> <td>35.0%</td> </tr> <tr> <td>Native American</td> <td>1.9%</td> </tr> <tr> <td>Two or More</td> <td>1.9%</td> </tr> <tr> <td>Decline To State</td> <td>2.9%</td> </tr> <tr> <td>White</td> <td>53.4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Kern Learn Grade Distribution Fall 2015</th> </tr> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A's</td> <td>16.7%</td> </tr> <tr> <td>B's</td> <td>29.2%</td> </tr> <tr> <td>C's</td> <td>12.5%</td> </tr> <tr> <td>D's</td> <td>16.7%</td> </tr> <tr> <td>F's</td> <td>25%</td> </tr> </tbody> </table>	Ethnicity Fall 2015: Kern Learn Students		African American	3.9%	Hispanic	35.0%	Native American	1.9%	Two or More	1.9%	Decline To State	2.9%	White	53.4%	Kern Learn Grade Distribution Fall 2015		Grade	Percentage	A's	16.7%	B's	29.2%	C's	12.5%	D's	16.7%	F's	25%	
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__Other Subgroups:(Specify) _____	__Other Subgroups:(Specify) _____
<b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>	<b>METRICS (Expected Annual Measurable Outcomes Section):</b> <b>(2a.)</b> Anecdotal data indicate that greater efforts need to be made to implement literacy standards in English, as well as the other core subject areas. <b>ACTIONS SECTION:</b>  <b>(2.01)</b> Action (2.01) was funded for \$184,000 but only \$89,755 was utilized. Out of the 21 class sections allocated, only 190 students enrolled in the classes. The classes were offered at the same time as regular summer school classes; hence, if students needed to make-up other credits, they may have opted to take a credit-recovery class rather than the EL Reclassification Summer 2015 CELDT class that offers elective credits. Another factor that may have hindered enrollment is work: Some students must work during summer and cannot take summer classes. Although this did not serve as many students as expected it provided options for many at risk students and will be continued.  <b>(2.02)</b> Action (2.02) allocated \$374,000 for PD but only \$10,000 was used for the 2015-16 school year. Personnel salaries were projected at \$1,130,000 but estimated actual cost are \$913,381. The discrepancy in certificated salaries can be contributed to an increase in salaries that went into effect July 1, 2015. Based on the number of participating students this action was deemed effective and will be continued.  <b>(2.03)</b> The \$107,657 discrepancy in certificated salaries can be contributed to an increase in salaries that went into effect July 1, 2015. Data does not exist to show effectiveness of this action but anecdotal evidence suggests that many students need these support classes.  <b>(2.04/2.05/2.06)</b> Adjustments to BIA, IA, and Bilingual Technician assignments have not been made. Staff reassignments and/or period re-allocations will be determined by Human Resources (HR) and union protocol. The \$103,274 discrepancy can be attributed to the action not being implemented and an increase in salaries that went into effect July 1, 2015. All classified staff in this action are evaluated on an annual basis.

**(2.07/2.08)** The \$35,039 discrepancy in certificated salaries can be contributed to an increase in salaries that went into effect July 1, 2015. The effectiveness of these actions are the increased usage of libraries.

**(2.09)** All Access classes are equipped with a library.

**(2.10/2.11)** The \$18,065 discrepancy in certificated salaries can be contributed to an increase in salaries that went into effect July 1, 2015. The number of staff participating in the technology offering indicates the effectiveness of this action.

**(2.12)** The increased numbers of new and upgraded devices throughout the district will be effective in integrating technology into instruction and 21<sup>st</sup> Century Learning.

**(2.13)** Providing technology based assessments for our students help to ensure that they will be prepared both for state assessments and 21<sup>st</sup> Century Learning.

**(2.14)** The \$214,682 discrepancy in certificated salaries can be contributed to the overestimation of the number of certificated staff members hired. Stakeholders' input has indicated that Kern Learn should no longer be funded by Supplemental & Concentration funds and will therefore be removed from the LCAP.

Goal 2, "KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources." Goal 2 addresses State Priority 2 (Implementation of State Standards) and 4 (Implementation of the Common Core) The 11 measurable outcomes have gauged the success of Goal 2 and have established baselines for the 2016-17 school year. Stakeholders were able to have input and review Goal 2 measurable outcomes. English Learner students' needs were focused in Goal 2. The success of the English Learner was highlighted in measurable outcome 2b, 2c, 2e, 2f and 2g. Through Goal 2 the unduplicated pupils were provided more opportunities to expand their option in remediation as well as excelling in Gate, Honor and AP classes where there were increases of unduplicated pupils participating in these classes.

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Original GOAL 3 from prior year LCAP	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 _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	(3a.) Broaden course options for students that include intervention classes in literacy and math, STEM, Visual and Performing Arts, CTE, AVID, and dual enrollment opportunities for advancement. All classes, courses, and programs are open to all students of the unduplicated count and to students with exceptional needs.		Actual Annual Measurable Outcomes:	<p>(3a.) In reviewing progress towards outcome (3a), it was determined that the outcome’s effectiveness could not be analyzed because 2015-16 data will be utilized as the baseline year. Outcome (3a) will be continued.</p> <p>See GOAL 2, (2c), for pertinent data.</p> <p>Counselors review student transcripts and work with students on their four-year plan in order to determine appropriate course schedules and intervention-class needs. Students may be enrolled in support English and/or math classes or be enrolled in a dual enrollment course for advancement. Students’ intervention needs are addressed first, followed by graduation requirements and courses to ensure college/career readiness.</p>

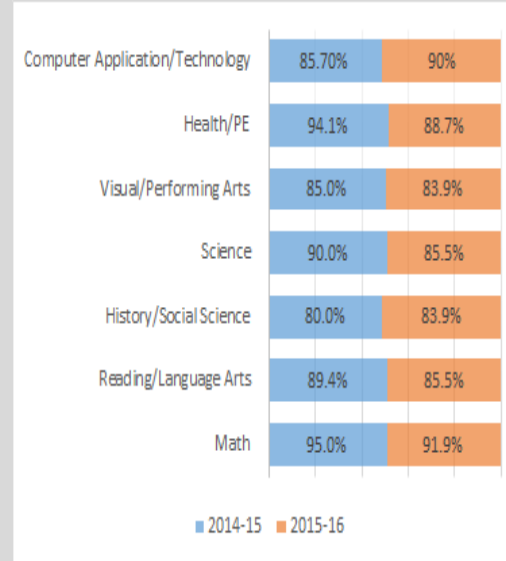
**(3b.)** Increase survey responses of agree or strongly agree as they relate to instruction by 5% compared to last year's responses (see LCAP 2015-16, page 100).

**(3b.)** In reviewing progress towards annual measurable outcome **3b**, it was determined that the outcome was effective and will be continued based on the analysis of data.

**KHSD LCAP Parent Survey (English)**

"Teachers provide high-quality instruction at my child's school."

"Teachers provide high-quality instruction at my child's school."



**(3c.)** Increase graduation rate by 2%, district wide and for all significant subgroups, as

**(3c.)** In reviewing progress towards annual measurable outcome **(3c)**, it was determined that the

measured by previous year's graduation rate (see LCAP 2015-16, pages 101-102).

outcome described in the plan is effective and will be continued.

Graduates % (by Ethnicity)			
	2012-13	2013-14	2014-15
Hispanic or Latino	78%	83%	Data unavailable
American Indians / Alaska Native	87.5%	80.0%	Data unavailable
Asian	86.7%	88.0%	Data unavailable
Pacific Islander	78.6%	94.4%	Data unavailable
Filipino	95.5%	96.2%	Data unavailable
African American	74.4%	80.2%	Data unavailable
White	83.1%	88.2%	Data unavailable
Two or More Races (Not Hispanic)	80.0%	82.2%	Data unavailable

**(3d.)** 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).

**(3d.)** In reviewing progress towards annual measurable outcome **(3d)**, it was determined that the outcome in the plan is effective and will be continued based on the analysis of data.

			<table border="1"> <thead> <tr> <th colspan="3">KHSD A-G Completion Rates</th> </tr> <tr> <th></th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>35.6%</td> <td>32.3%</td> </tr> <tr> <td>African American</td> <td>25.8%</td> <td>32.5%</td> </tr> <tr> <td>Hispanic</td> <td>28%</td> <td>30.7%</td> </tr> <tr> <td>White</td> <td>39.6%</td> <td>41.6%</td> </tr> <tr> <td>County</td> <td>29.8%</td> <td>33.3%</td> </tr> <tr> <td>State</td> <td>39.4%</td> <td>41.9%</td> </tr> </tbody> </table>	KHSD A-G Completion Rates				2013-14	2014-15	District	35.6%	32.3%	African American	25.8%	32.5%	Hispanic	28%	30.7%	White	39.6%	41.6%	County	29.8%	33.3%	State	39.4%	41.9%
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	<p><b>(3e.)</b> Increase enrollment rate in GATE, HP, and AP of underrepresented student groups by 1%, as measured by previous year's enrollment rate (see page 101).</p>		<p><b>(3e.)</b> In reviewing progress towards annual measurable outcome <b>(3e)</b>, it was determined that the outcome described in the plan is partially effective and will be continued. Efforts will continue to strengthen academic skills to increase readiness of underrepresented student groups to enroll and be successful in advanced courses.</p> <table border="1"> <thead> <tr> <th colspan="3">Advanced Course Enrollment / Advanced Course Completion - Fall 2014 and 2015 (% of Total Student Population)</th> </tr> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>15%</td> <td>3.6%</td> </tr> <tr> <td>African American</td> <td>1%</td> <td>1%</td> </tr> </tbody> </table>	Advanced Course Enrollment / Advanced Course Completion - Fall 2014 and 2015 (% of Total Student Population)				2014-15	2015-16	Hispanic	15%	3.6%	African American	1%	1%												
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White	7.9%	8.3%
EL	≤1%	≤1%

Advanced Course Enrollment / Advanced Course Completion - Fall 2014 and 2015 (% of Total Student Population in GATE, Honors and AP Classes)		
	2014-15	2015-16
Hispanic	55%	59.3%
African American	3.9%	4.5%
White	28%	36.2%
EL	≤1%	≤1%

**(3f.)** 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 LCAP 2015-16, page 101).

**(3f.)** In reviewing progress towards annual measurable outcome **(3f)**, it was determined that the outcome was partially effective but will be continued. Efforts will continue to provide intervention and support to strengthen skills to promote enrollment and success in advanced placement classes.

Advanced Placement (AP)		
	# Tested	Scores a 3 or Better
2012-13	3,195	2,718 (85.0%)



			<table border="1"> <tr> <td>2013-14</td> <td>3,185</td> <td>2,825 (88.6%)</td> </tr> <tr> <td>2014-15</td> <td colspan="2">Data has not been released by the CDE.</td> </tr> </table>	2013-14	3,185	2,825 (88.6%)	2014-15	Data has not been released by the CDE.	
2013-14	3,185	2,825 (88.6%)							
2014-15	Data has not been released by the CDE.								
	<p><b>(3g.)</b> Increase EAP results in English by 2% for ready and conditionally ready, as measured by previous year's results (see LCAP 2015-16, page 102)</p>		<p><b>(3g.)</b> In reviewing progress towards outcome <b>(3g)</b>, it was noted that the outcome's effectiveness was undetermined because 2015-16 data will be utilized as the baseline year. Outcome <b>(3g)</b> will be continued. Effective spring 2015 the EAP will be embedded in the California Assessment of Student Performance and Progress (CAASPP).</p>						
	<p><b>(3h.) Increase</b> EAP results in math by 2% for ready and conditionally ready, as measured by previous years results (see LCAP 2015-16, page 94).</p>		<p><b>(3h.)</b> In reviewing progress towards outcome <b>(3h)</b>, it was noted that the outcome's effectiveness was undetermined because 2015-16 data will be utilized as the baseline year. Outcome <b>(3h)</b> will be continued. Effective spring 2015 the EAP will be embedded in the California Assessment of Student Performance and Progress (CAASPP).</p>						
	<p><b>(3i.)</b> Increase CAHSEE English pass rate by 2% (see LCAP 2015-16, page 102).</p> <p><b>(3j.)</b> Increase CAHSEE math pass rate by 2% (see LCAP 2015-16, pages 102-103).</p>		<p><b>(3i/j.)</b> In the reviewing progress towards outcomes <b>(3i/j.)</b>, it was determined that the outcomes described are no longer relevant because the CAHSEE was suspended with the passing of SB 172 starting with the class of 2015.</p>						
	<p><b>(3k)</b> Decrease Ds and Fs, overall, by 2%, as measured by previous year's grade distribution (see LCAP 2015-16, page 102).</p>		<p><b>(3k.)</b> In reviewing progress towards annual measurable outcome <b>(3k)</b>, it was determined that the outcome is effective and will be continued.</p>						

			See GOAL 1,(1h) for pertinent data
	<b>(3l.)</b> Increase CTE completion rate by 1.5% for all levels and all categories, as measured by previous year's participation rate (see LCAP 2015-16, page 105).		<b>(3l.)</b> In reviewing progress towards annual measurable outcome <b>(3l)</b> , it was determined that the outcome is effective and will be continued.  See GOAL 2, (2i) for pertinent data.
	<b>(3m.)</b> Increase in CTE survey responses of agree or strongly agree by 5% as compared to last year's responses (see pages 105-106).		<b>(3m.)</b> In reviewing progress towards annual measurable outcome <b>(3m)</b> , it was determined that the outcome is effective and will be continued.  See GOAL 2, (2i) for pertinent data.

	<b>(3n.)</b> Increase Project BEST college admittance rate by 3% and increase in participation by 5%, as measured by previous year's rates (see page 102).	Actual Annual Measurable Outcomes:	<b>(3n.)</b> In reviewing progress towards outcome <b>(3n)</b> , it was determined that the outcome described in the plan is effective and will be continued based on the analysis of the data.					
			<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="background-color: #cccccc;">Project BEST College-Going Rate</th> </tr> <tr> <td colspan="2" style="text-align: center;">(Seniors were admitted to 4-year schools)</td> </tr> <tr> <td style="text-align: center;">2012-13</td> <td style="text-align: center;">57% of Project BEST Seniors</td> </tr> <tr> <td style="text-align: center;">2014-15</td> <td style="text-align: center;">70% of Project BEST Seniors</td> </tr> </table>	Project BEST College-Going Rate		(Seniors were admitted to 4-year schools)		2012-13
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(3o.) See CST data (see LCAP 2015-16, page 68).	(3o.) In reviewing progress towards outcome (3o), the effectiveness is undetermined because California Assessment of Student Performance and Progress (CAASPP) 2015-16 data will be utilized as the baseline year. In 2014 California Standard Test (CST) was discontinued. Outcome (3o) will be continued. Data can be viewed in outcome (2f)																						
<b>LCAP Year: 2015-2016</b>																							
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures																		
(3.01) Increase CTE participation by 2% (see page 97 for previous year's rate), providing priority enrollment to the students of the "unduplicated count."		California Partnership Academy Programs = \$855,360: S/C,	(3.01) CTE participation increased over 2% in the following areas:		\$1,800,000: S/C, Certificated Salaries and Benefits																		

<ul style="list-style-type: none"> <li>Continue to increase CTE pathway offerings, particularly “concentrator” and “capstone” courses.</li> <li>Continue to align CTE courses to articulate with local community colleges and meet local industry needs.</li> <li>Pursue dual-enrollment opportunities for appropriate CTE courses. <ul style="list-style-type: none"> <li>Dual enrollment refers to high school students taking college courses and receiving college credit.</li> <li>KHSD is working to expand dual enrollment to include core subjects, as well.</li> </ul> </li> <li>Continue to pursue additional CTE funding through grant opportunities (California Career Pathways Trust) and local industry partnerships.</li> <li>Continue to support (13) California Partnership Academy Programs = \$855,360. <ul style="list-style-type: none"> <li>Arvin <ul style="list-style-type: none"> <li>Construction Design</li> <li>Health Careers</li> <li>Horticulture</li> </ul> </li> <li>BHS <ul style="list-style-type: none"> <li>Public Service</li> </ul> </li> <li>East <ul style="list-style-type: none"> <li>Health Careers</li> <li>Multi-Media</li> </ul> </li> </ul> </li> <li>Foothill</li> </ul>	<p>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>	<table border="1"> <tr> <th colspan="2">Students who completed one CTE class through Perkins:</th> </tr> <tr> <td>2013-14</td> <td>14,988</td> </tr> <tr> <td>2014-15</td> <td>15,380</td> </tr> <tr> <td colspan="2" style="text-align: center;">An increase of 2.6%</td> </tr> <tr> <th colspan="2">Students who completed a second CTE “concentrator”- course:</th> </tr> <tr> <td>2013-14</td> <td>6,978</td> </tr> <tr> <td>2014-15</td> <td>7,822</td> </tr> <tr> <td colspan="2" style="text-align: center;">An increase of 12%</td> </tr> <tr> <th colspan="2">Students who completed a second CTE “capstone class”- course:</th> </tr> <tr> <td>2013-14</td> <td>1,298</td> </tr> <tr> <td>2014-15</td> <td>1,1474</td> </tr> <tr> <td colspan="2" style="text-align: center;">An increase of 13.5%</td> </tr> </table>	Students who completed one CTE class through Perkins:		2013-14	14,988	2014-15	15,380	An increase of 2.6%		Students who completed a second CTE “concentrator”- course:		2013-14	6,978	2014-15	7,822	An increase of 12%		Students who completed a second CTE “capstone class”- course:		2013-14	1,298	2014-15	1,1474	An increase of 13.5%		<p>The inauguration of KHSD and BC Dual Enrollment courses commenced in the fall of 2015-16 school year, with 8 school sites and 25 course sections:</p> <table border="1"> <tr> <td>BC- Digital Arts</td> <td>Centennial- Graphic Arts</td> </tr> <tr> <td>BC- Intro. to Mechanized Agriculture</td> <td>Independence - Ag Mechanics</td> </tr> </table>	BC- Digital Arts	Centennial- Graphic Arts	BC- Intro. to Mechanized Agriculture	Independence - Ag Mechanics
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<p>Agribusiness          Computer Design &amp; Engineering          Independence          Energy          Ridgeview          Information Technology          South          Criminal Justice          Engineering          Stockdale          Medical          Continue to support the 377 courses, district wide, designated as Career Pathways = \$944,640 for 49 sections in 2015-16.</p>		<table border="1" data-bbox="1058 280 1591 773"> <tr> <td>BC- Digital Photography</td> <td>North-Photography</td> </tr> <tr> <td>BC- Student Development</td> <td>South- Career Choices</td> </tr> <tr> <td>BC- Sheet Metal ARC Welding</td> <td>Shafter- Ag Welding</td> </tr> <tr> <td>BC- Student Development</td> <td>Shafter- Career Choices</td> </tr> <tr> <td>BC- Student Development</td> <td>Nueva- Career Choices</td> </tr> <tr> <td>Cerro Coso Community College- Introductory Composition</td> <td>Kern Valley - English Honors / Elements of Speech / Theatre 2</td> </tr> </table> <p>LCAP funded 377 courses, district wide, designated as Career Pathways.</p> <p>District is working with STEM teachers to help them acquire a CTE credential where possible, in order to create effective alignment of courses and be able to leverage additional funding.</p>	BC- Digital Photography	North-Photography	BC- Student Development	South- Career Choices	BC- Sheet Metal ARC Welding	Shafter- Ag Welding	BC- Student Development	Shafter- Career Choices	BC- Student Development	Nueva- Career Choices	Cerro Coso Community College- Introductory Composition	Kern Valley - English Honors / Elements of Speech / Theatre 2	
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<p>Scope of service for 3.01:</p>		<p>Scope of service for 3.01:</p>													
<p><input checked="" 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)</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><b>(3.02)</b> 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 = \$100,500 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development.</p> <p>Schools implementing Career Choices in 2015-16 are as follows (12):</p> <ul style="list-style-type: none"> <li>• Arvin</li> <li>• BHS</li> <li>• Centennial</li> <li>• East</li> <li>• Foothill</li> <li>• Frontier</li> <li>• Golden Valley</li> <li>• North</li> <li>• Nueva</li> <li>• Shafter</li> <li>• South</li> <li>• Stockdale</li> </ul> <p>The following schools will receive professional development in 2015-16, so that they may implement the program in 2016-17</p> <ul style="list-style-type: none"> <li>• Liberty</li> <li>• Mira Monte</li> <li>• Vista</li> </ul> <p><b>(3.03)</b> 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-</p>	<p>\$100,000: S/C, Books &amp; Supplies (CSAM)</p> <p>\$50,000: S/C, Certificated Salaries (CSAM)</p> <p>\$100,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(3.02/3.03)</b> We currently have 16 comprehensive high schools and 4 continuation schools utilizing the semester-long, Career Choices curriculum.</p> <p>The curriculum includes the following:</p> <ul style="list-style-type: none"> <li>❖ Development of a 10-year career and educational plan</li> <li>❖ Career identification and planning</li> <li>❖ Life skills, including decision making, perseverance, and goal setting</li> <li>❖ Study skills</li> </ul> <p>In the 2016-17 school year, three additional school sites (Liberty, Mira Monte and Vista) will implement Career Choices, making this available at all school sites.</p> <p><b>(3.03)</b> This action is still in the process of development. KHSD and BC counselors are working together to strengthen "curriculum sequencing" and minimize "meandering" towards a college degree or career-</p>	<p>\$150,000: S/C, Certificated Salaries and Benefits</p> <p>\$100,000: S/C, Books &amp; Supplies</p> <p>Total = \$250,000: S/C</p>
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<p>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> 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>readiness programs. (Add link to article here.)</p> <p>The action remained in its developmental stages for most of the year, as research was conducted to develop or find a program which met the need for students. In the spring, the program selected was Naviance, a comprehensive K-12 college and career readiness platform that enables career exploration, academic planning, and college preparation. The program will also help to align expectations and practices from middle school to high school and from high school to college or career.</p>	
Scope of service for 3.02 and 3.03:		Scope of service for 3.02 and 3.03:	
<p><u> X </u> ALL ----- OR: _ Low Income pupils <u> x </u> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)</p>		<p><u> X </u> ALL ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)</p>	

<p><b>(3.04)</b> Provide funding to maintain Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following:</p> <ul style="list-style-type: none"> <li>• 6 weeks of career development</li> <li>• 6 weeks of paid work experience (15 hours)</li> </ul> <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 Instructor = \$90,000 Support staff and supplies = \$110,000</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 &amp; Supplies (CSAM)</p>	<p><b>(3.04)</b> Quest for Success is offered at the KHSD Continuation sites. 71 students are enrolled in Quest for Success classes, and 84% of the students enrolled are students of the “unduplicated count.”</p> <table border="1" data-bbox="1058 464 1591 1008"> <tr> <th colspan="2">Quest for Success Class Fall 2015</th> </tr> <tr> <td colspan="2">91% Completion Rate</td> </tr> <tr> <td>Enrolled</td> <td>Completed</td> </tr> <tr> <td>71 Students</td> <td>65 Students</td> </tr> <tr> <th colspan="2">Quest for Success Work Experience Fall 2015</th> </tr> <tr> <td colspan="2">80% Completion Rate</td> </tr> <tr> <td>Enrolled</td> <td>Completed</td> </tr> <tr> <td>61 Students</td> <td>49 Students</td> </tr> </table>	Quest for Success Class Fall 2015		91% Completion Rate		Enrolled	Completed	71 Students	65 Students	Quest for Success Work Experience Fall 2015		80% Completion Rate		Enrolled	Completed	61 Students	49 Students	<p>\$90,000: S/C Certificated and Benefits Salaries</p> <p>\$60,000: S/C, Classified Salaries and Benefits</p> <p>\$50,000: S/C, Books &amp; Supplies (CSAM)</p> <p>TOTAL = \$200,000 S/C</p>
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61 Students	49 Students																		
<p>Scope of service for 3.04:</p>		<p>Scope of service for 3.04:</p>																	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> African American students, <u>  </u> Special Education students</p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> African American students, <u>  </u> Special Education students</p>																	



<p><b>(3.05)</b> 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"> <li>• Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year.</li> <li>• 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.</li> </ul> <p>TOTAL = \$100,000 Sites currently supporting Project BEST (14):</p> <ul style="list-style-type: none"> <li>• BHS</li> <li>• Centennial</li> <li>• East</li> <li>• Foothill</li> <li>• Frontier</li> <li>• Golden Valley</li> <li>• Highland</li> <li>• Independence</li> <li>• Liberty</li> <li>• Mira Monte</li> <li>• Ridgeview</li> <li>• South</li> <li>• Stockdale</li> <li>• West</li> </ul> <p>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.</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 &amp; Supplies (CSAM)</p> <p>TOTAL = \$100,000: S/C</p>	<p><b>(3.05)</b> Project BEST is a partnership between the Kern High School District, CSUB, the local business community, parents, and students.</p> <p>The focus of Project BEST is the following:</p> <p>Guide students through college prep program so that they can successfully enroll and complete college.</p> <p>Mentor students so that they build skills to attain academic excellence.</p> <table border="1" data-bbox="1058 683 1589 1005"> <thead> <tr> <th colspan="2">Identify young African-American males: 2015-16 Participants</th> </tr> </thead> <tbody> <tr> <td>9th Grade</td> <td>144</td> </tr> <tr> <td>10th Grade</td> <td>107</td> </tr> <tr> <td>11th Grade</td> <td>168</td> </tr> <tr> <td>12th Grade</td> <td>174</td> </tr> </tbody> </table> <p>There are 14 BEST facilitators, one each at the following school sites:</p> <ul style="list-style-type: none"> <li>• BHS</li> <li>• Centennial</li> <li>• East</li> <li>• Foothill</li> <li>• Frontier</li> <li>• Golden Valley</li> <li>• Highland</li> <li>• Independence</li> </ul>	Identify young African-American males: 2015-16 Participants		9th Grade	144	10th Grade	107	11th Grade	168	12th Grade	174	<p>\$15,000: S/C, Certificated Salaries and Benefits</p> <p>\$25,000: S/C, Classified Salaries and Benefits</p> <p>\$60,000: S/C, Books &amp; Supplies</p> <p>TOTAL = \$100,000 S/C</p>
Identify young African-American males: 2015-16 Participants													
9th Grade	144												
10th Grade	107												
11th Grade	168												
12th Grade	174												

		<ul style="list-style-type: none"> <li>• Liberty</li> <li>• Mira Monte</li> <li>• Ridgeview</li> <li>• South</li> <li>• Stockdale</li> <li>• West</li> </ul> <p>The program offered the following enrichment activities and college trips:</p> <ul style="list-style-type: none"> <li>• Scholarship Writing Workshop</li> <li>• College Expo, Los Angeles</li> <li>• Black Student Union State Conference</li> <li>• Annual Conference, CSU</li> <li>• California State University, Bakersfield</li> <li>• California State University, Northridge</li> <li>• Stanford University</li> </ul>	
Scope of service for 3.05:		Scope of service for 3.05:	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> African American students</p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> African American students</p>	
<p><b>(3.06)</b> 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</p>	<p>\$125,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(3.06)</b> The District Resource Counselor facilitated the following support actions:</p> <p>Coordinated counseling services and planned training workshops for counselors, foster liaisons, guidance technicians, new counselors, and organized symposiums. Following are specific examples of support actions:</p>	<p>\$122,342: S/C, Certificated Salaries and Benefits</p>

<p>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</p>		<ul style="list-style-type: none"><li>❖ Worked with newly hired intervention counselors/specialists to help meet PBIS/MTSS goals</li><li>❖ Encouraged training in college preparation and career exploration through programs like Career Choices, and explored the purchase of other college and career programs like Naviance</li><li>❖ Facilitated implementation of Career Choices curriculum</li><li>❖ Examined and promoted the following intervention strategies:<ul style="list-style-type: none"><li>➢ Restorative Practices</li><li>➢ Social-Emotional Learning,</li><li>➢ ART—Aggression Replacement Training</li><li>➢ Small Group Work—Grief, Coping skills, anxiety, substance abuse</li><li>➢ Brief Intervention</li></ul></li></ul> <p>The Resource Counselor also coordinated support services for Foster Youth by working with the Foster Youth Liaison to accomplish the following:</p> <ul style="list-style-type: none"><li>❖ Identified FY liaisons at each site and hosted five informational meetings with these counselors where they learned about the Dream Center, human trafficking, AB 167/216 and the partial credit system, BC’s support network for FY, and residential and educational transitional services for out-of-school FY.</li></ul>	
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		<ul style="list-style-type: none"> <li>❖ Arranged for FY liaisons to participate in workshops and conferences to remain updated on issues facing foster youth and ways to address those issues through local agencies.</li> <li>❖ Transported 50 FY to Kern County College Night and provided them early access to the informational booths and to presentations that addressed their unique challenges.</li> <li>❖ Took FY seniors to “It’s Possible Day” at BC to help them register for fall and summer classes.</li> <li>❖ Ensured that the partial credit policy was implemented to safeguard FY from losing credits if transferring mid semester.</li> <li>❖ Partnered with the Dream Center to recover out-of-school youth and provided a path for graduation.</li> </ul>	
Scope of service for 3.06:		Scope of service for 3.06:	
<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>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></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>  </u> Other Subgroups:(Specify):</p>	
<p><b>(3.07)</b> Provide professional development to further support and expand AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction,</p>	<p>\$50,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(3.07)</b> 1,413 students are enrolled in AVID classes. One site, East Bakersfield High School, has been recognized as an AVID National Demonstration Site.</p>	<p>\$50,000: S/C, Certificated Salaries and Benefits</p>

<p>and provide professional development through subject-area conferences and workshops.</p> <p>Currently there are 11 AVID sites; next year there will be 13 AVID sites, Kern Valley becoming the 13th site:</p> <ul style="list-style-type: none"> <li>● Arvin</li> <li>● BHS</li> <li>● Centennial</li> <li>● East</li> <li>● Foothill</li> <li>● Highland</li> <li>● Independence</li> <li>● Kern Valley</li> <li>● Mira Monte</li> <li>● North</li> <li>● South</li> <li>● Stockdale</li> <li>● West</li> </ul> <p><u>KHSD AVID achievements</u></p> <ul style="list-style-type: none"> <li>● 1,504 students participated in AVID last year, 2013-14, and 1,332 participated in 2014-15.</li> </ul> <p>259 seniors graduated from AVID in 2014 and approximately the same number are expected to graduate in 2015.</p>		<ul style="list-style-type: none"> <li>❖ 1,031 (73%) students enrolled in AVID are designated students of the unduplicated count.</li> <li>❖ 464 (35.2%) students enrolled in AVID are designated as EL or reclassified EL.</li> </ul> <p><u>KHSD AVID achievements</u></p> <ul style="list-style-type: none"> <li>● 1,504 students participated in AVID last year, 2013-14, and 1,332 participated in 2014-15. 1,413 participated in 2015-16. The slight decrease is attributed to the increase of AVID 11 and 12 grade level students who exit the program to take more honors and Advanced Placement courses. With the increase of dual enrollment courses, the pattern may continue. AVID also competes with other academy classes and/or pathways -- e.g., Project Lead the Way and other STEM pathways, Health Academy and other academies.</li> <li>● AVID strategies were integrated across the curriculum, increasing rigor and college readiness school wide. This is done through regular PD and through coaching of AVID elective teachers, who then share AVID teaching skills and strategies with other staff.</li> <li>● AVID Coordinator trained and placed over 50 EDTE 300 (CSUB course) college students into AVID elective classes to serve as tutors. These students earn university credit rather than pay and then often return as paid</li> </ul>	
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		<p>tutors, funded through the CAPP grant.</p> <ul style="list-style-type: none"> <li>Over 100 teachers continue to be trained in AVID strategies per year. School sites fund their teachers' training.</li> <li>259 seniors graduated from AVID in 2014-15 and approximately the same number are expected to graduate in 2015-16.</li> </ul>	
Scope of service for 3.07:		Scope of service for 3.07:	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>(3.08)</b> Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English.</p> <p>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>\$120,000: S/C, Books &amp; Supplies (CSAM)</p>	<p><b>(3.08)</b> 3,275 students are enrolled in Expository Reading and Writing Course (ERWC). Classes are offered at 14 comprehensive sites (Arvin, Bakersfield, Centennial, East, Foothill, Golden Valley, Highland, Independence, Mira Monte, North, Shafter, South, Stockdale and West) and at one alternative site (Central Valley). 65% of students enrolled are designated as part of the unduplicated count.</p>	<p>\$120,000: S/C, Books &amp; Supplies</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. Continue to support ERWC by funding materials and training = \$120,000.</p>			
<p><b>(3.09)</b> 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 CSUB.</p>	<p>\$10,000: S/C, Certificated Salaries (CSAM)  \$5,000: CAPP grant</p>	<p><b>(3.09)</b> This action has not developed as planned. The need for the action, however, remains. A new effort is being made to create a dual enrollment statistics course with BC through a College Futures Grant that BC was awarded. KHSD supported and co-wrote the grant.</p>	<p>\$0: S/C, Certificated Salaries and Benefits  \$5,000: CAPP grant</p>
<p>Scope of service for 3.08/3.09:</p>		<p>Scope of service for 3.08/3.09:</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><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><b>(3.10)</b> Prepare students to score proficient or its equivalent on the Smarter Balanced assessments in English and math.</p> <ul style="list-style-type: none"> <li>Continue to provide professional development in the effective teaching of the Common Core State Standards.</li> </ul>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(3.10)</b> On-going professional development for Common Core Standards has been available to KHSD staff at the district and site levels (A list of professional development activities can be viewed in goal 2.) Certificated staff meet on a regular basis in their Professional Learning Communities to discuss instructional practices in relation to student-learning effectiveness.</p>	<p>\$300,000: S/C, Certificated Salaries and Benefits</p>

<ul style="list-style-type: none"> <li>• Continue aligning current practices in instruction and assessment to Smarter Balanced.</li> <li>• Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.       <ul style="list-style-type: none"> <li>○ A comprehensive monitoring system to collect ongoing student progress is still being developed.</li> <li>○ STAR Renaissance and Edmentum assessment programs will provide data to assist in the monitoring process.</li> </ul> </li> </ul>		<p>Department chairs meet to discuss district-wide common practices. District committees have been established to develop Common Core assessments. These efforts will continue with summer professional development at the district and at the school sites.</p> <p>The following Kern High School District resources are used to monitor student progress:</p> <ul style="list-style-type: none"> <li>• <b>Synergy:</b> Kern High School District's Data Management System) (Funded by Base Grant)</li> <li>• <b>Ed-Fi Powered Dashboards by W/E (Working Education)</b> Powered Dashboards to help manage academic performance and address the needs of students throughout the year. (For the 2015-16 Ed-Fi Powered Dashboards by W/E is a pilot program and there was no cost to the KHSD)</li> <li>• <b>Illuminate Education:</b> A tool that allows for real-time, data-informed decisions to positively impact student success (Funded by Base Grant)</li> <li>• <b>Attention 2 Attendance:</b> Monitors attendance</li> </ul> <p>Ed-Fi Powered Dashboards, Attention 2 Attendance and Illuminate Education are being implemented this school year. (Funded by Base Grant)</p>	
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Scope of service for 3.10:		Scope of service for 3.10:	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	
<p><b>(3.11)</b> Fund summer outreach to retain or recover “at- risk” juniors, seniors, and incoming 9th graders.</p> <ul style="list-style-type: none"> <li>· Determine students with the greatest intervention need.</li> <li>· Provide graduation options for 5th year seniors.</li> <li>· Provide \$5,000 per comprehensive site (18) + \$10,000 total per the continuation sites to be used per the objective = \$100,000.</li> </ul> <p>Provide 120 hours (120 X \$65) per site (18 comprehensive and 1 alternative) for counseling during Summer School = \$148,200.</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><b>(3.11)</b> \$5,000 will be allocated to the 18 school sites and 1 alternative site, as projected, to be used as summer 2016 outreach. Each school site will determine students with the greatest intervention need and provide graduation options for 5<sup>th</sup> year seniors.</p> <p>Funding focus typically includes recovering out of school youth, ensuring that seniors take appropriate courses in summer to graduate immediately after Summer School, and monitoring the attendance of incoming 9th grade students enrolled in Summer School who have been identified as “at risk.”</p>	<p>\$148,200: S/C, Certificated Salaries and Benefits</p> <p>\$100,000: S/C, Classified Salaries and Benefits</p> <p>TOTAL = \$248,200 S/C</p>
Scope of service for 3.11:		Scope of service for 3.11:	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

<u><input checked="" type="checkbox"/></u> Other Subgroups:(Specify) <u>African American students, Special Education students</u>		<u><input checked="" type="checkbox"/></u> Other Subgroups:(Specify) <u>African American students, Special Education students</u>	
<p><b>(3.14/3.15)</b> 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>\$100,000: S/C, Classified Salaries (CSAM)</p> <p>\$100,000: S/C, Services &amp; Other Operating Expenditures (CSAM)</p> <p>TOTAL = \$200,000: S/C</p>	<p><b>(3.14/3.15)</b> Technical Grant Writer began November 2015. In the fall of 2016, KHSD will be applying for the Assets grant. Assets is an after-school program that will serve KHSD’s unduplicated pupils.</p> <p>In the fall and spring 2016, vendors to support grant writing were explored and a vendor will be chosen by June 30, 2016.</p>	<p>\$128,424: S/C, Certificated Salaries and Benefits</p> <p>\$0: S/C, Services &amp; Other Operating Expenditures</p> <p>TOTAL = \$128,424 S/C</p>
Scope of service for 3:12:		Scope of service for 3.12:	
<p><u>    </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u><input checked="" type="checkbox"/></u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners</p> <p><u><input checked="" type="checkbox"/></u> Foster Youth</p> <p><u><input checked="" type="checkbox"/></u> Redesignated fluent English proficient</p> <p><u><input checked="" type="checkbox"/></u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>    </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u><input checked="" type="checkbox"/></u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners</p> <p><u><input checked="" type="checkbox"/></u> Foster Youth</p> <p><u><input checked="" type="checkbox"/></u> Redesignated fluent English proficient</p> <p><u><input checked="" type="checkbox"/></u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b></p>	<p>METRICS (Expected Annual Measurable Outcomes Section):</p> <p><b>(3i/j)</b> The California High School Exit Exam (CAHSEE) was suspended with the passing of SB 172 starting with the class of 2015. This action will no longer be continued.</p> <p><b>ACTION SECTION:</b></p> <p><b>(3.01)</b> This action is deemed effective because it far exceeded the goal of 2% growth with many additional CTE opportunities.</p>		

**(3.02/3.03)** With the expansion of Career Choices to the entire district, additional funding will be allocated in 2016-17 school year. Its effectiveness is partially measured by the number of students planning and setting goals for their futures. As institutions continue to align their programs students will experience even more benefit.

**(3.04)** The high completion rate (91% for course work, 80% for work experiences) demonstrates the effectiveness of this action.

**(3.05)** KHSD had planned to use \$15,000.00 of this allocation for an assistant facilitator role but that position was not able to be hired this year, and we will offer sites that additional one time support to be used on/before June 30, 2016. It is our intent to fill this position in 2016-2017. Increases in Project BEST seniors admitted to four year schools is evidence of the program's success.

**(3.06)** This action was effective because the resource counselor was able to facilitate trainings and new programs in addition to coordinating many foster youth services.

**(3.07)** AVID effectiveness has been measured by many types of data. The number of AVID graduates is part of that success.

**(3.08)** ERWC effectiveness is in providing 3,275 students a course option to ensure they will not take remedial course work if in enrolling in a CSU or CCC.

**(3.09)** No expenditures were recorded because the action is still in the implementation stages. The district will continue with development so that students have another math option for college readiness.

**(3.10)** Common Core implementation will improve over a multiple year period. On-going PD will assess in those efforts as well as several monitoring systems in place. Effectiveness will be determined with multiple year's data.

**(3.11)** This action step identified at risk students and enroll them in summer school course work towards graduation. The effectiveness will begin to be determined pending summer 2016.

**(3.14/3.15)** The \$28,424 discrepancy in certificated salary can be contributed to an increase in salaries that went into effect July 1, 2015. The \$100,000 that was allocated for a vendor to support grant writing and research was not utilized. KHSD will be applying for the Assets grant. Assets is an after-school program that will serve KHSD's unduplicated pupils.

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." Goal 3 addresses 2 State Priority 4 (Pupil Engagement) and Priority 7 (Pupil Achievement) with 14 measurable outcomes. Stakeholders were very much in favor of providing more avenues for students to be prepared for their individual, postsecondary experiences with emphasis on the unduplicated pupils. Metric outcomes (3c.) monitored KHSD graduation rates, where Hispanics, African Americans and White all increased graduation rates by at least 5% and A-G rate by at least 2%. It must be noted that there was a decrease (3%) in the number of AP test takers (3f). KHSD has also increased in (3g/h.) the number of students that are "Ready" or "Conditionally Ready" (to enter a 4 year college but there is a great need to improve scores results all across the KHSD campuses. Another factor in the coming year is being able to compare California Assessment of Student Performance and Progress (CAASPP) results and tailor the needs of the unduplicated pupils to score in the "Standard Met" and "Standard Exceeded" categories.

Original GOAL 4 from prior year LCAP	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 <u>x</u> 4__ 5 <u>x</u> 6 <u>x</u> 7__ 8__																																	
			COE only: 9__ 10__																																	
			Local : Specify _____																																	
Goal Applies to:	Schools:	All																																		
	Applicable Pupil Subgroups:	All																																		
Expected Annual Measurable Outcomes:	(4a.) Increase course completion rate with a "C" or better as compared to previous year's completion rate (see LCAP 2015-16, page 140).	Actual Annual Measurable Outcomes:	<p>(4a.) In reviewing progress towards this outcome (4a), it was determined that the outcome described in the plan is partially effective, and it will continue based on the analysis of the data below.</p> <table border="1"> <thead> <tr> <th colspan="4">Graduation Rate (by cohort) per California Department of Education (CDE)</th> </tr> <tr> <th></th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>79.6%</td> <td>84.4%</td> <td>Data undefined</td> </tr> <tr> <td>African American</td> <td>74.4%</td> <td>80.2%</td> <td>Data undefined</td> </tr> <tr> <td>Hispanic</td> <td>78%</td> <td>83.0%</td> <td>Data undefined</td> </tr> <tr> <td>White</td> <td>83.1%</td> <td>88.2%</td> <td>Data undefined</td> </tr> <tr> <td>County</td> <td>76.4%</td> <td>79.7%</td> <td>Data undefined</td> </tr> <tr> <td>State</td> <td>80.4%</td> <td>81.0%</td> <td>Data undefined</td> </tr> </tbody> </table>		Graduation Rate (by cohort) per California Department of Education (CDE)					2012-13	2013-14	2014-15	District	79.6%	84.4%	Data undefined	African American	74.4%	80.2%	Data undefined	Hispanic	78%	83.0%	Data undefined	White	83.1%	88.2%	Data undefined	County	76.4%	79.7%	Data undefined	State	80.4%	81.0%	Data undefined
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			See GOAL 1(1h), for pertinent data																																	

**(4b.)** Decrease grade 9 repeaters, as measured by last year's percentage of 8.355% (see LCAP 2015-16, page 14).

**(4c.)** Increase grad rate by 2% from previous year's rate (see LCAP 2015-16, page 139).



**(4b.)** In reviewing progress towards annual measurable outcome **(4b)**, it was determined that the outcome in the plan is ineffective based on the data collected and will not be continued in the 2016-17 LCAP.

Kern High School will no longer utilize the grade 9 repeater measurement. An alternative method to monitor grade 9 students will be considered and implemented in the 2016-17 school year.

**(4c.)** In reviewing progress towards annual measurable outcome **(4c)**, it was determined that the outcome in the plan is effective and to be continued based on the analysis of available data, which indicate that graduation rate increased by 2% for each subgroup.

Graduation Rate (by cohort) per California Department of Education (CDE) 2013-14 by Gender			
Gender	Race /Ethnicity	Cohort Graduation Rate	Cohort Dropouts Rate
Female	Hispanic or Latino of Any Race	86.4	10.3
Male	Hispanic or Latino of Any Race	79.5	13.8
Female	American Indian or Alaska Native, Not Hispanic	75.9	20.7
Male	American Indian or Alaska Native, Not Hispanic	83.3	16.7
Female	Asian, Not Hispanic	89.8	7.6

Male	Asian, Not Hispanic	86.4	12.1
Female	Pacific Islander, Not Hispanic	100	0
Male	Pacific Islander, Not Hispanic	83.3	16.7
Female	Filipino, Not Hispanic	97.7	0
Male	Filipino, Not Hispanic	95.2	3.2
Female	African American, Not Hispanic	82.3	11.8
Male	African American, Not Hispanic	77.9	16.5
Female	White, Not Hispanic	90.2	7.3
Male	White, Not Hispanic	86.3	9.6
Female	Two or More Races, Not Hispanic	82.1	16.1
Male	Two or More Races, Not Hispanic	82.3	9.7
Male	Not Reported	42.9	57.1
Female	All Students	87.2	9.6
Male	All Students	81.6	12.7
All Students	All Students	84.4	11.1

**Graduation Rate (by cohort) per California Department of Education (CDE) 2013-14 by Program**

	English Learners	Socioeconomically Disadvantaged
Cohort Students	1,384	6,659
Cohort Graduates	935	5,419

			<table border="1"> <tr> <td>Cohort Graduation Rates</td> <td>67.6</td> <td>81.4</td> </tr> <tr> <td>Cohort Dropout Rates</td> <td>24.6</td> <td>13.4</td> </tr> </table>	Cohort Graduation Rates	67.6	81.4	Cohort Dropout Rates	24.6	13.4				
Cohort Graduation Rates	67.6	81.4											
Cohort Dropout Rates	24.6	13.4											
	<p><b>(4d.)</b> Increase attendance rate by .5% from previous year's rate (see LCAP 2015-16, page 138).</p>		<p><b>(4d.)</b> In reviewing progress towards annual measurable outcome <b>(4d)</b>, it was determined that the outcome in the plan is effective and to be continued based on the analysis of available data.</p> <table border="1"> <thead> <tr> <th colspan="2">KHSD Attendance</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>94.36%</td> </tr> <tr> <td>2013-14</td> <td>94.96%</td> </tr> <tr> <td>2014-15</td> <td>95.12%</td> </tr> <tr> <td>2015-16</td> <td>Data unavailable</td> </tr> </tbody> </table>	KHSD Attendance		2012-13	94.36%	2013-14	94.96%	2014-15	95.12%	2015-16	Data unavailable
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	<p><b>(4e.)</b> Decrease chronic absenteeism rate by .5% from previous year's rate (see LCAP 2015-16, page, 138).</p>		<p><b>(4e.)</b> In reviewing progress towards annual measurable outcome <b>(4e)</b>, it was determined that the outcome in the plan is effective and to be continued based on the analysis of available data.</p> <table border="1"> <thead> <tr> <th colspan="2">KHSD Chronic Absenteeism (A student who has been absent more than 10% of the school year)</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>15%</td> </tr> <tr> <td>2013-14</td> <td>13%</td> </tr> </tbody> </table>	KHSD Chronic Absenteeism (A student who has been absent more than 10% of the school year)		2012-13	15%	2013-14	13%				
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2014-15	California Department of Education has not released this year's data																	
	<p><b>(4f.)</b> Decrease truancy rate by 1% from previous year's rate (see LCAP 2015-16, page 138).</p>		<p><b>(4f.)</b> In reviewing progress towards annual measurable outcome <b>(4f)</b>, it was determined that the outcome in the plan has not demonstrated improvement but additional time is required to determine effectiveness: "The time required to achieve adequate implementation of PBIS in high schools is consistently longer than that reported for elementary and middle schools" (<a href="http://www.pbis.org">www.pbis.org</a>). Outcome <b>(4f)</b>, will be continued.</p> <table border="1"> <thead> <tr> <th colspan="3" data-bbox="1352 781 1887 870">KHSD Truancy Rates</th> </tr> <tr> <th data-bbox="1352 870 1535 932"></th> <th data-bbox="1535 870 1713 932">KHSD</th> <th data-bbox="1713 870 1887 932">Statewide</th> </tr> </thead> <tbody> <tr> <td data-bbox="1352 932 1535 987">2012-13</td> <td data-bbox="1535 932 1713 987">26.19%</td> <td data-bbox="1713 932 1887 987">29.28%</td> </tr> <tr> <td data-bbox="1352 987 1535 1042">2013-14</td> <td data-bbox="1535 987 1713 1042">30.49%</td> <td data-bbox="1713 987 1887 1042">31.14%</td> </tr> <tr> <td data-bbox="1352 1042 1535 1117">2014-15</td> <td colspan="2" data-bbox="1535 1042 1887 1117">California Department of Education has not released this year's data</td> </tr> </tbody> </table>	KHSD Truancy Rates				KHSD	Statewide	2012-13	26.19%	29.28%	2013-14	30.49%	31.14%	2014-15	California Department of Education has not released this year's data	
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	<p><b>(4g.)</b> Decrease dropout rate (by cohort) by 1% from previous year's rate (see LCAP 2015-16, page 138).</p>		<p><b>(4g.)</b> In reviewing progress towards annual measurable outcome <b>(4g)</b>, it was determined that the outcome in the plan is effective and to be continued based on the analysis of available data.</p>															

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	<p><b>(4h.)</b> Decrease suspension rate by 2%, districtwide and for all significant subgroups, from previous year's rate (see LCAP 2015-16, page 139).</p> <p><b>(4i.)</b> Decrease expulsion rate, districtwide, and for all significant subgroups, from previous year's rate which was 0.6% (see LCAP 2015-16, page 139).</p>		<p><b>(4h/i.)</b> In reviewing progress towards annual measurable outcomes <b>(4h/i)</b>, it was determined that the outcomes in the plan are partially effective and to be continued based on the analysis of available data.</p> <table border="1"> <thead> <tr> <th colspan="5">KHSD Suspension and Expulsion Rates</th> </tr> <tr> <th></th> <th>Students suspended</th> <th>Suspension rate</th> <th>Students expelled</th> <th>Expulsion Rate</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>6,536</td> <td>16.3%</td> <td>256</td> <td>0.6%</td> </tr> <tr> <td>2013-14</td> <td colspan="4">Data unavailable because CDE was working on data reconfiguration this year</td> </tr> <tr> <td>2014-15</td> <td>4,734</td> <td>12.0%</td> <td>66</td> <td>0.2%</td> </tr> </tbody> </table>	KHSD Suspension and Expulsion Rates						Students suspended	Suspension rate	Students expelled	Expulsion Rate	2012-13	6,536	16.3%	256	0.6%	2013-14	Data unavailable because CDE was working on data reconfiguration this year				2014-15	4,734	12.0%	66	0.2%
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**KHSD Suspension by Federal Offense  
 Unduplicated Student**

	KHSD #'s	Unduplicated
2012-13	9,151	6,536
2013-14	Data unavailable because CDE was working on data reconfiguration this year	
2014-15	8,231	4,734

**KHSD Expulsion by Federal Offense  
 Unduplicated Student**

	KHSD #'s	Unduplicated
2012-13	257	256
2013-14	Data unavailable because CDE was working on data reconfiguration this year	
2014-15	66	66

**KHSD Expulsion by Federal Offense  
 by Ethnicity**

Ethnicity	2012-13	2013-14	2014-15
Hispanic Or Latino Of Any Race	145	Data unavailable because CDE was working on data reconfiguration this year	45

			<table border="1"> <tr> <td>Filipino, Not Hispanic</td> <td>2</td> <td></td> <td>8</td> </tr> <tr> <td>African American, Not Hispanic</td> <td>56</td> <td></td> <td>9</td> </tr> <tr> <td>White, Not Hispanic</td> <td>46</td> <td></td> <td>1</td> </tr> <tr> <td>Two Or More Races, Not Hispanic</td> <td>7</td> <td></td> <td>3</td> </tr> </table>	Filipino, Not Hispanic	2		8	African American, Not Hispanic	56		9	White, Not Hispanic	46		1	Two Or More Races, Not Hispanic	7		3
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	<p><b>(4j.)</b> 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).</p>		<p><b>(4j.)</b> In reviewing progress towards annual measurable outcome <b>(4j)</b>, it was determined that the outcome in the plan is partially effective, hence to be continued based on the analysis of available data. Utilization of the survey tool allows close monitoring of program effectiveness and may take additional school years to show improvement.</p> <table border="1"> <thead> <tr> <th colspan="3">KHSD LCAP Student Survey</th> </tr> <tr> <th colspan="3">Students agree or strongly agree that they feel safe at school.</th> </tr> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Agree or Strongly Agree</td> <td>71.58%</td> <td>68.2%</td> </tr> <tr> <td>Disagree or Strongly Disagree</td> <td>18.83%</td> <td>20%</td> </tr> </tbody> </table>	KHSD LCAP Student Survey			Students agree or strongly agree that they feel safe at school.				2014-15	2015-16	Agree or Strongly Agree	71.58%	68.2%	Disagree or Strongly Disagree	18.83%	20%	
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Agree or Strongly Agree	71.58%	68.2%																	
Disagree or Strongly Disagree	18.83%	20%																	

			<b>Students look forward to coming to school each day.</b>		
				2014-15	2015-16
			Agree or Strongly Agree	48.53%	52.1%
			Disagree or Strongly Disagree	39.2%	15.3%
			<b>Students treat each other with respect.</b>		
				2014-15	2015-16
			Agree or Strongly Agree	34.14%	36.8%
			Disagree or Strongly Disagree	54.36%	50.4%
			<b>Students feel that staff treats them with respect.</b>		
				2014-15	2015-16
			Agree or Strongly Agree	69.3%	71.5%
			Disagree or Strongly Disagree	21.46%	20.6%
			<b>KHSD LCAP Parent Survey</b>		
			<b>Parents feel that the school actively seeks their input about decisions related to their child's education.</b>		

			<table border="1"> <tr> <td></td> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>Agree or Strongly Agree</td> <td>63%</td> <td>58.2%</td> </tr> <tr> <td colspan="3"><b>Parents feel that they have opportunities to take part in decisions made at their child's school.</b></td> </tr> <tr> <td></td> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>Agree or Strongly Agree</td> <td>63%</td> <td>76.6%</td> </tr> </table>		2014-15	2015-16	Agree or Strongly Agree	63%	58.2%	<b>Parents feel that they have opportunities to take part in decisions made at their child's school.</b>				2014-15	2015-16	Agree or Strongly Agree	63%	76.6%															
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	<p><b>(4k.)</b> 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.</p>		<p><b>(4k.)</b> In reviewing progress towards annual measurable outcome <b>(4k)</b>, it was determined that the outcome in the plan is effective and to be continued based on the analysis of available data.</p> <table border="1"> <tr> <td colspan="3"><b>KHSD LCAP Student Survey</b></td> </tr> <tr> <td colspan="3">"I look forward to coming to school each day."</td> </tr> <tr> <td colspan="3">"My child looks forward to coming to school."</td> </tr> <tr> <td colspan="3">"The students at my school look forward to coming to school."</td> </tr> <tr> <td><b>Student</b></td> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>Agree or Strongly Agree</td> <td>48.53%</td> <td>52.1%</td> </tr> <tr> <td><b>Parent</b></td> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>Agree or Strongly Agree</td> <td>73.11%</td> <td>74.9%</td> </tr> <tr> <td><b>Certificated Staff</b></td> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>Agree or Strongly Agree</td> <td>76.27%</td> <td>79.3%</td> </tr> </table>	<b>KHSD LCAP Student Survey</b>			"I look forward to coming to school each day."			"My child looks forward to coming to school."			"The students at my school look forward to coming to school."			<b>Student</b>	2014-15	2015-16	Agree or Strongly Agree	48.53%	52.1%	<b>Parent</b>	2014-15	2015-16	Agree or Strongly Agree	73.11%	74.9%	<b>Certificated Staff</b>	2014-15	2015-16	Agree or Strongly Agree	76.27%	79.3%
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			Agree		
			<b>Classified Staff</b>	2014-15	2015-16
			Agree or Strongly Agree	72.07%	75.5%
			<b>"I believe that students treat each other with respect."</b>		
			<b>Student</b>	2014-15	2015-16
			Agree or Strongly Agree	34.14%	36.60%
			<b>Parent</b>	2014-15	2015-16
			Agree or Strongly Agree	61.32%	67.1%
			<b>Certificated Staff</b>	2014-15	2015-16
			Agree or Strongly Agree	72.67%	72.67%
			<b>Classified Staff</b>	2014-15	2015-16
			Agree or Strongly Agree	65.17%	67.79%
			<b>"I believe that staff treats me with respect." "I believe that staff members treat students with respect."</b>		
			<b>Student</b>	2014-15	2015-16
			Agree or Strongly Agree	69.32%	71.5%
			<b>Certificated Staff</b>	2014-15	2015-16

			<table border="1"> <tr> <td>Agree or Strongly Agree</td> <td>91.94%</td> <td>90.3%</td> </tr> <tr> <td><b>Classified Staff</b></td> <td>2014-15</td> <td>2015-16</td> </tr> <tr> <td>Agree or Strongly Agree</td> <td>88.31%</td> <td>85.8%</td> </tr> </table>	Agree or Strongly Agree	91.94%	90.3%	<b>Classified Staff</b>	2014-15	2015-16	Agree or Strongly Agree	88.31%	85.8%
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<b>Classified Staff</b>	2014-15	2015-16										
Agree or Strongly Agree	88.31%	85.8%										
	<p><b>(4I.)</b> A system to collect, analyze, and report school and student data is established to monitor and measure program effectiveness and student progress.</p>		<p><b>(4I.)</b> In reviewing progress towards annual measurable outcome <b>(4I)</b>, it was determined that the outcome is partially effective due to a lack of data -- i.e., the comprehensive system (to monitor and measure program effectiveness) has not been sufficiently implemented*.</p> <ul style="list-style-type: none"> <li>❖ <b>Synergy-</b> Kern High School District's Data Management System</li> <li>❖ <b>Ed-Fi Powered Dashboards by W/E (Working Education)</b> Powered Dashboards to help manage academic performance and address the needs of students throughout the year</li> <li>❖ <b>Illuminate Education</b> A tool to help make real-time, data-informed decisions</li> <li>❖ <b>Attention 2 Attendance</b> A monitoring system for attendance</li> </ul> <p>*Ed-Fi Powered Dashboards, Attention 2 Attendance, and Illuminate Education are being implemented in</p>									



			<p>this school year. 2015-16 will show baseline data.</p>																											
	<p><b>(4m.)</b> Parents feel welcomed and connected to their student’s school, as measured by parent survey.</p>		<p><b>(4m.)</b> In reviewing progress towards annual measurable outcome <b>(4m)</b>, it was determined that the outcome in the plan is effective and to be continued based on the analysis of available data.</p> <table border="1" data-bbox="1350 553 1885 1227"> <thead> <tr> <th colspan="3" data-bbox="1350 553 1885 630"><b>KHSD LCAP 2015-16 Parent Survey</b></th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="1350 630 1885 706">Parents feel that the school values parents/guardians as important partners in their child’s education.</td> </tr> <tr> <td data-bbox="1350 706 1671 771"></td> <td data-bbox="1671 706 1780 771">2014-15</td> <td data-bbox="1780 706 1885 771">2015-16</td> </tr> <tr> <td data-bbox="1350 771 1671 847">Agree or Strongly Agree (English Speaking Parents)</td> <td data-bbox="1671 771 1780 847">76.3%</td> <td data-bbox="1780 771 1885 847">76.6%</td> </tr> <tr> <td data-bbox="1350 847 1671 924">Agree or Strongly Agree (Spanish Speaking Parents)</td> <td data-bbox="1671 847 1780 924">87.09%</td> <td data-bbox="1780 847 1885 924">90.3%</td> </tr> <tr> <td colspan="3" data-bbox="1350 924 1885 1000">Parents feel that they have opportunities to take part in decisions made at their child’s school.</td> </tr> <tr> <td data-bbox="1350 1000 1671 1065"></td> <td data-bbox="1671 1000 1780 1065">2014-15</td> <td data-bbox="1780 1000 1885 1065">2015-16</td> </tr> <tr> <td data-bbox="1350 1065 1671 1141">Agree or Strongly Agree (English Speaking Parents)</td> <td data-bbox="1671 1065 1780 1141">63.42%</td> <td data-bbox="1780 1065 1885 1141">58.2%</td> </tr> <tr> <td data-bbox="1350 1141 1671 1218">Agree or Strongly Agree (Spanish Speaking Parents)</td> <td data-bbox="1671 1141 1780 1218">80.0%</td> <td data-bbox="1780 1141 1885 1218">85.4%</td> </tr> </tbody> </table>	<b>KHSD LCAP 2015-16 Parent Survey</b>			Parents feel that the school values parents/guardians as important partners in their child’s education.				2014-15	2015-16	Agree or Strongly Agree (English Speaking Parents)	76.3%	76.6%	Agree or Strongly Agree (Spanish Speaking Parents)	87.09%	90.3%	Parents feel that they have opportunities to take part in decisions made at their child’s school.				2014-15	2015-16	Agree or Strongly Agree (English Speaking Parents)	63.42%	58.2%	Agree or Strongly Agree (Spanish Speaking Parents)	80.0%	85.4%
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	<p><b>(4o.)</b> 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.</p>		<p><b>(4o.)</b> In reviewing progress towards annual measurable outcome <b>(4o)</b>, it was determined that the outcome in the plan is effective and to be continued based on the analysis of available data. Stakeholder meetings included the following:</p> <ul style="list-style-type: none"> <li>❖ Monthly LCAP Advisory Council meetings</li> <li>❖ Bi-monthly Student Advisory Council meetings</li> <li>❖ Community Public Forums (12)</li> <li>❖ LCAP Annual Survey             <ul style="list-style-type: none"> <li>➤ Certificated responses (785)</li> <li>➤ Classified responses (303)</li> </ul> </li> </ul>																					

			<ul style="list-style-type: none"> <li>➤ Parent/stakeholder responses (480)</li> <li>➤ Student responses (18,043)</li> <li>❖ Faculty Association and other faculty groups</li> <li>❖ Principal Advisory Council</li> <li>❖ Assistant Principals of Instruction</li> <li>❖ KHSD Community Specialist</li> <li>❖ Head Counselors &amp; Guidance Leadership, KHSD</li> <li>❖ Kern High School Teacher's Association (KHSTA)</li> <li>❖ Classified Association (CSEA)</li> <li>❖ Special Education Parent/Management Advisory</li> <li>❖ Project BEST Advisors, KHSD</li> <li>❖ English Learner Coordinators, KHSD</li> <li>❖ Foster Counselors, KHSD</li> <li>❖ Site Council Chairs/Reps</li> </ul>
	<p><b>(4p.)</b> Continue to build and support existing Parent Centers.</p>		<p><b>(4p.)</b> In reviewing progress towards annual measurable outcome <b>(4p)</b>, it was determined that the outcome in the plan is effective and to be continued based on the analysis of available data.</p> <p>8 Parent Centers were opened in the 2015-16 school year at the following sites:</p> <ul style="list-style-type: none"> <li>❖ Arvin High School</li> <li>❖ South High School</li> <li>❖ Foothill High School</li> <li>❖ Golden Valley School</li> </ul>

			<ul style="list-style-type: none"> <li>❖ Mira Monte School</li> <li>❖ West High School</li> <li>❖ East High School</li> <li>❖ Shafter High School</li> </ul>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Actions/Services</b>	<b>Estimated Actual Annual Expenditures</b>
<p><b>(4.00)</b> 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"> <li>1. Close the achievement gap.</li> <li>2. Provide culturally responsive school environments.</li> <li>3. Provide positive behavior interventions and supports.</li> <li>4. Respond to instruction and intervention using a multi-tiered system of supports (MTSS).</li> <li>5. Provide the least restrictive environment for all students.</li> </ol> <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>\$123,000:  IDEA Fund (Individuals with Disabilities Education Act), Services &amp; Other Operating Expenditures (CSAM)</p>	<p><b>(4.00)</b> Plan was created and recommendations are being implemented. Year one of implementation began in the 2015-16 school year. Details of this implementation are detailed in other Goal 4 actions.</p> <p>Regular meetings have been scheduled with district leadership to review data and determine next steps for making fundamental changes to promote school wide positive behavior and academic success.</p> <p>Full implementation of PBIS, per expert's research, takes between 5-7 years for a high school. Expert will be retained for five years.</p>	<p>\$123,000:  IDEA Fund (Individuals with Disabilities Education Act), Services &amp; Other Operating Expenditures</p>

<p>Full implementation of PBIS, per expert's research, takes between 5-7 years for a high school.</p>			
<p><b>(4.01)</b> 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."</p> <p>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." (<a href="http://www.pbis.org/school/swpbis-for-beginners/pbis-faqs">http://www.pbis.org/school/swpbis-for-beginners/pbis-faqs</a>).</p>	<p>\$225,000: S/C, Certificated Salaries (CSAM)</p> <p>\$100,000: S/C, Classified Salaries (CSAM)</p> <p>\$225,000: S/C, Equipment (CSAM)</p> <p>\$350,000: S/C, Books &amp; Supplies (CSAM)</p> <p>TOTAL = \$900,000: S/C</p>	<p><b>(4.01)</b> 15 school sites are in their first year of implementation of PBIS. One school site, Bakersfield High School, is in its second year of implementation. KHSD is working with an outside consultant, as well as with the department of Student Support Services, to provide site coaching, professional development, data analysis, and structural implementation for year 2015-2016.</p> <p>PBIS-MTSS sites are working on professional development and structural alignment to support Tiers 1-3 for intervention and supports. The sites have been given an allocation for professional development (site leadership teams and Tier 1 teams comprised of classified and certificated faculty) and also signage, incentives and supplies and equipment.</p> <p>Extensive training has been provided to school sites to help the implementation of PBIS-MTSS.</p> <p>Following is a partial list of workshops so far:</p> <ul style="list-style-type: none"> <li>❖ Trauma Informed Care</li> <li>❖ Adolescent Brain/Cognitive Research Theory</li> <li>❖ Social Emotional Learning</li> <li>❖ Tier 2 intervention &amp; support with Collaborative Learning Solutions (CLS)</li> </ul>	<p>\$225,000: S/C, Certificated Salaries and Benefits</p> <p>\$100,000: S/C, Classified Salaries and Benefits</p> <p>\$225,000: S/C, Equipment</p> <p>\$350,000: S/C, Books &amp; Supplies TOTAL = \$900,000 S/C</p>

		<ul style="list-style-type: none"><li>❖ Aggression Replacement Therapy</li><li>❖ West Ed Equity Exchange for MTSS</li><li>❖ Parent and Family Engagement</li><li>❖ Forward Thinking/Interactive Journaling</li><li>❖ Youth Level of Service/ Case Management Inventory (YLS/CMI) at risk student youth inventory</li><li>❖ Small groups/facilitation in coping skills, grief, anxiety, substance abuse, etc.</li><li>❖ Mindfulness Training</li><li>❖ Restorative Practices</li><li>❖ Anxiety Disorders in Children &amp; Adolescents</li><li>❖ Brief Intervention</li><li>❖ 8 Hour Mental Health</li></ul> <p>PBIS-MTSS year one school sites are in the following implementation phases:</p> <ol style="list-style-type: none"><li>1. Defining the campus-wide behavioral expectations, working with all stakeholders</li><li>2. Teaching those expectations explicitly (all areas on campus)</li><li>3. Acknowledging and recognizing those positive behaviors (students and staff) and using data to make informed decisions</li><li>4. Creating the support, assessment, and progress monitoring system (Positive, Predictable, Safe and Consistent)</li></ol> <p>Bakersfield High, or "The Driller Way," is in its second year of implementation and in the following implementation phases:</p> <ul style="list-style-type: none"><li>• Increasing home/school communication</li></ul>	
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- Collecting and using data for decision-making
- Practicing basic-level, function-based support

Bakersfield High School has experienced a significant reduction in the number of students suspended and expelled, and student attendance rate has increased 2.88% from 2013-14 school year.

<b>Beginning of Year to End of Month 6 Suspensions and Expulsions</b>			
	<b>48900 K Suspensions</b>	<b>Expulsion</b>	<b>Total</b>
2013-14	103	8	403
2014-15	15	3	273
2015-16	7	2	121

<b>Beginning of Year to End of Month 6 (Days Absent)</b>				
	2012-13	2013-14	2014-15	2015-16
Cut/ Unexcused	8716	6756	5970	4535
Excused	8494	8668	8210	6499
Suspended	1372	927	610	439
<b>Total</b>	<b>18582</b>	<b>16351</b>	<b>14790</b>	<b>11473</b>

Scope of service for 4.01:		Scope of service for 4.01:	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify):</p>	
<p><b>(4.02)</b> 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 of 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>\$465,000: S/C, Classified Salaries (CSAM)</p>	<p><b>(4.02)</b> In August 2015, 4 PBIS Intervention Specialists were hired and assigned to a region consisting of 3 schools. After careful analysis, the need to hire additional PBIS Intervention Specialists became evident. The school sites were at different levels of implementation of PBIS and required their PBIS Intervention Specialists to be located at their site more regularly.</p> <p>PBIS-MTSS Intervention Specialists will be located at the following sites in 2016-17:</p> <ul style="list-style-type: none"> <li>● <b>Southeast Kern:</b> Mira Monte/Foothill</li> <li>● <b>Northwest Bakersfield:</b> Centennial / North</li> <li>● <b>Northwest/North Bakersfield:</b> Frontier/Liberty</li> <li>● <b>Central Bakersfield:</b> Ridgeview/West</li> <li>● <b>SE Kern:</b> Arvin/Nueva</li> <li>● <b>SE Bakersfield:</b> South/Golden Valley</li> <li>● <b>Southwest Bakersfield:</b> Independence/ Stockdale</li> <li>● <b>Central Bakersfield (Year 2)</b> Bakersfield/Vista</li> <li>● <b>Northeast Bakersfield:</b> (East/Highland)</li> </ul>	<p>\$358,207: S/C, Classified Salaries and Benefits</p>



		<p>The PBIS-MTSS Intervention Specialists work as Tier 2 small group intervention specialists and help establish and lead small groups on campus.</p> <p>In addition, they act as a liaison between the school sites, facilitate student support teams at the sites, and provide district leadership for MTSS-PBIS and student support services. The PBIS-MTSS Intervention Specialist is responsible for providing information and establishing communication links with school sites, community partners, and district staff. The responsibilities include the following:</p> <ul style="list-style-type: none"> <li>❖ Expand and sustain implementation of Multi-Tiered System of Student Support (MTSS) and Positive Intervention and support (PBIS) throughout Kern High School District and/or sites.</li> <li>❖ Work with data teams and PBIS support/leadership teams at all KHSD sites that have MTSS and PBIS and/or support programs.</li> <li>❖ Assess training needs and connect with district and school sites.</li> <li>❖ Synthesize and report on student support, restoration practices, MTSS and PBIS research, and provide technical assistance (TA) and intervention to PBIS site teams.</li> </ul> <p>No PBIS-MTSS (district) Student Support Supervisor/Facilitator was hired this school year, but he or she may be added in future years.</p>	
Scope of service for 4.02:		Scope of service for 4.02:	

<p><u>__</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>_X_</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	
<p><b>(4.03)</b> Continue to 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>\$270,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(4.03)</b> The Deans of Students facilitated implementation of a Student Study Team (SST), coordinated services to establish tiers of intervention, and worked with district to ensure that the “significant disproportionality” corrective measures are met. He or she also integrally worked at his or her site to promote and establish the determined PBIS practices.</p>	<p>\$299,239: S/C, Certificated Salaries and Benefits</p>
<p>Scope of service for 4.03:</p>		<p>Scope of service for 4.03:</p>	
<p><u>__</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>_X_</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	

<p><b>(3.12)</b> 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. Facilitates 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>\$123,560: S/C, Certificated Salaries (CSAM)</p>	<p><b>(3.12)</b> The Education Options Administrator worked with “at risk” students by monitoring and evaluating daily attendance patterns and worked with school-site and district staffs to provide appropriate and timely interventions to reduce truancy and absenteeism and retain and/or re-enroll students. Intervention strategies included parent and community outreach. The Education Options Administrator also oversaw the operation of Kern Learn, the Discovery Program for 5th-year seniors, and the Independent Studies Program (ISP).</p>	<p>\$145,304: S/C, Certificated Salaries and Benefits</p>
<p>Scope of service for 3.12:</p>		<p>Scope of service for 3:12:</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>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>  </u> X ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify): _____</p>	
<p><b>(3.13)</b> Provide additional support at school sites for truancy-prevention, intervention for chronic absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support. Administrative sections, 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>	<p>\$300,000: S/C, Certificated Salaries (CSAM)  \$550,000: S/C, Classified Salaries (CSAM)  TOTAL =</p>	<p><b>(3.13)</b> The additional administrative and classified sections were utilized by the school sites to assist in the implementation of PBIS. In order to increase parent communication and engagement, school sites utilized the A2A management system to reach out to parents/guardians to communicate absences and truancy issues. As of Jan 2015, 43,726 communications were sent to parents regarding truancy:</p> <ul style="list-style-type: none"> <li>❖ 15,374 STEP I Truancy Notification</li> <li>❖ 4,817 STEP II Truancy Notification</li> <li>❖ 2,236 STEP III Truancy Notification</li> <li>❖ 331 STEP IV Truancy Notification</li> </ul>	<p>\$332,407: S/C, Certificated Salaries and Benefits  \$287,709: S/C, Classified Salaries and Benefits  TOTAL = \$620,116 S/C</p>

	<p>\$850,000: S/C</p>	<ul style="list-style-type: none"> <li>❖ 10,175 Excessive Excused Absence Notification L1</li> <li>❖ 1,174 Excessive Excused Absence Notification L2</li> <li>❖ 7,218 Email Notification</li> <li>❖ 2,401 Conference Notifications</li> </ul>	
Scope of service for 3:13:		Scope of service for 3.13:	
<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>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify):</p>	
<p><b>(4.04)</b> Open Parent Centers at 8 sites that accomplish the following: 1. Support and value parent and community voices. 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.</p>	<p>\$500,000: S/C, Classified Salaries (CSAM)</p> <p>\$200,000: S/C, Equipment (CSAM)</p> <p>\$100,000: S/C, Books &amp; Supplies (CSAM)</p> <p>TOTAL = \$800,000: S/C</p>	<p><b>(4.04)</b> The Parent and Family Centers are located at the following school sites: Arvin, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West. All sites have hired a Community Specialist to oversee the Parent &amp; Family Centers.</p> <p>Daytime/evening workshops/classes for parents/guardians have included:</p> <ul style="list-style-type: none"> <li>❖ ESL</li> <li>❖ Computer skills</li> <li>❖ Literacy</li> <li>❖ Health and nutrition</li> <li>❖ School operation/education information</li> <li>❖ Budgeting/finances</li> <li>❖ Immigration issues</li> <li>❖ Computer access to check Synergy and/or other</li> </ul>	<p>\$305,000: S/C, Classified Salaries and Benefits</p> <p>\$295,000: S/C, Equipment</p> <p>\$200,000: S/C, Books &amp; Supplies</p> <p>TOTAL = \$800,000 S/C</p>

<p>5. Engage parents as partners in creating college-going cultures at home and at school and providing a strong focus on academic success.</p> <p>6. Keep the Parent Center open during and after school hours to accommodate all parents' schedules.</p> <p>(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).</p> <p>The following 8 sites will open a Parent Center in 2015-16:      Arvin      East      Foothill      Golden Valley      Mira Monte      Shafter      South      West</p> <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>Four additional parent centers will be opening in the 2016-17 school year at the following sites:</p> <ul style="list-style-type: none"> <li>❖ Ridgeview High School</li> <li>❖ Bakersfield High School</li> <li>❖ North High School</li> <li>❖ Highland High School</li> </ul>	
<p>Scope of service for 4.04:</p>		<p>Scope of service for 4.04:</p>	
<p>__ALL</p>		<p>__ALL</p>	

<p>-----</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>-----</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><b>(4.05)</b> 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>\$125,000: S/C, Books &amp; Supplies (CSAM)</p>	<p>(4.05) KHSD is working to coordinate services, align systems, and leverage funding to provide optimal student and family support. With the opening of 8 new Parent &amp; Family Centers this school year, the district is working with site parent advisory groups, staff, and site administration to implement this action. Several school sites have provided the following workshops:</p> <ul style="list-style-type: none"> <li>❖ ParentVUE Training</li> <li>❖ Health and Nutrition</li> <li>❖ College Information</li> <li>❖ Computer Classes</li> <li>❖ GED Classes</li> <li>❖ Parent Project</li> </ul>	<p>\$125,000: S/C, Books &amp; Supplies</p>
<p>Scope of service for 4.05:</p>		<p>Scope of service for 4.05:</p>	
<p><u>__ALL</u></p> <p>-----</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>-----</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><b>(4.06)</b> Provide additional, full-time counselor at the following sites to “increase and improve” services to students of the</p>	<p>\$880,000: S/C,</p>	<p><b>(4.06)</b> 10 counselors were designated to work as additional full-time counselors to support</p>	<p>\$1,081,670:S/C, Certificated Salaries and Benefits</p>

<p>“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</p>	<p>Certificated Salaries (CSAM)</p>	<p>intervention and PBIS implementation, focusing on the unduplicated students at their school sites.</p> <p>The counselors have proven to be a key component to the following PBIS implementation practices:</p> <ul style="list-style-type: none"> <li>❖ Overseeing and assisting with building and implementing Tier 1 and 2 structures</li> <li>❖ Facilitating the implementation of Tier 1 and 2 groups – ART (Aggression Replacement Training), Rebound (small group utilization of strategies such as, Social Emotional Learning, Restorative Practice, Forward Thinking, Positive Decision Making, &amp; Cognitive Processing)</li> </ul>	
<p>Scope of service for 4.06:</p>		<p>Scope of service for 4.06:</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>  </u> Other Subgroups:(Specify) African American students, Special Education students</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>  </u> Other Subgroups:(Specify) African American students, Special Education students</p>	
<p><b>(4.07/4.08)</b> 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</p>	<p>\$1,250,000 for school- site Community Specialists: S/C, Classified Salaries (CSAM)</p>	<p><b>(4.07/4.08)</b> The Community Specialists were retained at the school sites. Their position continues to help link the school to its stakeholders, usually with a focus on Tier I supports in the PBIS-MTSS student support system. Equally important, they identify “at risk” students by working with truancy-prevention staff at school sites to retain and/or re-enroll students,</p>	<p>\$1,437,843: S/C, Classified Salaries and Benefits</p>

<p>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"> <li>• Reinforce truancy-prevention efforts, district wide, by supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.</li> <li>• Support programs and strategies to reduce chronic absenteeism.</li> <li>• Provide truancy intervention to the most chronically absent.</li> </ul>	<p>\$120,000 for district Community Specialists: S/C, Classified Salaries (CSAM)</p> <p>TOTAL = \$1,370,000: S/C</p>	<p>assist with PBIS implementation strategies, and support MTSS (Multi-Tiered Systems of Support).</p>	
<p>Scope of service 4.07/4.08:</p>		<p>Scope of service 4.07/4.08:</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><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><b>(4.09/4.10)</b> Maintain district staff to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their</p>	<p>\$368,000 for staff: S/C, Certificated</p>	<p><b>(4.09/4.10)</b> The Foster Youth, Student Outreach, and Parent Liaisons are vital support resources for the district’s unduplicated students and their</p>	<p>\$358,709: S/C, Certificated Salaries and Benefits</p>



<p>academic achievement through progress monitoring. Foster Youth Liaison = \$120,000 Student Outreach Liaison = \$123,000 Parent Education Liaison = \$125,000 TOTAL = \$368,000</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• “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 enrollment in college, providing work</li> </ul>	<p>Salaries (CSAM)</p> <p>\$105,000 for operational budget: S/C, Books &amp; Supplies (CSAM)</p> <p>TOTAL \$473,000: S/C</p>	<p>families. Their specific actions include the following:</p> <p style="text-align: center;"><b>Foster Youth Liaison</b></p> <ul style="list-style-type: none"> <li>❖ Provide PD for students, parents, and staff through monthly and quarterly meetings</li> <li>❖ Work closely with the Education Liaison at the Department of Human Services</li> <li>❖ Hold quarterly meetings with designated foster counselors at each school site</li> <li>❖ Participate in California Youth Connect pilot program at Bakersfield High</li> <li>❖ Develop and implement a Foster Youth Education Planning Worksheet – 4 Year Plan for counselors</li> <li>❖ Attend monthly meetings with the Group Home Coalition</li> <li>❖ Attend regular meetings with the Foster Family Agency Consortium</li> <li>❖ Attend Department of Human Services meetings and Team Decision Meetings for foster youth</li> <li>❖ Attend district meetings with foster youth</li> <li>❖ Represent foster youth at IEP meetings</li> <li>❖ Coordinate BC Day for foster youth – tour of campus, application for admission, financial aid</li> <li>❖ Plan College Night for foster youth</li> <li>❖ In-service school employees about foster youth legislation</li> <li>❖ Review AB 167 graduates for approval</li> <li>❖ Facilitate priority enrollment in summer school and college</li> </ul>	<p>\$105,000: S/C, Books &amp; Supplies</p> <p>Total: \$463,709: S/C</p>
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<p>opportunities and other support to safeguard the student's academic and overall progress.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Provide appropriate professional development to parents and site staff to educate on school/parent/community partnerships.</li> <li>● Provide effective communication services for parents and community and timely responses to their issues and concerns.</li> </ul>		<p style="text-align: center;"><b>Parent Education Liaison</b></p> <ul style="list-style-type: none"> <li>❖ Provide professional development to parents and site staff, educating them on school/parent/community partnership</li> <li>❖ Oversee the District English Learner Advisory Council (DELAC) / English Learner Advisory Council (ELAC) monthly meetings</li> <li>❖ Provide appropriate trainings and materials to assist parents to carry out their advisory responsibilities</li> <li>❖ Facilitate on-going communication with school, parents, and community partnerships</li> <li>❖ Meet monthly with 8 Community Specialists that are assigned at the Parent Centers</li> <li>❖ Help develop and foster Parent Center protocol</li> <li>❖ Provide resources for school site regarding parent involvement</li> <li>❖ Train KHSD staff on the federal parent regulations regarding Title I, Migrant and English Learner Programs</li> </ul> <p style="text-align: center;"><b>Student Education Liaison</b></p> <ul style="list-style-type: none"> <li>❖ Attend all regional, local and state meetings and conferences to learn about and support after-school programs and grants -- e.g., ASSETs (After School Safety and Enrichment for Teens Program)</li> </ul>	
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		<ul style="list-style-type: none"> <li>❖ Assist current school (Arvin High) in mandated reporting responsibilities for the ASSETs program</li> <li>❖ Oversee the LCAP Student Advisory Council that meets 4 times a year</li> <li>❖ Communicate student activities via newsletter to KHSD counselors</li> <li>❖ Represent KHSD in community activities promoting student outreach</li> <li>❖ Build community relationships with organizations that focus on helping youth</li> </ul>	
Scope of service for 4.09/4.10:		Scope of service for 4.09/4.10:	
<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> African American students, <u>  </u> Special Education students</p>		<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> African American students, <u>  </u> Special Education students</p>	
<p><b>(4.11)</b> Provide on-going training in implicit bias, cultural responsiveness, and equity per CEIS plan. Also, include training in Student Study Teams (SST).</p> <p>Include training to improve “customer service” at school sites.</p> <ul style="list-style-type: none"> <li>● Based on LCAP survey, over 50% of school site administrators said their staff would benefit from “additional training in ‘customer service.’”</li> <li>● Parents have requested that schools provide a more “welcoming environment.”</li> </ul>	<p>\$85,000: S/C, Services &amp; Other Operating Expenditures (CSAM)</p>	<p><b>(4.11)</b> The following on-going training on implicit bias, cultural responsiveness, and engendering equity was provided this school year to staff:</p> <ul style="list-style-type: none"> <li>❖ Unconscious Bias Training (offered 3 times during the school year -- January training = 21 teachers, counselors, and administrators; November training =14 teachers and administrators; and March = team of certificated staff</li> <li>❖ School Office Supervisors, Parent Education Liaison and Wellness Coordinator have met to plan for professional development, addressing</li> </ul>	<p>\$85,000: S/C, Services &amp; Other Operating Expenditures</p>

<p>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.</p> <p>The \$85,000 allocation for training in 2015-16, does not include the \$4,900 expensed in, 2014-15</p>		<p>issue of providing a more “welcoming environment.”</p>	
<p>Scope of service for 4.11:</p>		<p>Scope of service for 4.11:</p>	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>(4.12)</b> 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</p>	<p>\$300,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(4.12)</b> KHSD hired one MSW/ASW employee and this first-ever School Social Worker started at Bakersfield High School in January 2016.</p> <p>School Social Workers are trained mental health professionals with a master’s degree in social work and a pupil personnel service credential. SSW’s provide services related to the student’s</p>	<p>\$85,144: S/C, Certificated Salaries and Benefits</p>

<p>LCSWs are hired, their assignment may include the following:</p> <ul style="list-style-type: none"> <li>· 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.</li> <li>· Work with Mental Health Clinicians and School Psychologists to provide students appropriate counseling and/or appropriate referrals to other health/mental health agencies.</li> <li>· Supervise MSW interns placed at designated PBIS sites to support PBIS and MTSS implementation.</li> </ul> <p>Approximate cost for 3 full-time LCSWs = \$300,000</p>		<p>social-emotional adjustment to school, family, community and society. SSW's are the link between the home, school and community. They provide direct as well as indirect services to students, families and school personnel to promote and support the academic and social success of students.</p> <p>School Social Workers have a multifaceted role. SSW's provide interventions and support at all Tier levels for PBIS/MTSS schools. SSW's provide services unique to school settings. There is assessment and consultation within the school team. There is direct work with students and parents individually and in groups. The key to all services is the assessment. The assessment is a systematic way of understanding what is taking place in relationships in the classroom, within the family, and between the family and school. The SSW looks for units of attention-places where intervention will be most effective.</p> <p>KHSD may hire additional School Social Workers for future school sites, and KHSD will wait for the Tiered Fidelity Index (TFI) in the late Spring 2016, to determine service needs and gaps/holes if applicable. The current plan would call for up to four School Social Workers in 2016-2017 (MSW/ASW/LCSW (preferred PPS when applicable) to staff regionally for PBIS-MTSS sites.</p>	
<p>Scope of service for 4.12:</p>		<p>Scope of service for 4.12:</p>	
<p><u>  </u>ALL  -----</p>		<p><u>  </u>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) <u>African American students, Special Education students</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><b>(4.13)</b> 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.</p> <p>Workshops may include the following:</p> <ul style="list-style-type: none"> <li>• Learning about college enrollment and career opportunities</li> <li>• Learning to use ParentVue to monitor their student's grades</li> <li>• Learning about Common Core and other curriculum, including state testing and elective and CTE programs</li> <li>• Learning how to provide an effective study environment for their student at home</li> </ul> <p>Funds will be allocated per site application in the form of mini-grants = \$125,000.</p>	<p>\$125,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(4.13)</b> In the fall, 3 school sites (South, Bakersfield, and Golden Valley) held a series of workshops presented by Rocio Magallanes. Approximately 100 parents attended the workshops. The following topics were presented:</p> <ul style="list-style-type: none"> <li>❖ Understanding my child's behavior</li> <li>❖ Supporting my child to improve his/her school performance</li> <li>❖ Strategies for resolution of conflicts and family violence</li> <li>❖ Handling emotions</li> <li>❖ Management of boundaries in children's education</li> </ul> <p>Three additional sites (Mira Monte, Highland and West) will be offering these workshops to their parents in the spring. Several school sites have provided to the following workshops:</p> <ul style="list-style-type: none"> <li>❖ ParentVUE Training</li> <li>❖ Health and Nutrition</li> <li>❖ College Information</li> <li>❖ Computer Classes</li> <li>❖ GED Classes</li> <li>❖ Parent Project</li> </ul>	<p>\$121,427: S/C, Certificated Salaries and Benefits</p> <p>\$4,000: S/C, Books and Supplies</p> <p>Total:\$125,427 S/C</p>
<p>Scope of service 4.13:</p>		<p>Scope of service 4.13:</p>	
<p><u>__ALL</u> -----</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>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><b>(4.14)</b> 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"> <li>• Lamont Family Resource Center; day and evening</li> <li>• South Chester Partnership; day</li> <li>• Stine Elementary; evening</li> <li>• Paramount Farms, Lost Hills; evening</li> </ul> <p>\$100,000 (approximate cost) per teacher X 2 = \$200,000</p>	<p>\$200,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(4.14)</b> The Bakersfield Adult school offers English As a Second Language (ESL) classes to the KHSD parents. Currently there are 270 parents enrolled. In the 2014-15 school year, 4 sites offered ESL classes. An additional 7 sites were added to accommodate the needs of the KHSD parents. The 6 locations include the following high schools.</p> <ul style="list-style-type: none"> <li>❖ Bakersfield High School - 1 Section</li> <li>❖ Foothill High School - 1 Section</li> <li>❖ Golden Valley School - 1 Section</li> <li>❖ Mira Monte High School - 1 Section</li> <li>❖ South High School - 3 Sections</li> <li>❖ West High School - 1 Section</li> </ul>	<p>\$121,522: S/C, Certificated Salaries and Benefits</p>
<p>Scope of service for 4.14:</p>		<p>Scope of service for 4.14:</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>___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):</p>	
<p><b>(4.15)</b> Provide translating services at meetings where non-English speaking</p>	<p>\$60,000: S/C,</p>	<p><b>(4.15)</b> Kern High School provides a translator/interpreter at all meetings for non-</p>	<p>\$60,000: S/C,</p>

<p>parents are present – district and school sites.</p>	<p>Certificated Services (CSAM)</p>	<p>English speaking parents. The KHSD translators are highly qualified and must pass a reading, writing and speaking exam to verify that they are proficient in the language.</p>	<p>Classified Salaries and Benefits</p>
<p>Scope of service for 4.15:</p>		<p>Scope of service for 4.15:</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>  </u> Other Subgroups:(Specify) <u>African American students, Special Education students</u></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>  </u> Other Subgroups:(Specify) : _____</p>	
<p><b>(4.16)</b> 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"> <li>• Assess existing group, ensuring that its members represent district stakeholders and students of “unduplicated count.”</li> <li>• Identify mission and purpose.</li> <li>• Develop monitoring system to ensure equity of access to students of “unduplicated count.”</li> </ul> <p>Convene regularly</p>	<p>\$5,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(4.16)</b> LCAP Advisory Council meets on a monthly basis and is comprised of the following stakeholders:</p> <ul style="list-style-type: none"> <li>❖ Students (5 members)</li> <li>❖ Parents (12 members)</li> <li>❖ Kern High School District Teachers Association (4 members)</li> <li>❖ Kern High School District Counselors Association (3 members)</li> <li>❖ CSEA Chapter 81 Unit B KHSD (1 member)</li> <li>❖ CSEA Chapter 747 Unit A Transportation KHSD (1 member)</li> <li>❖ Skilled Trades Unit D Maintenance &amp; Operations KHSD (1 member)</li> <li>❖ Supervisors Unit F (KHSD) (1 member)</li> <li>❖ Community Members &amp; Partners (21 members)</li> </ul>	<p>\$5,000: S/C, Services and Other Operation Expenditures</p>



		<p>The LCAP Advisory Council is appointed by the Kern High School District (KHSD) Superintendent and membership is reviewed annually. Terms for members are 2 years and can be extended if necessary and/or approved. The LCAP Advisory Council is independent, nonpartisan, and a broadly representative body consisting of a balanced mix of the diverse interests that are affected by community needs within the KHSD, specifically related to include representation of unduplicated students, representative parents, KHSD employee groups, and community partners. The charge of the Advisory Council is to offer advice and counsel for the Kern High School District to create an effective Local Control Accountability Plan (LCAP) that includes the school-community's voice and knowledge.</p> <p>As requested, the Advisory Council will provide informed recommendations and advice to KHSD staff as the plan is drafted and monitored annually.</p>	
Scope of service for 4.16:		Scope of service for 4.16:	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) African American students, Special</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify:</p>		

<u>Education students</u>			
<p><b>(4.17)</b> Retain LCAP Administrator to ensure the following:</p> <ul style="list-style-type: none"> <li>• Development of student/parent/community engagement systems and practices</li> <li>• Implementation of student support systems</li> <li>• Coordination with school sites and PBIS/MTSS consultant to implement PBIS/MTSS programs and practices</li> </ul> <p>Supervision of MTSS/PBIS programs at designated sites</p> <p>Provide LCAP support staff to assist in operation of LCAP completion:</p> <ul style="list-style-type: none"> <li>• Clerical support = \$80,000</li> <li>• Budget management = \$125,000</li> </ul>	<p>\$129,000: S/C, Certificated Salaries (CSAM)</p> <p>\$80,000: Base Grant, Classified Salaries (CSAM)</p> <p>\$125,000: Base Grant, Classified Salaries (CSAM)</p> <p>TOTAL = \$205,000: S/C</p>	<p><b>(4.17)</b> KHSD hired a Supervising Administrator for Student Support Services &amp; LCAP as of July 1, 2015 (was the former LCAP Administrator for KHSD) and added new student support projects to the department. The position provides oversight, coordination, and supervision for the following projects:</p> <ul style="list-style-type: none"> <li>• Multi-Tiered System of Supports (MTSS)</li> <li>• Positive Behavioral Intervention &amp; Supports (PBIS)</li> <li>• Parent &amp; Family Engagement</li> <li>• School-Community Partnerships</li> <li>• Student Outreach &amp; Engagement</li> <li>• Restorative Practices and Social-Emotional Learning</li> <li>• Interagency Facilitation/Partnerships</li> <li>• Local Control Accountability Plan (LCAP)</li> </ul> <p>LCAP Clerical Support and Budget management positions were filled and being paid out of the Base grant.</p>	<p>\$149,510: S/C, Certificated Salaries and Benefits</p> <p>\$80,000: Base Grant, Classified Salaries and Benefits</p> <p>\$125,000: Base Grant, Classified Salaries and Benefits</p> <p>TOTAL = \$205,000: Base Grant and \$149,510 S/C</p>
Scope of service for 4.17:		Scope of service for 4.17:	
<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p><b>(4.18)</b> Support the following leadership and mentoring programs, principally serving “at risk” youth:</p> <ul style="list-style-type: none"> <li>• Americorps = \$50,000</li> <li>• Latina Leaders = \$45,000</li> <li>• ASB Outreach and Mentoring = \$25,000</li> <li>• Real Men Sing = \$25,000</li> <li>• Detroit Creativity Project = \$25,000</li> </ul> <p>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: <a href="http://www.nationalservice.gov/programs/ameriamps">http://www.nationalservice.gov/programs/ameriamps</a></p> <p><u>Latina Leaders</u> 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: <a href="http://kernlatinas.com/about/">http://kernlatinas.com/about/</a></p> <p><u>ASB Outreach and Mentoring</u> is designed to encourage and mentor students to participate in school leadership. This program is currently being developed.</p> <p><u>Real Men Sing</u> is designed to encourage young men to participate in choir and to provide role models and motivation to stay involved throughout their school career:</p>	<p>\$170,000: S/C, Certificated Salaries (CSAM)</p>	<p><b>(4.18)</b> The following leadership mentoring programs were implemented in the 2015-16 school year.</p> <p><u>Americorps</u> Americorps currently serves Golden Valley, Mira Monte, Nueva, South and Tierra Del Sol. The program provides mentoring and goal-setting services to students.</p> <p><u>Latina Leaders</u> 140 students are participating in Latina Leaders. The participants represent 16 comprehensive campuses and 1 alternative education campus. They meet 4 hours once a month throughout the school year. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community.</p> <p><u>ASB Outreach and Mentoring</u> Program will provide workshops and training to ASB student leaders and organizing staff to broaden student participation and deepen student engagement at sites. The funds will be expended this summer.</p> <p><u>Real Men Sing</u> The program was not implemented this school year and is yet to be determined if the program will be used next year. Visual and Performing Arts faculty will be consulted.</p> <p><u>Detroit Creativity Project</u> The program was not implemented this school year and is yet to be determined next year. Visual and Performing Arts faculty will be consulted.</p>	<p>\$20,000: S/C, Certificated Salaries and Benefits</p> <p>\$100,000: S/C, Books and Supplies</p> <p>Total:\$120,000 S/C</p>
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<p><a href="http://www.gnusings.com/RMS">http://www.gnusings.com/RMS</a>.</p> <p>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.”</p>			
Scope of service for 4.18:		Scope of service for 4.18:	
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American students, Special Education students</u></p>	
<p><b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b></p>	<p><b>ACTIONS SECTION:</b></p> <p><b>(4.00)</b> IDEA (Individuals with Disabilities Education Act) is the funding source for this action. It will take multiple years to accurately assess effectiveness.</p> <p><b>(4.01)</b> In 2016-2017, KHSD will expand to 23 school sites for PBIS-MTSS next school year and continue to support MTSS-PBIS structures and related projects for student support, social emotional learning, trauma informed care, and restorative practices. In 2015-2016, KHSD may not use all of this allocation because during the exploration and structural installation phase of PBIS-MTSS, sites may not need the total allocation set aside for signage, supplies or equipment. Initial data indicates improvement in suspensions/expulsions/attendance, however it is a multi-year plan.</p> <p><b>(4.02)</b> The \$106,793 discrepancy in certificated salaries can be contributed to not hiring a District Student Support Facilitator for the 2015-16 school year. Also please note that an additional 5 PBIS Intervention Specialists were hired in February 2016. All KHSD school</p>		

sites will be implementing PBIS next year and there will be 11.5 Student Support Facilitator positions as well as District Student Support Facilitator for the 16-17. This will be a multi-year plan.

**(4.03)** The \$29,239 discrepancy in certificated salaries can be contributed to an increase in salaries that went into effect July 1, 2015. This provides continued support for MTSS-PBIS.

**(3.12)** The \$21,744 discrepancy in certificated salaries can be contributed to an increase in salaries that went into effect July 1, 2015. This administrator contributes to PBIS efforts.

**(3.13)** The \$229,884 discrepancy in classified salaries can be contributed to a math error during budgeting. Kern Valley did not utilize their administrative period because student enrollment did not warrant it. These efforts contribute to PBIS effort.

**(4.04)** Effectiveness of the parent centers will be partially analyzed by parent usage. 2015-2016 will be a baseline year.

**(4.05)** Parent attendance in workshops are a sign of the effectiveness and expansion of this action.

**(4.06)** The \$201,670 discrepancy can be contributed to an increase in salaries that went into effect July 1, 2015. Effectiveness is in providing additional efforts for PBIS implementation.

**(4.07/4.08)** The \$187,843 discrepancy in classified salaries can be contributed to an increase in salaries that went into effect July 1, 2015.

**(4.09/4.10)** These positions assist KHSD in keeping abreast of and being involved with all current FY, EL and LI.

**(4.11)** Effectiveness of these efforts will be measured over time as more staff receives training and implements practices.

**(4.12)** The \$214,856 discrepancy in certificated salaries is due to not all certificated staff were hired in August 2015. We will attempt to hire 3-4 more school Social Workers as we expand PBIS-MTSS support structure for school sites in the following 1-3 years. The implementation of

this action will be ongoing. Providing mental health services for students will better equip them for their future. Future steps will be determined pending results at the end of 2015-16.

**(4.13)** Parents attendance in workshops are a sign of the effectiveness and expansion of this action.

**(4.14)** The \$78,478 discrepancy can be contributed to overestimation of certificated salaries. Additional sites were added to meet the demands. 270 parents are currently enrolled and the need is increasing.

**(4.15)** Translation services are effective in helping more parents be informed about school issues.

**(4.16)** The ongoing plan for the LCAP advisory council and its composition will help ensure that the KHSD LCAP is responsive to stakeholder's requests and concerns.

**(4.17)** The \$20,506 discrepancy can be contributed to underestimation of certificated salaries. The currently implemented programs are serving a broad segment of students.

**(4.18)** The \$50,000 discrepancy can be attributed to 3 programs that were not yet implemented for the 2015-16 school year. Research will determine other possibilities and options for such programs for KHSD students. The currently implemented programs are serving a broad segment of students.

Goal 4: "KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success" The goal addresses State Priority 5 "Pupil Engagement" and Priority 6 "School Climate." Stakeholders were enthusiastically supportive of all of the 16 Measurable Outcomes in Goal 4. The stakeholders input was captured by the LCAP Survey, LCAP and Student Advisory Council. It must be noted that more students participated in the survey while a slight drop was noted in all other groups (Certificated and Classified Staff and Parents (English and Spanish respondents.) The majority of the Measurable Outcomes were focused on PBIS. The foundation of PBIS began in 2014-15 with Bakersfield High School being the pilot program for PBIS. Additional 14 schools site joined in 2015-16 and the remaining school sites will begin in

	2015-16. As PBIS begins its second and third year Measurable Outcomes are projected to increasingly show gains.
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**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 schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$48,924,707
<p>Kern High School District’s (KHSD) enrollment of students of the unduplicated count is 67.2%, with 8 of the 18 comprehensive sites at 80% or higher and 4 out of the 5 continuation sites at 80% or higher. The high unduplicated student count, districtwide, means students who are at risk and living below the poverty line attend all schools; hence, 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 and to advanced course work, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, <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 allocated to class-size reduction in 2014-15. The projected allocation for class size reduction for 2016-17 is \$12,633,000. Additional sections were given to all comprehensive school sites, proportionate to the number of their unduplicated student count, to reduce class size. To promote interest and success in science, 55 additional sections were given to reduce class size in science lab classes (\$1,155,000), and to respond to the literacy needs of the district, 36 sections (\$756,000) will continue to be allocated to Access (literacy/reading courses). The literacy/reading</p>	

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 vocalized by the district's stakeholders.

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 2.5 million. Lastly, a significant amount (7.4 million) of the district's LCFF allocation is directed to broadening Career and Technical Education (CTE), including expanding CTE pathways and the Regional Occupational Center (ROC). District stakeholders specifically spoke to the need 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/or 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.

15.69%	%
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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. Reduce class sizes in all content areas will further serve the needs of our unduplicated students. Continuous improvement in the district's technology needs, including labs and libraries maintaining longer hours also benefit these students. Parent centers, PBIS, increase CTE offerings and increase counseling and support services are all in place to encourage students to remain in school and success at the highest level possible.

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).