

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

THE STORY

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

Serving 39,520 students (5.8% African American, 0.6% American Indian or Alaska Native, 2.7% Asian, 66.3% Hispanic or Latino, 1.4% Filipino, 0.2% Pacific Islander, 20.7% White, and 1.1% two or more races) and encompassing approximately 3,500 square miles, the Kern High School District (KHSD) remains the largest 9-12 high school district in the state of California. It is comprised of 18 comprehensive high schools, 5 alternative education schools, 4 Special Education centers, 3 Career and Technical Education (CTE) sites, a blended learning program (Kern Learn), the Bakersfield Adult School, and 1 charter school. The Bakersfield Adult School serves 15,000 students daily, over 19,000 students participate in the district's CTE programs, and 458 students are served in the district's charter school. While neither the adult school nor the charter school is represented in this Local Control Accountability Plan (LCAP), both show the district's steadfast commitment to serving all its students and fully supporting its community.

The KHSD is made up of the following student groups:

- English Learners (7.4%)
- Foster Youth (0.8%)
- Socioeconomically Disadvantaged (68.2%)

Counting each of these students only once, even if the student meets more than one of these criteria, forms the "unduplicated count". The KHSD unduplicated count is 68.9%.

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

- Reclassified Fluent English (40.4%)
- Homeless (0.5%)
- Migrant (2.7%)
- 8 of the 18 sites (Arvin, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West) are comprised of, at minimum, 80% of unduplicated students.
- 4 of the 5 alternative education sites (Central Valley, Nueva, Tierra Del Sol, and Vista) have a student population of, at minimum, 80% of unduplicated students.

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

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

Showing its commitment to achieving optimal learning environments for all students, the district continues to dedicate substantial funding to class-size reduction. In the 2017-18 school year, 637 teaching sections were allocated specifically to class-size reduction, a 7% increase from the year before. In addition, the district values an ethnically-diverse and experience-rich teaching staff that reflects the composition of its student body; hence, it purposefully recruits teachers from various areas of the United States and will continue to do so to meet the upcoming hiring needs.

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

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

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

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

LCAP HIGHLIGHTS

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

KHSD employs close to 1,900 teachers. The LCAP and its goals and actions are aligned with the "Strategic Priorities" of the Kern High School District Board of Trustees to "maintain and support exemplary staff and provide effective instructional and extra-curricular programs."

- ✓ 100% of the teachers are appropriately assigned (Goal 1)
- ✓ Teachers teach at "exemplary/good" schools, according to the School Accountability Report Card (SARC) (Goal 1)
- ✓ Authorized certificated and classified staff teach English Learner (EL) students (Goal 1)
- ✓ The district visited 38 teacher recruitment sites, an increase of 11% from last year, and attended teacher fairs in 14 states and 12 in California (Goal 1)

Class-size average was reduced from 27.3 (baseline year in 2007-08) to 27.1 in 2016-17 (most recent data provided by Ed Data and California Department of Education [CDE]). LCAP has provided 1,055 additional sections above the base formula to help further reduce class size.

- ✓ 514 LCFF sections (Goal 1)
- ✓ 26 extended day sections (Goal 1)
- ✓ 99 restoration sections (Goal 1)
- ✓ 55 science sections (Goal 1)
- ✓ 70 Access sections (literacy classes) (Goal 1)
- ✓ 11 sections to the continuation sites (Goal 1)
- ✓ 42 Apex sections earmarked for credit recovery (Goal 1)
- ✓ 79 intervention sections (Goal 1)
- ✓ 21 summer EL intervention sections (Goal 2)
- ✓ 138 summer school sections (Goal 2)
- ✓ 20 On Campus Intervention sections (Goal 4 and Contingent Action)
- ✓ 37 LCFF sections for core classes (Contingent Action)

LCAP has provided the following support resources for teaching staff:

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

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

- ✓ Smaller class sizes (Goals 1 and 2)
- ✓ Student-based projects in science and the visual and performing arts (Goal 1)
- ✓ Technology (computers, Chromebooks, technology) (Goal 2)
- ✓ A wide variety of class offerings (Goals 1,2,3 and 4)
- ✓ Additional support for English Learners (EL), Foster Youth (FY) and all unduplicated students (Goals 1,2,3 and 4)
- ✓ Extended library hours (Goal 2)
- ✓ Foster Youth site mentoring (Goal 4)
- ✓ Positive Behavioral Intervention and Supports (PBIS) at all school sites (Goal 4)

- ✓ Expansion of Career Technical Education (CTE) and pathways (Goal 3)
- ✓ Classes for college and career readiness (Goals 1,2,3 and 4)
- ✓ Advancement Via Individual Determination (AVID) (Goal 3)
- ✓ Project BEST (Goal 3)
- ✓ Mentoring programs (Goal 4)
- ✓ Expansion of a-g classes (Goals 1,2,3 and 4)
- ✓ Additional counselors (Goal 4)
- ✓ District student liaison (Goal 4)
- ✓ Social workers (Goal 4)

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

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

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

REVIEW OF PERFORMANCE

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

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

KHSD’s greatest progress includes:

- To ensure optimal learning environments for all students, the district provided significant funding for class-size reduction. It included 551 teaching sections, a 14% increase from the prior year. It also included 70 teaching sections for Access, KHSD’s redesigned literacy course, which provides focused intervention in reading instruction, and 55 teaching sections in science classes to promote the Next Generation Science Standards (NGSS) action of “doing more science” through inquiry-based, three-dimensional learning.
 - The district will continue to provide funding for class-size reduction. (Goal 1, Action 1.01)
 - The district is committed to supporting Access in order to increase literacy rates. It will do this by funding Access teaching sections, providing teaching and student materials, and providing professional development to ensure program fidelity. (Goal 1, Actions 1.04,1.08 and 1.11; Goal 2, Action 2.09)
 - The district will continue to support implementation of NGSS through teaching-section allocation, STEM to STEAM mini grants, funding to

GREATEST PROGRESS

- replenish lab materials, and professional development. (Goal 1, Actions 1.01,1.04,1.09)
- The district values an ethnically-diverse and experience-rich teaching staff so it has broadened its recruitment efforts to acquire a diverse and highly qualified candidate pool. The district visited 38 teacher recruitment fairs, an increase of 11% from last year.
 - The district plans to continue its recruitment strategy to hire the best teachers and ensure that they represent the diverse student populations of KHSD. (Goal 1, Actions 1.14 and 1.15)
 - The district will continue to fully fund Kern High Induction Program (KHIP) so that new teachers are effectively supported and mentored and may obtain their clear teaching credential in a timely manner. (Goal 1, Action 1.13)
 - KHSD serves 2,865 English Learners (EL), who have access to the full curriculum spectrum – that is, core and elective courses. From 2015-2016 to 2016-17, 30% of the district’s Long-Term English Learners (LTELs) have reclassified. The district provided 21 additional LCFF sections in summer school for EL support.
 - The district will continue to provide EL support through Access, summer school, and other intervention mechanisms that will help students reclassify, recover credits and/or access higher-level courses, and meet their a-g requirements. (Goal 2, Actions 2.01, 2.02, 2.03)
 - The district will retain bilingual instructional aides, instructional aides, and bilingual technicians to provide primary language support to EL students and parents. (Goal 2, Actions 2.04 and 2.06)
 - The district will retain the ELD resource teacher to oversee the ELD program, monitor student growth and intervention needs, and provide appropriate professional and curriculum development. (Goal 1 and 2, Actions 1.11 and 2.05)
 - Access, the district’s redesigned literacy course, serves 1,955 students. Students enrolled in Access need reading support because they read below grade level. The average Individual Reading Level (IRL) growth of students enrolled in Access last year, 2015-2016, was .94, which is nearly one full grade level (IRL) of growth.
 - The district will maintain the ELA/Literacy resource teacher in order to oversee program development, maintain program fidelity, and monitor student progress. (Goal 1, Action 1.11)
 - As stated prior, the district is committed to supporting Access in order to increase literacy rates. It will do this by funding Access teaching sections, providing teaching and student materials, and providing professional development. (Goal 1, Actions 1.05,1.08 and 1.11; Goal 2, Action 2.09)
 - The district will coordinate with the Bakersfield Adult School to expand its English-as-a-Second-Language offerings at the comprehensive sites. (Goal 4, Action 4.14)
 - Providing adequate intervention programs remains a district priority in order to ensure students’ graduation and access into higher level, college preparatory courses. These programs include Access (previously mentioned), AVID (Advancement Via Individual Determination), Edmentum (an online support program for math Foundations 1 and 2), Apex (an online credit recovery and course advancement program), Naviance (an online college and career planning program), STAR Renaissance (an online

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

- 51% of students exceeded or met the English Language Arts (ELA) standards for the California Assessment of Student Performance and Progress (CAASPP), the California testing program for grade 11 students.
- 52% of students scored “ready” or “conditionally ready” on the Early Assessment Program (EAP) that indicates college preparedness for ELA.
- 690 students scored a 5 on AP exams, 1,049 scored a 4 on the AP exam and 1,584 scored a 3 on the AP exam taken in 2015-2016.
- California School Dashboard graduation data:
 - 90.7% of “ALL” students graduated, receiving a green student performance rating.
 - 81.4% of English Learners graduated, increasing significantly by +9.7%, receiving a yellow student performance rating.
 - 89.1% of students identified as low-socioeconomic graduated, increasing significantly by +5%, receiving a green student performance rating.
 - 89% of African American students graduated, an increase of +4.5%, receiving a green student performance rating.
 - 90.6% of Hispanic students graduated, increasing significantly +5%, receiving a blue student performance rating.
- The district will continue to support the intervention programs mentioned above by the following means:
 - The district will continue to support algebra readiness through the Edmentum online program, which provides targeted intervention in the pre-algebra foundations classes. (Goal 1, Action 1.07)
 - The district will continue its contract with STAR Renaissance, which provides progress monitoring in math and literacy. (Goal 1, Action 1.06)
 - The district will continue to purchase Apex licenses to support credit recovery, a-g completion, and course advancement. (Goal 2, Action 2.02)
 - The district will continue to provide additional sections for intervention classes that specifically support “at-risk” students, grades 9-12. (Goal 2, Action 2.03)
 - The district will continue to provide additional sections in summer school, specifically for intervention and credit recovery and to support EL students. (Goal 2, Action 2.01)
 - The district will continue its contract with Naviance, an online college-readiness program, which also serves as a complementary resource for the Career Choices program. (Goal 3, Action 3.03)
 - The district will retain a district AVID coordinator. (Goal 1, Action 1.11)

The district’s post-secondary partners have noted that the highest predictor of success in a student’s first year of college is the Expository, Reading and Writing Curriculum (ERWC). 111 sections of ERWC were offered last year, districtwide. Of the 3,881 students enrolled in ERWC, 81% received a C or better which means they were able to take non-remedial college English in their first year of college. Of the 81% who completed the ERWC course with a C or better, the following should be noted:

- 59% were designated as unduplicated students.

- 36% were designated as EL or Reclassified Fluent English Proficient (RFEP).
- In order to keep reducing the need for remediation in college English, the district will continue to support ERWC by funding materials and training. (Goal 3, Action 3.08)
- The district continues to further its Career and Technical Education (CTE). KHSD reported to CALPADS that in 2016-17, 5,277 enrolled in a concentrator course, and 1,677 students completed a pathway. 184 KHSD CTE courses currently meet UC and CSU approval in one of the a-g areas.
- All CTE courses meet industry standards and local needs, and articulate with the local community colleges – that is, Bakersfield College (BC) and Taft College.
 - The Regional Occupation Center will continue to provide career-readiness programs to KHSD students. (Goal 3, Action 3.01)
 - The Career Choices program, along with Naviance, the online college and career readiness program, will continue to be funded to provide career awareness and job readiness. (Goal 3, Actions 3.02 and 3.03)
 - Quest for Success, a career development program that includes work experience, will continue to be funded next year. (Goal 3, Action 3.04)
- The district will continue to work with BC, Taft College, and CSUB to develop and expand its Dual Enrollment (DE) program. Students enrolled in DE courses receive high school and college credit simultaneously. Some of the DE courses offer university transferrable credit, as well.
 - Development of a dual enrollment statistics course is underway. (Goal 3, Action 3.09)
 - A district resource counselor will help to provide avenues for seamless transitioning into college. (Goal 3, Action 3.06)
- KHSD continues to support outstanding programs that promote the academic success of its students.
 - AVID (Advancement Via Individual Determination) served 1,483 students this year (an increase of 8% from 2016-17) at 13 comprehensive sites. 70% of the participating students were unduplicated pupils and 37% were EL. Of the 230 AVID seniors, 82% enrolled in college – 32% at a two-year college and 68% at a four-year college.
 - The district will continue to fund an AVID coordinator. (Goal 1, Action 1.11)
 - The district will continue to provide professional development to expand AVID further. (Goal 3, Action 3.07)
- AmeriCorps, a community-based mentoring program, served 286 students (an increase of 29% from last year) by providing mentoring, academic and social-emotional support, and career exploration.
 - The district will continue to fund this program, which currently serves 5 sites, two of which are alternative education schools. (Goal 4, Action 4.18)
 - Project BEST (Black Excellence in Scholarship and Teaching) served 540 total students last year, grades 9–12. Over 92% graduated from high school and are either enrolling in college or entering the workforce.
 - The district will continue to fund this program. (Goal 3, Action 3.05)
 - Latina Leaders, a leadership program for young Hispanic women, served 184 students, grades 10-12.

- The district will continue to fund this program. (Goal 4, Action 4.18)
- Young Women Empowered for Leadership, a mentoring program for African American females, was launched this year. Over 160 girls participated from the following school sites: East, North, South and West High Schools. (Goal 4, Action 4.18)
- The State Seal of Biliteracy recognizes high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. 683 students earned the State Seal of Biliteracy last year, a 42% increase from the 2013-2014 school year.
- The district will continue to support an ELD coordinator who oversees the ELD program and promotes the success of this program. (Goal 1, Action 1.11)
- The district will maintain its practice of course alignment and professional development in the effective teaching of the current state standards.(Goal 3, Action 3.10)
- KHSD continues to strongly support PBIS (Positive Behavioral and Intervention Supports), a multi-tiered support system that fosters positive student relationships and positive school climates. All 23 KHSD sites have implemented PBIS. One site (Bakersfield High School) received Gold Recognition from the California PBIS Coalition for Outstanding Achievement. The positive results of PBIS include the following:
 - The annual attendance rate for last year, 2016-2017, reached 96.5%, 1.1% higher than it was in 2015-2016.
 - Chronic absenteeism decreased by 25% to 12.8% (2013 to 2017).
 - The dropout rate for all students decreased from 14.5% to 8.4% (2012-2013 to 2015-2016).
 - Suspension and expulsion rates decreased. Suspensions decreased from 10% to 9.6% and expulsions decreased from 0.6% to 0.2% from 2013 to 2016. Seven schools (Central Valley, Liberty, Mira Monte, Nueva, Tierra Del Sol, Vista, and Vista West) had zero expulsions last year, and another 7 schools (Centennial, East, Golden Valley, Independence, North, Ridgeview, and South) had an expulsion rate of 0.1%.
 - Parent Centers at 15 sites (Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, Kern Valley, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West) are open and thriving. Parent Centers provide daytime and evening workshops to help parents and guardians become education advocates for their students.
- The district will continue to support PBIS in the following ways:
 - Support and expand PBIS at all sites. (Goal 4, Action 4.01)
 - Maintain current leadership, including department of Student Behavior and Support. (Goal 3, Actions 3.12 and 3.13; Goal 4, Actions 4.03, 4.06, 4.07, 4.08, 4.09, and 4.17)
 - Provide additional staff, including nurses, and training to continue developing the multi-tiered systems of support. (Goal 4, Actions 4.02, 4.12)
 - Continue to maintain and expand Parent and Family Centers and other coordinating parent-support mechanisms. (Goal 4, Actions 4.04 and 4.05)

- Provide ongoing training in unconscious bias, cultural responsiveness, and equity. (Goal 4, Action 4.11)

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

According to the California School Dashboard (CSD), the district received a performance level of red for suspension rates for the following student groups:

- All Students – 38,966 students
Status, Very High (9.1%) / Change, Maintained (-0.4%)
 - American Indians - 252 students
Status, Very High (13.5%) / Change, Increased Significantly (+3.3%)
 - Foster Youth - 406 students
Status, Very High (27.3%) / Change, Increased (+1.5%)
 - Pacific Islanders – 70 students
Status, Very High (11.4%) / Change, Maintained (0.2%)
- Student groups also receiving an orange performance rating include;
- English Learner Students – 3,344 students
Status, Very High (11.1%) / Change, Declined (-2.7%)
 - African American Students – 2,324 students
Status, Very High (21.6%) / Change, Declined (-0.7%)
 - Hispanic Students – 25,328 students
Status, High (8.8%) / Change, Declined (-0.2%)

There has been a sustainable improvement in suspension rates from the spring 2017 CSD. In the spring of 2017, KHSD received 10 red performance ratings and 1 orange performance rating. However in the fall 2018 KHSD only received 5 red performance ratings.

GREATEST NEEDS

- KHSD will continue to strengthen student relationships and build positive school climates so that all students can learn in safe, nurturing environments. To this end, KHSD continues to implement Positive Behavioral Intervention and Supports (PBIS), which focuses on restorative practices to establish healthy interactions between students. All 23 KHSD sites have implemented PBIS.
- KHSD will continue to provide professional development to all staff in building PBIS practices at their sites and in teachers’ classrooms.
- KHSD will continue to provide professional development in classroom management to all teachers, particularly to new teachers.
- KHSD will continue building systems of equity for all students through the employment of experts. (Dr. Jon Eyler, Collaborative Learning Solution, and Dr. Edward Ferguson, New York University)
- According to the dashboard, English Learner progress received a rating of orange. The status was medium (73.3%), and declined by 3.9 %.
- KHSD will continue to integrate literacy strategies into ELD curriculum to improve IRL of all EL students and to increase reclassification rates.
 - Continue to provide ongoing professional development for ELD and SDAIE teachers.

- Continue to provide tutoring and appropriate interventions (academic and social-emotional) so that graduation, a-g, and college preparedness rates increase, and students can access the full curriculum with success.
- An EL Task Force will continue to examine the EL program based on student progress and identify best practices that can be replicated. The Task Force consists of district and school site personnel, certificated and classified staff.
- The American Indian student group also received a performance rating of red for their graduation rate.
 - KHSD will continue articulation meetings with the Owens Valley Kern Indian Education Center Program to better serve the American Indian student group by working together to provide educational resources to our students. The organization's services provide tutoring, family and student advocacy, community services, student and family services, higher education services, and other resources.
 - KHSD will monitor and provide support to American Indian students to ensure successful progress toward graduation
- A significant number of incoming grade 9 students fall below grade 8 IRL (Individual Reading Level), as measured by STAR Renaissance. Improvement measures are as follows:
 - Continue to provide sections for Access, the redesigned literacy course.
 - Continue to provide professional development in integrating literacy strategies in all subject areas.
 - Continue to monitor student progress in literacy in order to provide effective interventions.
- Approximately one third of grade 9 students are placed in a Foundations (pre-algebra) math course. Improvement measures are as follows:
 - Continue to build numeracy skills in order for all students to achieve algebra success.
 - Examine and adjust Foundations and algebra courses in order to address student needs.
 - Continue to provide professional development to strengthen daily instruction.

KHSD has elected to participate in the continuous improvement process facilitated by the Kern County Superintendent of Schools (KCSOS). KHSD's district team is currently meeting with KCSOS to identify critical areas of need for the American Indian student group that received a low performance rating for graduation and suspension rates.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The Fall 2017 California School Dashboard indicates all students received a green performance level for graduation rate. KHSD's graduation rate for all students was 90.7%, an increase of 4% from the year before, 2016. Two student groups received a red rating.

- Students with Disabilities (65.5%, very low)
- American Indians (81.4%, low)

The KHSD is committed to ensuring students with disabilities have access to grade level standards and the core curriculum through age 21 per IDEA Section 1412 (a). To help provide guidance and monitor progress, the district has a Least Restrictive Environment (LRE) committee with the purpose of reviewing the structures, barriers, and necessary steps to allow students with disabilities to have access to and progress in the general education curriculum. In addition, schools sites are implementing Multi-Tiered Systems of Support (MTSS), providing support and intervention to help students with academic or social difficulties. Each student with an Individual Educational Plan (IEP) has a case carrier assigned to monitor their progress toward IEP goals. This year, students with IEPs will have access to the Career Choices curriculum, the Brigrance Transition curriculum and the Naviance college and career readiness platform to help with planning for the future and progress toward transition goals.

KHSD has begun working with the Owens Valley Kern Indian Education Center Program to support its American Indian students. The center provides tutoring, family and community services, support for higher education attainment, and other services that support student and family success. In addition, KHSD is working with KCSOS to identify critical areas of need (as per California Dashboard) to ensure success for all students

INCREASED OR IMPROVED SERVICES

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

To respond to the below grade-level reading scores, as well as provide necessary support to EL students transitioning into the core curriculum, 70 literacy/reading sections were provided to sites, proportionate to their EL and unduplicated student counts. Called Access, this course directly speaks to education equity by ensuring fundamental access to the core curriculum. In addition, district resource teachers were provided at sites to offer appropriate guidance, professional development, and resources.

Specifically to support the district's Long-Term English Learners, summer EL support classes will continue to be funded to maximize EL reclassification. To provide primary language support to the EL student, over \$2 million has been allocated to retain support staff in the ELD and SDAIE classrooms, as well as all classrooms with EL students. An EL Task Force was formed to review data for EL students and make recommendations for academic improvement.

District staff met with Owens Valley Career Development Center, Language and Educational division to begin dialogue on how to address the challenges of the KHSD American Indian student group. The American Indian student group was given a red rating in two categories (suspension and graduation) by the California School Dashboard. KHSD has been proactive in seeking guidance from KCSOS by beginning the Continuous Improvement Process (CIP) to develop a Root Cause Analysis (RCA) for areas of need in order to improve student outcomes. KHSD will continue to support these efforts.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$524,940,579

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

\$70,437,338

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

General fund expenditures specified above for the 2018-19 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

\$420,767,807

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1, 2, 4, 8

Local Priorities:

Annual Measurable Outcomes


Expected

Actual

(Priority 1a)

Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2017-2018.

(Priority 1a)

 KHSD has 99% of their teaching staff fully credentialed and no teachers are mis-assigned. In the fall 2017, KHSD hired 20 staff members with Provisional Internship Permits (PIP) and 19 Short-Term Permits (STSP). This is partly due to California's teacher shortage. All 39 employees are enrolled in the PIP and STSP programs provided by KHSD. All 39 teachers are appropriately assigned with English Learner (EL) authorization.


1. As measured by the California Commission on Teacher Credentialing and KHSD Oracle PeopleSoft Enterprise reporting system.
<http://www.kernhigh.org/apps/pages/SARCs>
<https://www.caschooldashboard.org>
2. Zero teachers are mis-assigned; all EL teachers are teaching with EL authorization.

<https://www.caschooldashboard.org>

(Priority 1a)

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


(Priority 1a)

School Year	KHSD Certificated Teaching Staff EL Authorized
2014-15	100%
2015-16	100%
2016-17	100%
2017-18	100% 

(Priority 1b)

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

(Priority 1b)

 KHSD annually publishes the School Accountability Report Card (SARC) for its school sites February 1 of each year. All school sites have adequate and appropriate instructional materials. All designated high school sites that had a Williams Act site visit this year were compliant by providing adequate and appropriate instructional materials for all students.

<https://www.kernhigh.org/apps/pages/SARCs> or
<https://www.caschooldashboard.org>


(Priority 1c)

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

(Priority 1c)

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


<https://www.kernhigh.org/apps/pages/SARCs> or
<https://www.caschooldashboard.org>

Ratings	2015-16	2016-17	2017-18 
Exemplary / Good	23 School Sites	23 Schools Sites	23 Schools Sites
Fair	0 School Sites	0 School Sites	0 School Sites
Poor	0 School Sites	0 School Sites	0 School Sites

(Priority 2a)

Implementation of content and literacy standards at all sites, as measured by classroom observation, teacher surveys (LCAP and Academic Standards and/or Curriculum Framework survey adopted by CDE).

(Priority 2a)

 The Academic Standards and/or Curriculum Framework tool was not utilized to measure Priority 2a; rather KHSD utilized the recently adopted California State Board of Education Self-Reflection Tool for Implementation of State Academic Standards.

1. KHSD progress in providing professional learning for teaching all adopted academic standards and/or curriculum frameworks identified below is available in all classrooms where the subjects are taught.

Standard	Rating
✓ English Language Arts (ELA)	4 (Full Implementation)
✓ English Language Development (ELD)	4 (Full Implementation)
✓ Mathematics	4 (Full Implementation)
✓ Next Generation Science	3 (Initial Implementation)
✓ History-Social Studies	2 (Beginning Development)

2. KHSD progress in developing instructional materials that are aligned to the recently adopted academic standards and/or

curriculum frameworks identified below are available in all classrooms where the subjects are taught.

Standard	Rating
✓ English Language Arts (ELA)	3 (Initial Implementation)
✓ English Language Development (ELD)	5 (Full Implementation and Sustainability)
✓ Mathematics	5 (Full Implementation and Sustainability)
✓ Next Generation Science	3 (Initial Implementation)
✓ History-Social Studies	2 (Beginning Development)

3. KHSD progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below are available in all classrooms where the subjects are taught – e.g., collaborative time, focused classroom walkthroughs, teacher pairing, etc.

Standard	Rating
✓ English Language Arts (ELA)	2 (Beginning Development)
✓ English Language Development (ELD)	2 (Beginning Development)
✓ Mathematics	2 (Beginning Development)
✓ Next Generation Science	2 (Beginning Development)
✓ History-Social Studies	2 (Beginning Development)

Other Adopted Standards

4. KHSD progress in implementing each of the following academic standards adopted by the State Board of Education for all students is identified below.

Standard	Rating
✓ Career Technical Education	5 (Full Implementation and Sustainability)
✓ Health	4 (Full Implementation)
✓ Physical Education	4 (Full Implementation)
✓ Visual Arts	4 (Full Implementation)
✓ World Language	4 (Full Implementation)

Support for Teachers and Administrators

5. KHSD's success at engaging in the following activities with teachers and school administrators during the 2016-17 school year (including summer 2016) identified below.

Standard	Rating
✓ Identifying the professional learning needs of groups of teachers or staff as a whole	4 (Full Implementation)
✓ Identifying the professional learning needs of individual teachers	2 (Beginning Development)
✓ Providing support for teachers on the standards they have not yet mastered	2 (Beginning Development)

(Priority 2b)

Based on administrative observations, KHSD maintained 100% of EL students being able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by administrative observation.

✓ **(Priority 2b)**

The Academic Standards and/or Curriculum Framework survey adopted by California Department of Education (CDE) was administered in the spring 2017. All EL students that are designated a EL level 1 are enrolled in 2 periods of English Language Development (ELD) daily and EL levels 2, 3 and 4 are enrolled in their appropriate ELD level for one period daily. All KHSD teachers possess their Cross-Cultural, Language, and Academic Development credential (CLAD) or Specially Designed Academic in English (SDAIE) authorizations.

Standard	Rating
✓ English Language Development (ELD)	5 (Full Implementation and Sustainability)

(Priority 4c)

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


✓ **(Priority 4c)**

The data below illustrate that growth targets were met for all student groups, with the exception of the White student group, which dropped .4%. Progress of student groups is closely monitored by staff, which closely reviews students' 4-year plan, quarterly progress reports, quarterly and semester grades, Naviance (online College and Career program) and Synergy (KHSD online student information system).

Ethnicity	2014-15	2015-16	2016-17
African American	25.3%	27.9%	31.1%
Hispanic	28.5%	30.0%	32.9%
White	37.5%	41.7%	41.3%
KHSD	32.2%	34.6%	36.7%
County	30.7%	33.0%	35.0%
State	43.4%	45.4%	46.8%

(Priority 8a)

100% of English Learners will be enrolled in appropriate level of designated ELD classes or classes designated per their Individual Learning Plan (IEP). EL students in core classes will be taught by teachers with EL certification.

 **(Priority 8a)**

KHSD serves 2,443 EL students, with 99% enrolled in an appropriate ELD class or classes designated per their IEP. EL students are enrolled in ELD classes, core classes (math, science, and social studies), and elective classes. 100% of KHSD teachers possess EL authorization, including other valid, non-emergency credentials or permits.

(Priority 8a)

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).


 **(Priority 8a)**

Instructional Assistants were assigned to ELD classes and Bilingual Instructional Assistants were assigned to core classes (math, science and social studies.)

KHSD Number of Assigned Bilingual Instructional Assistants / Instructional Assistants Daily Hours	
Bilingual Instructional Assistants	Instructional Assistants
329	53

(Priority 8a)

Hire teachers that reflect the demographic student groups of the district at an increase of 2% per year.

 **(Priority 8a)**

While the chart below reflects a demographically diverse teaching staff, KHSD is continuously committed to hiring highly qualified staff that reflects the demographics of the student groups.

Number of Hispanics and African American Certificated Staff Hired				
Ethnicity	2014-15	2015-16	2016-17	2017-18
Hispanic (Certificated Teaching Staff)	50 (29%)	67 (33.5%)	51 (26.3%)	50 (26.3)
Hispanic (Students)	23,364 (62.6%)	24,408 (64.1%)	25,271 (65.2%)	25,328 (66.1%)
African American (Certificated Teaching Staff)	4 (2%)	7 (3.5%)	4 (2.6%)	5 (2.6%)
African American (Students)	2,230 (6%)	2,265 (5.9%)	2,279 (5.9%)	2,324 (6%)

(Priority 8a)

Increase a half of year Instructional Reading Level (IRL), per year, in reading per STAR Renaissance assessment. The baseline will be

 **(Priority 8a)**

STAR Renaissance Reading Instructional Reading Level (IRL)

established each year with the testing 9th grade students in Access Literacy classes.

Years	Fall 2017	Spring 2018
9 th Grade IRL enrolled in Access course	4.6	5.0
Number of Students	1634	1228

(Priority 8a)

Increase a half year of growth in math per STAR Renaissance assessment. The baseline measurement will be established each year with students enrolled in Foundation classes.

(Priority 8a)



STAR Renaissance Math 2017 Quarter 1		
Course	Number of Students	STAR Math Average
FNDATNSMATH 1	69	634
FNDATNSMATH 2-9	1887	670
Total	1956	669

(Baseline was established in the fall 2017)

(Priority 8a)

Decrease Ds and Fs, overall, by 0.5% to reduce need for remediation, increase course completion rates, and increase a-g rates.

(Priority 8a)

The 2017-18 D/F rate increased by 0.1% compared with 2016-17.



Fall Grade Distribution (All Students) Fall Semester 2016/2017		
Grades	2016-17	2017-18
A's	33.6%	34.2%
B's	26.9%	27.0%
C's	20.7%	19.0%
D's	10.3%	10.1%
F's	8.5%	8.8%

(Data obtained by Kern High School District's student information system)


Actions / Services

Action 1.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures						
<p>Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2021. This funding includes additional 99 class sections for restoration (1.01), extended day 26 sections (1.01), Access 70 sections (1.05), Science classes 55 sections (1.09), and related teaching sections and administrative costs at the Alternative Education Sites (1.02/1.03). Following are the total number of teaching sections provided to each school site. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count. Included in the total number of sections are the periods for 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.</p> <table border="1" data-bbox="134 1289 621 1398"> <thead> <tr> <th>School Site</th> <th>LCFF Sections</th> <th>Restoration Sections</th> </tr> </thead> <tbody> <tr> <td>Arvin</td> <td>45</td> <td>7</td> </tr> </tbody> </table>	School Site	LCFF Sections	Restoration Sections	Arvin	45	7	<p>Class-size reduction commenced in the 2014-15 school year. In the 2017-18 school year, sites were allocated 475 teaching sections. This is a 36% increase from 2015-16 when 349 teaching sections were allocated. The sections were allocated as outlined in the table for 1.01.</p> <p style="text-align: center;">475 LCFF Teaching Sections for 2017-18</p> <ul style="list-style-type: none"> 8 Advancement Via Individual Determination (AVID) Sections 6 Career Technical Education Sections <ul style="list-style-type: none"> 177 English Sections 5 Literacy Sections 130 Math Sections 48 Science Sections 68 Social Studies Sections 4 Modern Language Sections 11 Physical Education Sections 3 Visual and Performing Arts Sections <ul style="list-style-type: none"> 15 Miscellaneous Sections 99 Restoration Teaching Sections for 2017-18 2 Career Technical Education Sections <ul style="list-style-type: none"> 46 English Sections 21 Math Sections 1 Physical Education Section <ul style="list-style-type: none"> 15 Science Sections 	<p>(a) \$8,887,800 (b) \$4,012,200 Total- \$12,900,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Teachers' Salaries (1100) (b) Benefits (3xxx)</p>	<p>(a) \$8,841,879 (b) \$3,899,111 Total- \$12,740,990</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Teachers' Salaries (1100) (b) Benefits (3xxx)</p>
School Site	LCFF Sections	Restoration Sections							
Arvin	45	7							

Planned Actions/Services			Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Bakersfield	37	8	7 Social Studies Sections 3 Modern Language Sections 4 Miscellaneous Sections 26 Extended-Day Teaching Sections For 2017-18 1 Career Technical Education Section 7 English Sections 3 Math Sections 6 Science Sections 5 Social Studies Sections 3 Modern Language Sections 1 Physical Education Section		
Centennial	10	5			
East	34	6			
Foothill	33	5			
Frontier	11	6			
Golden Valley	38	7			
Highland	25	5			
Independence	22	5			
Kern Valley	5	2			
Liberty	8	5			
Mira Monte	40	6			
North	24	4			
Ridgeview	35	7			
Shafter	25	4			
South	36	5			
Stockdale	14	6			
West	33	6			

Action 1.02/1.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain teaching sections or administrative sections to support the intervention efforts of the continuation sites to deliver services to identified "at risk" students. The sections, both teaching and administrative, will be distributed according to need and in coordination with the Supervising Administrator of Alternative Education.	 KHSD maintained teaching and administrative sections. The sites utilized their administrative sections in the implementation of Positive Behavioral Interventions and Support (PBIS) and the 11 teaching sections were used for class size reduction. In 2016-17, 538 students graduated from the 5 continuation sites. Vista West and Nueva continuation school sites received the honorable distinction of being amongst the top 20 continuation	(a) \$113,052 (b) \$219,151 (c) \$140,873 Total -\$473,076 (a) Sup/Con (b) Sup/Con (c) Sup/Con (a) Certificated Supervisors'	(a) \$113,767 (b) \$222,211 (c) \$138,432 Total -\$474,410 (a) Sup/Con (b) Sup/Con (c) Sup/Con (a) Certificated Supervisors'

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																
<p>Kern High School Alternative Education High Schools 2016-17 Unduplicated Pupil %</p> <table border="1"> <tr><td>Tierra del Sol</td><td>88.3%</td></tr> <tr><td>Central Valley</td><td>87.7%</td></tr> <tr><td>Nueva</td><td>87.0%</td></tr> <tr><td>Vista</td><td>84.1%</td></tr> <tr><td>Vista West</td><td>64.0%</td></tr> </table>	Tierra del Sol	88.3%	Central Valley	87.7%	Nueva	87.0%	Vista	84.1%	Vista West	64.0%	<p>school sites in California. Stakeholders recommend that for the 2018-19 school year that additional administrative sections be allocated for 3 Deans of Students for Tierra Del Sol, Vista and</p> <table border="1"> <tr><td>4</td><td>CTE sections</td></tr> <tr><td>2</td><td>Miscellaneous sections</td></tr> <tr><td>2</td><td>Math sections</td></tr> <tr><td>1</td><td>Physical Education section</td></tr> <tr><td>2</td><td>Visual and Performing Arts sections</td></tr> </table> <p>Vista West.</p> <table border="1"> <thead> <tr> <th>Continuation Site 2017-18</th> <th>% of Unduplicated Students</th> </tr> </thead> <tbody> <tr><td>Nueva</td><td>92.8%</td></tr> <tr><td>Central Valley</td><td>91.8%</td></tr> <tr><td>Tierra Del Sol</td><td>85.7%</td></tr> <tr><td>Vista</td><td>88.1%</td></tr> <tr><td>Vista West</td><td>68.0%</td></tr> </tbody> </table>	4	CTE sections	2	Miscellaneous sections	2	Math sections	1	Physical Education section	2	Visual and Performing Arts sections	Continuation Site 2017-18	% of Unduplicated Students	Nueva	92.8%	Central Valley	91.8%	Tierra Del Sol	85.7%	Vista	88.1%	Vista West	68.0%	<p>and Administrators' Salaries (1300) (b) Certificated Teachers' Salaries (1100) (c) Benefits (3xxx)</p>	<p>and Administrators' Salaries (1300) (b) Certificated Teachers' Salaries (1100) (c) Benefits (3xxx)</p>
Tierra del Sol	88.3%																																		
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Vista	88.1%																																		
Vista West	68.0%																																		

Action 1.04

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design</p>	<p>STEM to STEAM mini grants were available to KHSD Science, Mathematics, and Visual and Performing Arts teachers in two rounds of “mini grant” applications. 19 grants were awarded. Each awarded grant is in a different phase of implementation, but all are slated to be</p>	<p>(a) \$9,965 (b) \$2,035 (c) \$88,000 Total - \$100,000</p> <p>(a) Sup/Con (b) Sup/Con</p>	<p>(a) \$9,957 (b) \$2,043 (c) \$88,000 Total - \$100,000</p> <p>(a) Sup/Con</p>

in 9-12 education, especially among underrepresented groups.

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

completed by June 30, 2018, as well as all funds expended.

**Grants Awarded for the
2017-18 School Year**

- (a) Chemistry/Design Academy – (Arvin High, \$2,304)
- (b) Construction and Design of custom speaker box and analysis of sound produced – (Ridgeview, \$4,966)
- (c) Creating VR Learning Experience for Science Multimedia Students – (Ridgeview, \$4,863)
- (d) Pigments in leaves, fruits and vegetables utilizing spectroscopy – (Highland, \$3,970)
- (e) Art, Project Lead the Way (PLTW) Biomedical and Biology combine together to build, The Body Worlds. Pulse exhibit at the Zum Science Center in Los Angeles – (Highland, \$5,000)
- (f) Engineering, Robotics, Math, and the Photography and Video Production Robotics Project - (Independence, \$5,000)
- (g) Human Heart Project - (Independence, \$5,000)
- (h) Project “Color - There’s More Than Meets the Eye” - (Centennial, \$5,000)
- (i) Building an Instrument – (South, \$4,000)
- (j) Theater and Mathematics Digital Technology Project – (Foothill, \$5,000)
- (k) Geology and Photography Project – (Ridgeview, \$5,000)

(c) Sup/Con

- (a) Other
Certificated
Salaries (1900)
- (b) Benefits (3xxx)
- (c) Materials and
Supplies (4300)

(b) Sup/Con
(c) Sup/Con

- (a) Other
Certificated
Salaries (1900)
- (b) Benefits (3xxx)
- (c) Materials and
Supplies (4300)

	(l) Marine Life Video Project – (Arvin, \$5,000) (m) Clay Creature Vessel Project – (Golden Valley, \$5,000) (n) Ecosystem(s) Project – (Arvin, \$5,000) (o) Vibraphone Mallet Instrument Project – (Arvin, \$5,000) (p) Endangered Species Project – (Foothill, \$5,000) (q) The Human Body Project – (Ridgeview, \$5,000) (r) Creating Glaze for Pottery Project- (Ridgeview, \$5,000) (s) Geology and Imagery Project – (South, \$5,000)		
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Action 1.05

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to focus on literacy by providing additional staffing formula (70 sections) for Access, the literacy course, which provides necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.</p> <ul style="list-style-type: none"> • Test grade 9 students in English and math. • Test twice annually, once at the beginning of year and once at the end of the year. 	<p>Access sections were allocated as prescribed in Action 1.05. Enrollment in Access was focused on the unduplicated students, English Learners who had reclassified, and students reading between the 4th and 6th IRL according to STAR Renaissance assessment. Students are monitored quarterly for both STAR reading and math. LCFF funded 70 sections of Access, as described in the original action with additional sections funded by Title I (7) and regular staffing formula (32). There are 1,883 students enrolled in Access or Pre-Access. Of those, 1,528 (81%) were</p>	<p>(a) \$1,036,910 (b) \$ 468,090 Total- \$1,505,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)</p>	<p>(a) \$963,282 (b) \$440,891 Total- \$1,404,173</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count.

identified as unduplicated students, including 74 (4%) identified as English Learners and 11 (1%) Foster Youth students.

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


Action 1.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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. ✓</p>	<p>The STAR Renaissance contract was renewed. STAR Renaissance was administered to 32,505 students and STAR Math was administered to 26,075 during the first quarter.</p>	<p>(a) \$270,000 (a) Sup/Con (a) Services and Operating Expenditures (5800)</p>	<p>(a) \$285,613 (a) Sup/Con (a) Services and Operating Expenditures (5800)</p>


Action 1.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Renew Edmentum contract, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects. ✓</p>	<p>Edmentum was renewed and used primarily for prescriptive intervention in foundational math courses but is available to all KHSD staff and students. Edmentum provides the following:</p> <ul style="list-style-type: none"> (a) Standards-based practices and instruction that monitor progress during the learning process (b) Actionable results that provide detailed feedback (c) Flexible tools and resources that allow for differentiated approaches that target individual students 	<p>(a) \$215,000 (a) Sup/Con (a) Services and Operating Expenditures (5800)</p>	<p>(a) \$161,250 (a) Sup/Con (a) Services and Operating Expenditures (5800)</p>

Action 1.08

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.	 <p>The Access team met regularly to evaluate and expand the Access courses to serve students reading between grade 4 and 6 IRL and Pre-Access to serve students reading below grade 4 IRL. Program expansion will include regular assessments (at least twice a year) of all students enrolled in Access courses. In addition, regular trainings were held for Access teachers, as well as for ELD teachers. Professional development is offered throughout the school year.</p>	<p>(a) \$70,586 (b) \$14,414 Total- \$85,000</p> <p>(a) Sub/Con (b) Sub/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>	<p>(a) \$70,531 (b) \$14,469 Total- \$85,000</p> <p>(a) Sub/Con (b) Sub/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>

Action 1.09

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science. Ensure appropriate intervention in science so that access to all science courses is secured for all students, especially underrepresented and disadvantaged youth.	 <p>Science classes continued to be reduced by adding 55 class sections. 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. 57% (1,159) of students enrolled in 4th year science classes were of the unduplicated students.</p> <p>All schools were allocated additional sections for CSR in science, to be used according to their site needs: Biology,</p>	<p>(a) \$814,715 (b) \$367,785 Total: \$1,182,500</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)</p>	<p>(a) \$766,073 (b) \$348,303 Total: \$1,114,376</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Chemistry, Earth Science, and Integrated Science.

The following classes are being offered: 24 sections of Biology (College Prep, General and Gifted and Talented Education), 9 sections of Integrated Science, 1 section of Agriculture-Earth, 10 sections of Chemistry (College Prep and General),

8 sections of Earth Science (College Prep, General and Gifted and Talented Education), and 3 sections of Physical Science.

The 55 sections (noted above) are serving students at the 18 comprehensive schools sites, 3 sections per school site, excluding Arvin and Bakersfield High that received 4 sections each and Kern Valley that received 2 sections.

There are 1,664 students enrolled in the 55 science sections of which 1,173 (70%) are unduplicated. Of these students, there are 105 (9%) EL students and 10 Foster Youths (1%.)

Action 1.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced labs per lab science class. The funding may also include professional development in conducting effective and engaging lab experiments. The funding will be principally directed to unduplicated pupils to increase their success in science.</p>	<p>A precise inventory was taken in the 2017-18 school year of all science equipment and supplies per school site, and work is in progress to repair and/or purchase items focusing first on the school sites with the highest numbers of unduplicated students. Science supplies have been purchased as needed. All funding was utilized for purchasing science supplies. Professional development was offered via other LCAP actions.</p>	<p>(a) \$200,000 (b) Sup/Con (c) Materials and Supplies (4300)</p>	<p>(a) \$200,000 (b) Sup/Con (c) Materials and Supplies (4300)</p>

Action 1.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Retain district Resource Teachers in English, EL, Math, Science and AVID. An additional Resource Teacher will be hired for Literacy.</p> <p>(a) Provide professional development for teachers, focusing on intervention strategies for unduplicated pupils.</p> <ul style="list-style-type: none"> Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). 	<p>The district Resource Teachers have developed and coordinated professional development for the 2017-18 school year that is relevant to helping teachers meet the academic needs of their students, particularly providing support in literacy and numeracy, and utilizing supplies to implement hands-on, math investigations found in the new texts and providing anchor tasks for ELA, math, Access and Pre-Access classes. Over 1,148 teachers participated in at least one professional development activity in the fall of 2018. Professional development is offered throughout the school year and resources</p>	<p>(a) \$509,296 (b) \$206,536 (c) \$164,008 (d) \$ 33,492 (e) \$ 52,500 Total- \$965,832</p> <p>(a) Sup/Con (b) Sup/Con (c) Base Grant (d) Base Grant (e) Base Grant</p> <p>(a) Other Certificated Salaries (1900)</p>	<p>(a) \$522,931 (b) \$204,587 (c) \$164,008 (d) \$ 33,492 (e) \$ 52,500 Total- \$977,518</p> <p>(a) Sup/Con (b) Sup/Con (c) Base Grant (d) Base Grant (e) Base Grant</p> <p>(a) Other Certificated Salaries (1900)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Continue development of Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math. 	<p>and supplies are provided for teachers to implement the standards of their curriculum. EL Program Specialist funding will no longer be paid out of this action.</p> <p style="text-align: center;">KHSD 2017-18 Professional Development Fall Semester</p> <ul style="list-style-type: none"> ✓ Bilingual Technician Workshops and Meetings ✓ Access & Pre-Access Team ✓ EL Strategies for New Teachers ✓ At Risk Students at all Levels of Education - Reading Institute for Academic Progress (RIAP) ✓ EL Strategies for Science and Social Studies Teachers ✓ ELD Policies for Counselors and Registrars ✓ English Language Proficiency Assessment for California (ELPAC) Training ✓ Introduction to Physical Science Workshop ✓ Kern High Induction Program (KHIP) Cluster Meetings ✓ KHIP- Illuminate & Data Driven Instructional Strategies & Tool ✓ KHSD/CSUB Science ✓ STAR Training ✓ English Language Development (ELD) Professional Learning Communities (PLC) ✓ Math Technology Workshop ✓ Virtual Reality in the Classroom ✓ KHIP 1/2 Reflection ✓ Paperless Classroom ✓ Geometry PLC ✓ Earth Science Workshop ✓ ELA Summit 	<ul style="list-style-type: none"> (b) Benefits (3xxx) (c) Other Certificated Salaries (1900) (d) Benefits (3xxx) (e) Materials and Supplies (4300) 	<ul style="list-style-type: none"> (b) Benefits (3xxx) (c) Other Certificated Salaries (1900) (d) Benefits (3xxx) (e) Materials and Supplies (4300)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> ✓ 3 Course Model Pilot Workshop ✓ BREATHtaking Workshop ✓ Project Wet ✓ EL Workshop ✓ One Book One Bakersfield ✓ Earth Science and Space Workshop ✓ Foundation PLC ✓ EL Coordinators ✓ Introduction to Physical Science ✓ KHIP Year 1 School & Community Night ✓ Cooperating Teachers and Mentors Coaching ✓ Special Ed KHIP ✓ Math Chair Meeting ✓ Math Technology ✓ Introduction to Gizmo ✓ ELD Framework Summit ✓ Synergy Workshop ✓ Classroom Libraries, and books ✓ Classroom Management ✓ CTE and Special Education Mentor Orientation 		

Action 1.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to fund the Kern High School Induction Program (KHIP), formerly Beginning Teacher Support and Assessment (BTSA) Induction Program, and the Clear Education Specialist Induction Program (CESIP) for new teachers to obtain their advanced/clear credentials and to obtain cultural proficiency training to effectively teach the</p>	<p>KHSD currently employs 2 Induction Project Specialists to oversee KHIP. KHIP provides individualized support and advanced content for newly-credentialed and beginning teachers. The purposes/objectives of the program are the following:</p> <ul style="list-style-type: none"> • Support teachers to obtain their advanced/clear credential. 	<p>(a) \$417,969 (b) \$121,972 Total- \$539,941</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Other Certificated Salaries (1900)</p>	<p>(a) \$552,158 (b) \$148,025 Total- \$700,183</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Other Certificated Salaries (1900)</p>

Planned
Actions/Services

diverse student populations at the KHSD high schools. All eligible first and second year teachers must be enrolled in KHIP/CESIP to complete a clear California credential. Each new teacher is assigned a Support Provider which provides coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards teaching expertise.

KHSD Teachers In Kern High School Induction Program		
Programs	2016-17	2017-18
KHIP – General Ed Teachers	113	120
KHIP– Special Ed Teachers	12	12
Intern General Education Teachers	13	16
Intern Special Education Teachers	10	12
Career Technical Education Teachers	32	30

Actual
Actions/Services

- Focus on providing cultural proficiency training to effectively teach the diverse student populations at KHSD schools.
- Support new teachers by providing a mentor (to ensure individualized support and assistance).
- Provide targeted professional development.

Provisional Internship Permit (PIP) and Short Term Staff Permit (STSP) are permits requested by the district when there is an anticipated staff need. An “anticipated staff need” exists when a district is aware that an opening is going to occur and conducts a diligent search for a credentialed teacher, but is unable to recruit one.

Kern High School District New Teachers			
2014-15	2015-16	2016-17	2017-18
110	175	201	199

Numbers of KHSD Teachers In Kern High School Induction Program (KHIP)	
KHIP – General Ed	81
KHIP– Special Ed	13
Intern General Education	16
Intern Special Education	13
Career Technical Education	31
PIP/STSP	20 (PIP) /

Budgeted
Expenditures

(b) Benefits (3xxx)

Estimated Actual
Expenditures

(b) Benefits (3xxx)


Planned Actions/Services			Actual Actions/Services		Budgeted Expenditures	Estimated Actual Expenditures
PIP/STSP Teachers	16 (PIP) 5 (STSP)	20 (PIP) 8 (STSP)		19 (STSP)		
			Total	193		

Action 1.14 / 1.15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(1.14/1.15) Continue efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.</p> <ul style="list-style-type: none"> Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds. Increase recruitment in California. <p>Provide hours for the Recruitment Administrator to coordinate recruitment efforts.</p>	<p>✓ Recruitment efforts expanded from 34 to 38 sites that focused on seeking qualified candidates in 14 states (Arizona, California, Colorado, Illinois, Louisiana, Michigan, Montana, Oregon, Ohio, Texas, Tennessee, Utah, Wisconsin and Washington.) KHSD Human Resources Department provided orientation and training to new teachers and administrators that were hired. Stakeholders recommended that additional recruiting efforts be implemented to attract potential teachers to the KHSD.</p> <p style="text-align: center;">KHSD Recruitment Teacher Educator Job Fairs 2017-18</p> <ul style="list-style-type: none"> ✓ University of New Mexico, Albuquerque, NM ✓ Out of State Teacher Job Fair, Allendale, MI ✓ Education Job Fair, Ann Arbor, MI ✓ Teacher Career Fair, Austin, TX ✓ Career Fair Day, Bakersfield, CA ✓ Kern County Teacher Job Fair, Bakersfield, CA 	<p>(a) \$65,000 (b) \$35,000 Total- \$100,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Travel and Conferences (5200) (b) Certificated Supervisors' and Administrators' Salaries (1300)</p>	<p>(a) \$65,000 (b) \$35,000 Total- \$100,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Travel and Conferences (5200) (b) Certificated Supervisors' and Administrators' Salaries (1300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> ✓ School Professionals' Interviewing Day, Baton Rouge, LA ✓ Teach Ohio at Center for Science and Industry, Columbus, OH ✓ Educators Job Fair, DeKalb, IL ✓ Education Career Expo, Dominguez Hills, CA ✓ Education Expo, Findlay, OH ✓ Fresno State University Teacher Recruitment Fair, Fresno, CA ✓ Teacher Education Job Fair, Fresno, CA ✓ Education Networking Expo, Fullerton, CA ✓ Teacher Employment Days, Greeley, CO ✓ Teacher Recruitment Day, Hammond, LA ✓ Education Career Fair, Kalamazoo, MI ✓ Education Interviewing Day, Lafayette, LA ✓ New Mexico State University Educators' Job Fair, Las Cruces, NM ✓ Utah Statewide Teacher Fair North, Logan, UT 		

Action 1.16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	 Feb 1, 2018, the School Accountability Report Card (SARC) verifies that all students at KHSD have access to their own textbook(s) and instructional materials. The SARC provides the following information relevant to Basic	N/A	N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>State Priority 1: Pupils have access to standards-aligned instructional materials, which comply with the Williams Act. School site SARC's can be viewed at http://www.kernhigh.org/apps/pages/SARCs. The Williams Act Fall 2017 school site visits found no school site out of compliance.</p>		

Action 1.17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT). ✓</p>	<p>Feb 1, 2018 School Accountability Report Card (SARC) verified that all school sites are maintaining a “good” or “exemplary” facilities rating on the Facilities Inspection Tool (FIT). The SARC provides the following information relevant to the Basic State Priority 1: School facilities are maintained in good repair reported from the Williams Act. School site SARC's can be viewed at: http://www.kernhigh.org/apps/pages/SARCs</p>	<p>N/A</p>	<p>N/A</p>

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

All 16 actions and services were fully implemented as planned. KHSD students continue to be taught by a highly qualified, well trained, and diverse teaching staff that provides rigorous and relevant instruction, preparing students for success at the next level of their learning. The 16 actions under this goal have been implemented effectively.

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

- ✓ **Action 1.01** provided 600 teaching sections.
- ✓ **Actions 1.02 and 1.03** provided 11 teaching sections and 5 administrative sections to assist in the implementation of PBIS. The 11 teaching sections were utilized for class size reduction.
- ✓ **Action 1.05** provided 70 Access and/or Pre-Access classes. These courses provide targeted literacy support for EL students and all students reading below grade level.
- ✓ **Action 1.09** provided 55 science sections to meet the Next Generation Science Standards, one of which is the “doing of more science.”

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

- ✓ Over 46 professional development workshop offerings were sponsored by KHSD in the fall semester, with additional professional development in the spring and summer.
- ✓ KHSD participated in 38 teacher education job fairs.
- ✓ KHSD recruited in 14 states (Arizona, California, Colorado, Illinois, Louisiana, Michigan, Montana, Oregon, Ohio, Texas, Tennessee, Utah, Wisconsin and Washington).
- ✓ KHSD recruited in 12 California teacher job fairs (Bakersfield [2], Fresno [2] Dominguez Hills, Fullerton, Long Beach, Northridge, Sacramento, San Diego, San Luis Obispo and San Marcos).
- ✓ Kern High Induction Program mentored 199 new teachers in the 2017-18 school year. Kern High Induction Program (KHIP) provided teacher training, mentoring, and

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

credential certification through the California Commission on Teacher Credentialing (CTC) for 199 new teachers in the 2017-18 school year.

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

- ✓ Mini-grants, such as STEM to STEAM, generated real-world projects for students to gain experience in the science fields.
- ✓ STAR Renaissance math assessment was administered to students (26,075 in fall 2017) to determine appropriate intervention and placement, especially for students struggling in algebra or pre-algebra.
- ✓ STAR Renaissance reading was regularly administered to students (32,505 in fall 2017) to ensure appropriate reading and ELA interventions were provided, especially to EL students and to all students reading below grade level.
- ✓ Edmentum, a computer-adaptive program that provides intervention to students performing below grade level, was available to all KHSD staff.
- ✓ \$200,000 of science supplies were purchased so that students could “do more science,” per the NGSS standards. Purchases were focused on the highest LCFF sites first.

All 16 actions were deemed to be effective.

- ✓ **Action 1.01** allocated 600 teaching sections for class size reduction. This is a 7% increase from 2016-17. Data from Synergy (KHSD student information system) verified that in 2016-17. 64.5% of all courses had less than 34 students, compared to 65.5% in 2016-17; all courses excluding PE decreased from 65.9% to 63.7% and core classes (English, Math, Social Studies and Science) also decreased from 44.0% to 41.5%.
- ✓ **Actions 1.01, 1.02, 1.03, 1.05 and 1.09** provided 736 teaching sections and 5 administrative sections that were principally directed to the unduplicated students to increase their academic success. There was a 10% increase in the number of students who graduated from the 5 continuation sites since 2015-16. Vista West and Nueva continuation school site received the honorable distinguish of being amongst the top 20 continuation school sites in California. 70 sections of Access were retained for students reading between the 4th and 6th IRL. Vista West and Nueva continuation school sites received the honorable distinction of being amongst the top 20 continuation school sites in California.
- ✓ **Action 1.04** - 19 mini grants were allocated for STEM to STEAM.
- ✓ **Action 1.06** - The purchase of STAR Renaissance has been an invaluable tool to help determine appropriate reading and math interventions for KHSD students. This year 32,505 students were tested in reading (fall 2017 administration), an increase of 50%

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

from last year, and 26,075 students were tested in math (fall 2017 administration) an increase of 21% from last year.

- ✓ **Action 1.07** - All KHSD staff has access to Edmentum (for students reading between the 4th and 6th IRL), which is utilized for prescriptive intervention.
- ✓ **Action 1.08 and 1.11** – The implementation of content and literacy standards is supported by Actions 1.08 and 1.11. These actions address professional development necessary for the ongoing learning and professional growth of the district’s teaching staff, particularly in pedagogy and effective instructional practices in relation to the most recent state frameworks and the state’s accountability system. 1,148 teachers have participated in professional development at the district level for the fall 2017. 13 Access workshops were held with over 450 participants.
- ✓ **Action 1.10 and 1.13** - In the hiring of 199 new teachers, there was a slight decrease in hiring teachers that reflect the demographics of our student population. The teacher shortage has affected KHSD’s ability to meet the measurable outcomes of hiring 100% fully credentialed teachers; however, KHSD has a strong induction program (KHIP) that received a 7-year accreditation 2016-17. KHIP provides training and strong support for new teachers. The accreditation committee praised KHIP for providing outstanding guidance to the KHSD 1st and 2nd year teachers.
- ✓ **Priority 2a** - All content standards are being implemented and a new rating system was established this year. In the 2018-19 school year a TOSA will be hired for Social Studies due to the rating of 2 (Beginning Development) to help facilitate the process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- ✓ **Action 1.01** - Over estimated cost per section.
- ✓ **Action 1.02/1.03** - There was a large increase in benefits that was offset by the certificated salaries being overestimated.
- ✓ **Action 1.06** - Over estimated cost of software.
- ✓ **Action 1.07** - The cost for the Edmentum software was overestimated.
- ✓ **Action 1.09** - Over estimated cost per section.
- ✓ **Action 1.11** - The salaries for resource teachers were underestimated due to salary increases.
- ✓ **Action 1.13** - The costs associated with KHIP were underestimated due to a higher number of mentees than were initially projected. There will be an increase to Action 1.13 due to the number of new teachers that will be projected to be hired in the 2018-19 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation

- ✓ **Action 1.01** - An increase of 61 sections will be added to Action 1.01 per stakeholders’ recommendation. In addition 35 sections for core class-size reduction (CSR) will be added per the contingent action for 2017-18.

Rubrics, as applicable. Identify where those changes can be found in the LCAP.

- ✓ **Action 1.02** - Action 1.02 will increase allocation to provide 3 Dean of Discipline positions for the Alternative Education sites (Tierra Del Sol, Vista and Vista West.)
- ✓ **Action 1.11** - A Social Studies TOSA will be hired for 2018-19 to help the implementation of content standards. Funding will no longer be allocated for the EL Program Specialist for the 2018-19 school year. This position will be funded out of Title III funding.
- ✓ **Action 1.13** - There will be an increase to Action 1.13 due to the number of new teachers projected to be hired in the 2018-19 school year.
- ✓ **Action 1.13** - Per Stakeholder recommendation additional funds will be allocated for recruitment.
- ✓ **Metric Priority 1a** - California's teacher shortage has negatively impacted KHSD efforts in being able to hire 100% teaching staff that is fully credentialed. In an effort to compensate, four additional teaching recruitment fairs have been added to the spring 2018 recruitment schedule.
- ✓ **Metric Priority 4c and Priority 8** - Priorities were moved to goal 3.
- ✓ **Metric Priority 2a** - The previous evaluation tool was ineffective so a new evaluation tool was utilized. KHSD utilized the CDE's Self-Reflection Tool for Implementation of State Academic Standards. Align and use the suggested method used by the state.
- ✓ **Metric Priority 2b** - Indicator will be changed from administrator observation to findings from the State Board of Education Adopted Reflection Tool
- ✓ **Metric Priority 4c** - The Hispanic student group grew 1.5%, rather than the targeted goal of 2%. KHSD has been evaluating the data and will utilize the College Readiness Block Grant to focus on increasing a-g completion rates, enrollment in dual enrollment courses, and enrollment in college for all KHSD students.
- ✓ **Metric Priority 8** - The metric to hire teachers that reflect the demographic student groups of the district at an increase of 2% per year was not met. California's teacher shortage was a contributing factor in failing to achieve the desirable outcome. To counteract this outcome, KHSD has added 4 additional sites to its recruiting scheduled for the spring of 2018, and it will use social media to reach more potential teaching candidates. This metric was moved to goal 2. Baseline and target numbers were changed to percentages.
- ✓ **Metric Priority 8** - The metric to decrease Ds and Fs, overall, by 0.5% in order to reduce need for remediation, increase course completion rates, and increase a-g rates was not met. In the spring of 2018, Solution Tree will provide a series of workshops on developing effective assessments to evaluate student progress and provide appropriate and timely interventions to increase student success rates. This metric was moved to goal 3.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

(Priority 2a)

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

(Priority 4a)

Increase California Assessment of Student Performance and Progress (CAASPP) scores by 1%, as measured by previous year's scores rate.

(Priority 2a)

Due to changes in the survey tool, the measurement scale will not be a percentage but a rubric scale of 1-5. See Goal 1, indicator (Priority 2a)

(Priority 4a)

California Assessment of Student Performance and Progress (CAASPP)

Students meeting or exceeding standards

All Students English Language Arts 2016 Baseline	X	All Students English Language Arts 2017
52%		51%
Mathematics 2016	X	Mathematics 2017
23%		21%

California Assessment of Student Performance and Progress (CAASPP)

2015-16 / 2016-17

All 11 th Grade Students 8,749 Students Tested in 2016 8,942 Students Tested in 2017
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Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	19%	19%	7%	6%
Standards Met:	33%	32%	16%	15%
Standards Nearly Met:	26%	25%	24%	23%
Standards Not Met:	23%	24%	53%	55%
Economically Disadvantaged Students 11th Grade Students 5,894 Students Tested in 2016 6,071 Students Tested in 2017				
Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	13%	13%	4%	3%
Standards Met:	31%	31%	13%	12%
Standards Nearly Met:	28%	27%	24%	22%
Standards Not Met:	28%	29%	60%	63%
English Learners 11th Grade Students 857 Students Tested in 2016 623 Students Tested in 2017				
Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	0%	0%	0%	0%
Standards Met:	5%	4%	1%	1%

Standards Nearly Met:	27%	18%	6%	4%
Standards Not Met:	67%	77%	92%	94%
Reclassified-Fluent Proficient (R-FEP) 11th Grade Students 2,387 Students Tested in 2016 2,797 Students Tested in 2017				
Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	18%	15%	6%	4%
Standards Met:	38%	37%	17%	14%
Standards Nearly Met:	29%	30%	28%	26%
Standards Not Met:	15%	18%	49%	56%
Students with Disability 689 Students Tested in 2016 696 Students Tested in 2017				
Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	0%	2%	0%	0%
Standards Met:	7%	6%	1%	1%
Standards Nearly Met:	20%	17%	4%	4%
Standards Not Met:	73%	76%	94%	95%
Ethnicity: African American 11th Grade Students 530 Students Tested in 2016 459 Students Tested in 2017				
Standards	English Language	English Language	Mathematics 2016	Mathematics 2017

	Arts / Literacy 2016	Arts / Literacy 2017		
Standards Exceeded:	12%	11%	4%	3%
Standards Met:	28%	26%	11%	9%
Standards Nearly Met:	26%	26%	17%	19%
Standards Not Met:	34%	37%	68%	70%

Ethnicity: American Indians or Alaska Native
11th Grade Students
57 Students Tested in 2016
53 Students Tested in 2017

Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	16%	19%	4%	8%
Standards Met:	44%	38%	12%	15%
Standards Nearly Met:	19%	25%	16%	23%
Standards Not Met:	21%	19%	68%	55%

Ethnicity: Asian
11th Grade Students
243 Students Tested in 2016
249 Students Tested in 2017

Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	44%	41%	30%	26%
Standards Met:	35%	27%	29%	18%
Standards Nearly Met:	10%	16%	19%	23%

Standards Not Met:	11%	16%	22%	33%
Ethnicity: Native Hawaiian or Pacific Islander 11th Grade Students 15 Students Tested in 2016 18 Students Tested in 2017				
Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	13%	12%	20%	6%
Standards Met:	33%	44%	13%	11%
Standards Nearly Met:	20%	11%	27%	33%
Standards Not Met:	33%	33%	40%	50%
Ethnicity: Filipino 11th Grade Students 121 Students Tested in 2016 139 Students Tested in 2017				
Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	51%	46%	25%	22%
Standards Met:	33%	38%	38%	30%
Standards Nearly Met:	11%	11%	18%	28%
Standards Not Met:	5%	4%	19%	20%
Ethnicity: Hispanic 11th Grade Students 5,701 Students Tested in 2016 5,793 Students Tested in 2017				
Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017

Standards Exceeded:	14%	15%	4%	4%
Standards Met:	32%	33%	13%	13%
Standards Nearly Met:	28%	26%	24%	23%
Standards Not Met:	25%	26%	58%	60%

Ethnicity: White
 11th Grade Students
 2,075 Students Tested in 2016
 1,816 Students Tested in 2017

Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	27%	29%	11%	10%
Standards Met:	36%	32%	22%	22%
Standards Nearly Met:	21%	21%	26%	25%
Standards Not Met:	16%	19%	40%	44%

Ethnicity: Two or More Races
 11th Grade Students
 89 Students Tested in 2016
 123 Students Tested in 2017

Standards	English Language Arts / Literacy 2016	English Language Arts / Literacy 2017	Mathematics 2016	Mathematics 2017
Standards Exceeded:	22%	35%	7%	16%
Standards Met:	38%	36%	26%	14%
Standards Nearly Met:	22%	19%	20%	33%
Standards Not Met:	18%	10%	47%	37%

<p>(Priority 4b) Academic Performance Index (API)</p>	<p>(Priority 4b) N/A</p>												
<p>(Priority 4c) Career and Technical Education (CTE) Cornerstones and Concentrators will increase by 1%.</p>	<p>(Priority 4c) ✗ CTE completion rate priority for cornerstone and concentrator classes could not be measured due to a change in reporting data to the California Longitudinal Pupil Achievement Data System (CALPADS.) A new metric indicator for Priority 4c will be developed.</p>												
<p>(Priority 4c) Increase CTE completion rate by 1% for all levels and all categories, as measured by previous year's participation rate.</p>	<p>(Priority 4c) ✗ CTE completion rates for cornerstone and concentrators could not be measured due to a change in reporting data to the California Longitudinal Pupil Achievement Data System (CALPADS.) A new Metric Indicator for Priority 4c will be developed.</p>												
<p>(Priority 4d) English Language Proficiency Assessment of California (ELPAC.)</p>	<p>(Priority 4d) ✗ According to the California School Dashboard, the English Learner Progress Indicator (ELPI) measured the number of EL students who are making progress toward language proficiency from one year to the next as per the California English Language Development Test (CELDT) and the number of ELs who are reclassified from EL to fluent English proficient in the prior year. For the Fall 2017, there were 860 EL students that were identified as making progress towards proficiency. The ELPAC will be administered in the spring of 2018. Test results will determine baseline data for 2018-19 school year.</p>												
<p>(Priority 4e) Increase the reclassification rate of EL students by 0.5% each year, based on previous year's reclassification rate.</p>	<p>(Priority 4e) ✓ KHSD experienced a substantial increase from 2015-16 (2.3%) to 2016-17 (40.2%) due to several factors, one being inaccurate reporting to CALPADS 2015-16 and changes to KHSD reclassification protocol.</p> <table border="1" data-bbox="1087 1179 1944 1349"> <thead> <tr> <th colspan="4">Kern High School District Students Reclassified Rate</th> </tr> <tr> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>268 (8.5%)</td> <td>594 (17.9%)</td> <td>75 (2.3%)</td> <td>1,602 (40.4%)</td> </tr> </tbody> </table>	Kern High School District Students Reclassified Rate				2013-14	2014-15	2015-16	2016-17	268 (8.5%)	594 (17.9%)	75 (2.3%)	1,602 (40.4%)
Kern High School District Students Reclassified Rate													
2013-14	2014-15	2015-16	2016-17										
268 (8.5%)	594 (17.9%)	75 (2.3%)	1,602 (40.4%)										

(Priority 4f)

AP scores 3 or better will increase by 1%.



(Priority 4f)

AP Scores 3 or Better		
Years	Number of Exam Takers Tested	Scores 3 or Better
2014-15	3,407	2,911 (49%)
2015-16	3,826	3,323 (49%)

2016-17 data has not been released by CDE

(Priority 4g)

EAP percentages of “ready” and “conditionally ready”, as measured by the previous year’s scores will increase by 1%.

(Priority 4g)

Early Assessment Program (EAP) to determine college readiness English Language Arts		
Ethnicity	Ready / Ready - Conditional for CSU/CCC ELA-CAASPP 2016	Ready / Ready - Conditional for CSU/CCC ELA-CAASPP 2017
All Students	52%	51%
African American	40%	37%
Hispanic	46%	48%
White	63%	61%



Early Assessment Program (EAP) to determine college readiness Mathematics		
Ethnicity	Ready / Ready - Conditional for CSU/CCC Math-CAASPP 2016	Ready / Ready - Conditional for CSU/CCC Math-CAASPP 2017



All Students	23%	21%
African American	15%	12%
Hispanic	17%	17%
White	33%	32%

KHSD Fall 2017 College and Career Indicator		
College/Career Level	# of Cohort at each level	% of Cohort Students at each Level
Prepared	2,642	31.6%
Approaching Prepared	1,580	18.9%
Not Prepared	4,137	49.5%

(Data was obtained from the California School Dashboard. This is first year that data has been released for the College and Career Indicator)

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.















(Priority 5e)

Increase graduation rate by 1%, districtwide and for all significant subgroups, as measured by previous year's graduation rate.

(Priority 5e)

Target met for all student groups except students with disabilities, American Indians and Pacific Islanders.

**Kern High School District
Graduation Report
Fall 2017 California School Dashboard
(Based on the 2015-16 Cohort)**

	Student Performance	Number of Students	Status	Change
 All Students		8,422	High 90.7%	Increased +4%
English Learners		1,053	Low 81.4%	Increased Significantly +9.7%
Foster Youth		68	Low 79.4%	Increased Significantly +6.5%
Homeless		973	Low 83.4%	Increased +1.6%
Socio-economically Disadvantaged		6,552	Medium 89.1%	Increased Significantly +5%
Students with Disabilities		770	Very Low 65.5%	Declined -3.8%
African American		498	Medium 89.1%	Increased +4.5%
American Indian		59	Low 81.4%	Declined Significantly -6.8%
Asian		262	High 93.9%	Increased +4.4%
Filipino		121	Very High 98.3%	Increased +2.5%
Hispanic		5,210	High 90.6%	Increased +5%
Pacific Islander		15	Low 73.3%	Declined Significantly -19.3%
Two or more Races		138	Medium 89.9%	Increased 2.8%
White		2,112	High 91.1%	Increased +1.7%

(Priority 8a)

a-g completion rates will increase by 1% and African American and Hispanic subgroups completion rates and will increase by 2%.

(Priority 8)

The African American student group met their target by increasing 2.6%. The Hispanic student group increased by 1.5% not reaching their target by .5%.

See Goal 1, Priority 4c for a-g table

Actions / Services

Action 2.01

Planned
Actions/Services

Provide EL intervention classes during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for EL intervention classes.

To further meet the needs of “at risk” youth, particularly EL, FY, and low income, additional sections will be allocated to Summer School to provide appropriate intervention and support to build skills, particularly in the areas of math, literacy, and science, so that students may complete the next level of learning – e.g., complete a 4th year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school. The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at



Actual
Actions/Services

In the summer of 2017, 230 EL students enrolled in the EL Intervention classes at the following school sites: Arvin, East, Foothill, Golden Valley, Highland, Mira Monte, Ridgeview, Shafter, South and West. Of the 230 EL students, 224 (97%) EL students received a passing grade. In the summer of 2017, 4,273 students enrolled in the Summer Intervention classes at the following school sites: Arvin, East, Foothill, Golden Valley, Highland, Independence, Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West. Of the 4,273 students enrolled, 97% (4,142) students enrolled received a passing grade.

Summer Intervention Classes 2017 Sub-group Enrollment	
EL	218
RFEP	1,686
Unduplicated	2,841

Budgeted
Expenditures

(a) \$572,160
(b) \$116,840
Total- \$689,000

(a) Sup/Con
(b) Sup/Con

(a) Certificated
Teachers' Salaries
(1100)
(b) Benefits (3xxx)

Estimated Actual
Expenditures


(a) \$571,718
(b) \$117,282
Total- \$689,000

(a) Sup/Con
(b) Sup/Con

(a) Certificated
Teachers' Salaries
(1100)
(b) Benefits (3xxx)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																						
<p>risk” students first. They will be distributed proportionately per the sites’ unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.</p> <ul style="list-style-type: none"> • Credit recovery • Literacy, math, and STEM intervention and support (especially in light of the new math placement protocol) • Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders • a-g completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps • Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses. 	<table border="1" data-bbox="758 196 1226 253"> <tr> <td>Foster Youth</td> <td>18</td> </tr> </table> <table border="1" data-bbox="737 334 1251 862"> <thead> <tr> <th colspan="3">Summer 2017 EL Intervention Classes</th> </tr> <tr> <th>Sites</th> <th>Classes</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>Arvin</td><td>4</td><td>119</td></tr> <tr><td>East</td><td>2</td><td>33</td></tr> <tr><td>Foothill</td><td>2</td><td>55</td></tr> <tr><td>Golden Valley</td><td>2</td><td>50</td></tr> <tr><td>Highland</td><td>1</td><td>35</td></tr> <tr><td>Mira Monte</td><td>4</td><td>94</td></tr> <tr><td>Ridgeview</td><td>2</td><td>26</td></tr> <tr><td>Shafter</td><td>1</td><td>12</td></tr> <tr><td>South</td><td>6</td><td>98</td></tr> <tr><td>West</td><td>2</td><td>33</td></tr> </tbody> </table>	Foster Youth	18	Summer 2017 EL Intervention Classes			Sites	Classes	Number of Students	Arvin	4	119	East	2	33	Foothill	2	55	Golden Valley	2	50	Highland	1	35	Mira Monte	4	94	Ridgeview	2	26	Shafter	1	12	South	6	98	West	2	33		
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South	6	98																																							
West	2	33																																							

Action 2.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Apex (42 sections for credit recovery) a-g completion, and/or 	KHSD purchased 2,500 Apex licenses at a cost of \$216,000. In the fall semester of	(a) \$622,146 (b) \$8,305	(a) \$731,654 (b) \$0

Planned
Actions/Services

academic advancement. The purchase of Apex licenses, resources and professional development are also included in this action. The funding will be principally directed to unduplicated pupils to increase their success. Regulations required for S/C grant expenditures will be followed at individual school sites.

Actual
Actions/Services

2017, 2,450 licenses were utilized for credit recovery at 7 different school sites: Arvin, Bakersfield, East, Mira Monte, South, Shafter and Ridgeview.

Courses	# completing the courses in the fall 2017 (1,959 students)	# enrolled in the courses in the spring 2018 (2,415 students)
College and Career Preparation	245	202
English (English 9, 10, 11,12, Literacy)	537	773
Fine Arts (Media Literacy, Music Appreciation, Art Appreciation)	197	148
Foreign Language (Spanish)	44	27
Health	138	107
Mathematics (Algebra Common Core, Algebra I, Algebra II, Financial Literacy Geometry, Honor and Pre-calculus, Math Foundation and Mathematics of Personal Finances)	301	449
Physical Education	9	6
Science (Earth, Biology, Chemistry,	125	166

Budgeted
Expenditures

(c) \$282,549
(d) \$250,000
Total- \$1,163,000

(a) Sup/Con
(b) Sup/Con
(c) Sup/Con
(d) Sup/Con

(a) Certificated Teachers' Salaries (1100)
(b) Other Certificated Salaries (1900)
(c) Benefits (3xxx)
(d) Services and Operating Expenditures (5800)

Estimated Actual
Expenditures


(c) \$289,110
(d) \$250,000
Total- \$1,270,764

(a) Sup/Con
(b) Sup/Con
(c) Sup/Con
(d) Sup/Con

(a) Certificated Teachers' Salaries (1100)
(b) Other Certificated Salaries (1900)
(c) Benefits (3xxx)
(d) Services and Operating Expenditures (5800)


Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures						
	<table border="1"> <tr> <td>Environmental Science)</td> <td></td> <td></td> </tr> <tr> <td>Social Science (AP US Government and Politics, US History, and World History)</td> <td>363</td> <td>537</td> </tr> </table>	Environmental Science)			Social Science (AP US Government and Politics, US History, and World History)	363	537		
Environmental Science)									
Social Science (AP US Government and Politics, US History, and World History)	363	537							

Action 2.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide 79 intervention classes for students who need additional support in English and math – e.g. Foundations in Math, literacy classes, and Academic Performance classes that support “at risk” grade 9-12 students.	 <p>The 79 Intervention sections continue to support academic progress for students that are at risk academically. For the fall 2017, 1,956 students were enrolled in the 79 Intervention sections. Of the 1,956 students 71% enrolled were the unduplicated students. In the fall 2017 semester 86% received a passing grade for their completed coursework. (30% “A”, 24% “B”, 19% “C” and 13% “D”.) 13,360 credits were earned.</p>	(a) \$1,170,227 (b) \$ 528,273 Total- \$1,698,500 (a) Sup/Con (b) Sup/Con (a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)	(a) \$1,181,537 (b) \$503,041 Total- \$1,684,578 (a) Sup/Con (b) Sup/Con (a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																
	<table border="1"> <thead> <tr> <th>Course</th> <th>Number of Sections</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>25</td> </tr> <tr> <td>Access</td> <td>3</td> </tr> <tr> <td>English</td> <td>20</td> </tr> <tr> <td>Apex</td> <td>7</td> </tr> <tr> <td>AVID</td> <td>14</td> </tr> <tr> <td>Academic Achievement</td> <td>10</td> </tr> <tr> <td>Total</td> <td>79 Sections</td> </tr> </tbody> </table>	Course	Number of Sections	Mathematics	25	Access	3	English	20	Apex	7	AVID	14	Academic Achievement	10	Total	79 Sections		
Course	Number of Sections																		
Mathematics	25																		
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Academic Achievement	10																		
Total	79 Sections																		

Action 2.04 / 2.05 / 2.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(2.04) Retain Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the EL 1s and EL 2s students first.</p> <p>(2.05) Retain the EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation. Strengthen EL Coordinator professional learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support, and improve</p>	 <p>(2.04) Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites were retained to provide primary language support to the EL students, serving the EL 1 and EL 2 students first.</p> <p>(2.05) EL Coordinators were retained to oversee EL instruction at their school site, coordinate EL services, monitor students' academic progress, and work with district resource personnel to develop and determine appropriate interventions for students, especially those performing below grade level.</p> <p>(2.06) Bilingual Technicians were retained to support the EL program at the site and to meet state-required reporting criteria. No district BT was hired.</p>	<p>(a) \$1,801,471 (b) \$1,317,776 (c) \$352,672 Total- \$3,471,919</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Certificated Teachers' Salaries (1100)</p>	<p>(a) \$1,810,999 (b) \$1,231,858 (c) \$325,305 Total- \$3,368,162</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Certificated Teachers' Salaries (1100)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Total Number of English Learners = 2,847 (6%) of total student enrollment
 Continue to provide professional development for BIAs, IAs, and BT's to improve instructional support practices in the classroom and improve coordination of EL services, including parent support services. IAs, BIAs and BTs are assigned to school sites based on the number of EL students.

- Projected # of IA, BIA periods (68 IA periods and 254 BIA periods)
- Projected # of BT periods = (124 periods)
- Projected # EL Coordinator periods = (20 periods)

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

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

2017-18 Instructional Assistant (IAs) Bilingual Instructional Assistant (BIAs) Class Periods	
Instructional Assistant (Only assigned in English Language Development (ELD) Classes)	53
Bilingual Instructional Assistant (Assigned in Core classes: Math, Science and Social Studies)	329

An EL Task Force was formed in the 2017-18 school year. The purpose of this Task Force was to evaluate the program and make recommendations to enhance student engagement and academic achievement. EL Task Force recommendation was to purchase core

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	textbooks in students' native language. This will provide EL 1s and 2s to learn the academic language in their native language.		

Action 2.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>	<p>At the 18 KHSD comprehensive sites, the Teacher-Librarians were maintained. The Teacher-Librarians focused on reinforcing literacy skills school wide. The libraries were open before school, during lunch, and after school for students to receive tutoring, access the Internet, and study. In addition, Teacher-Librarians worked with classroom teachers to collaborate on lessons to strengthen research and technology skills. The Teacher-Librarians collaborated with BC librarians to build high school research skills that foster college and career readiness. Teacher-Librarians also participated in developing units for the One Book, One Bakersfield, and One Kern literacy project. In addition to building literacy skills, the lessons related to this project are aligned to CSUB's First Year Experience. The Teacher-Librarians continue to partner with local colleges in order to ensure students are prepared for the research and technology skills expected in college and/or career.</p>	<p>(a) \$1,584,828 (b) \$653,205 Total- \$2,238,033</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)</p>	<p>(a)\$1,502,159 (b) \$617,471 Total- \$2,119,630</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)</p>

Action 2.08

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 (\$14,000 per site = \$112,000) North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence = (\$10,000 per site = \$60,000) Stockdale, Centennial, Frontier and Liberty (\$7,000 per site = \$28,000)</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>School sites were allocated funding to extend their library hours for the 2017-18 school year. Allocation was based on the number of unduplicated students at the school sites:</p> <p>The majority of the school sites extended their library hours between the hours of 3 pm and 6 pm and on Saturdays. The library was supervised by classified and certificated staff who assisted the students with their academic needs.</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.</p> <div data-bbox="764 846 1199 1024" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Extended Library Hours Student Participation Fall 2017-18</p> <p>8,855</p> </div>	<p>(a) \$166,084 (b) \$33,916 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>	<p>(a) \$165,956 (b) \$34,044 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>

Action 2.09


Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses. Access is the redesigned literacy course. Access was developed and implemented in 2015-16 school year. Pre-Access and Access 2 were developed in the 2016-17 school year.</p>	<p>Resources and materials were purchased for Access teachers to enhance their ability to meet the literacy needs of their students. Most of the funding was used to build and maintain classroom libraries with high-interest books.</p>	<p>(a) \$60,000 (a) Sup/Con (a) Materials and Supplies (4300)</p>	<p>(a) \$60,000 (a) Sup/Con (a) Materials and Supplies (4300)</p>

Action 2.10 / 2.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Support site level technology lead teachers in the utilization of technology and the technology programs in the classroom to enhance student engagement and learning. Site level leads will also support professional development activities related to technology at their sites. Continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.</p>	<p>The Software Coordinator provided district wide professional development as well as visited the sites to provide site specific and individual professional development. District wide professional development was offered throughout the school year. The following professional development opportunities were offered multiple times throughout the school year.</p> <p>Fall 2017 Workshops</p> <ul style="list-style-type: none"> ✓ New Teacher Synergy Training ✓ Google Basics ✓ New Synergy Users ✓ New Counselors Users ✓ New Teacher Illuminate ✓ Illuminate Intermediate ✓ Travel and Expenses Training ✓ Pear Deck Training ✓ Synergy Gradebook 	<p>(a) \$132,867 (b) \$27,133 Total- \$160,000 (a) Sup/Con (b) Sup/Con (a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>	<p>(a) \$132,765 (b) \$27,235 Total- \$160,000 (a) Sup/Con (b) Sup/Con (a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> ✓ Gizmos Instruction ✓ Tech Bootcamp ✓ Illuminate Basics ✓ Technical Training ✓ Site Specific Trainings and Mentoring 		


Action 2.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom. Focus of support is on the District infrastructure, such as providing upgrades to servers, switches, and hardware. Currently KHSD has over 11,048 computers, and as many as 20% need to be replaced each year. School sites with the highest number of unduplicated pupils will be served first.</p> <p>This action may include the following sub actions:</p> <ul style="list-style-type: none"> • Replacing server equipment, switches and other hardware • Increasing computer access • Supporting Science, Technology, Engineering, and Math (STEM) classes • Expanding labs • Increasing the use of portable devices in the classroom (Chromebooks) 	 <p>KHSD is committed to developing students and staff who are effective in the use of technology and recognizes technology's growing importance in the 21st century. The effective integration of current and emerging technologies into standards-based curriculum is one important component of student achievement.</p> <p>School sites with the highest number of unduplicated pupils were served first. Student learning has been enhanced by the following:</p> <ul style="list-style-type: none"> • Increasing computer access (replacing all outdated computers for students and staff) <ul style="list-style-type: none"> ○ Dell monitors ○ Computers ○ Mice • Computer Labs / Expanding <ul style="list-style-type: none"> ○ Headphones ○ Dell monitors ○ Computers ○ Mice 	<p>(a) \$890,348 (b) \$1,094,219 (c) \$515,433 Total- \$2,500,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Materials and Supplies (4300) (b) Noncapitalized Equipment (4400) (c) Equipment (6400)</p>	<p>(a) \$890,348 (b) \$1,094,219 (c) \$515,433 Total- \$2,500,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Materials and Supplies (4300) (b) Noncapitalized Equipment (4400) (c) Equipment (6400)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Supporting the use of instructional technologies Expanding bandwidth to support a robust network 	<ul style="list-style-type: none"> Supporting Science, Technology, Engineering, and Math (STEM) classes (priority given to the highest LCFF sites) <ul style="list-style-type: none"> Nspire docking stations TI Nspire TI Navigator Increasing the use of portable devices in the classroom (Chromebooks) <ul style="list-style-type: none"> Chromebooks (5,000) Chromebook Carts Document Cameras (300) <p>The overarching goal of the district's infrastructure project is to create and maintain a robust infrastructure capable of supporting many initiatives. The Kern High School District believes the network should be device agnostic as well as easy and safe for student and staff use. The network will use state-of-the-art technology that will be scalable and continue to improve functionality for all users.</p> <ul style="list-style-type: none"> Expanding bandwidth to support a robust network Wireless Network: campus wide coverage at each site (1,550 access points have been installed) Bus Wi-Fi (19 Wi-Fi modems) and Kajeet hotspots (100) MAN (Metropolitan Area Network) upgrade to 1 gigabit per site with the ability to increase up to 20 gigabits 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> SAN (Storage Area Network) 		

Action 2.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to build technology-based common core assessments so that all technology-based lessons have a corresponding assessment and are ensuring that the needs of the below-grade-level-learner are being met.	 <p>The Interactive Health Technology (IHT) software was purchased in 2016-17 for Physical Education to use as a health assessment for students at the high, unduplicated count school sites. After a test period, it was determined that the IHT software did not meet the needs of the school sites. Funding will not be reallocated for this action.</p>	(a) \$5,200 (a) Sup/Con (a) Services and Operating Expenditures (5800)	(a) \$5,200 (a) Sup/Con (a) Services and Operating Expenditures (5800)

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

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

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

provide KHSD staff the availability to learn and utilize technology as a tool to enhance daily instruction and student learning.

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

- ✓ The overarching goal of providing KHSD students with the tools to be successful with all content standards and corresponding assessments was executed effectively. The 13 measurable outcomes have gauged the success and areas of improvement for Goal 2.
- ✓ **Action 2.01** - 1,120 credits (224 courses) were earned by EL students enrolled in the EL summer intervention classes and 20,710 credits (4,142 courses) were earned by students enrolled in the summer intervention courses, of which 68.5% of the students were the unduplicated students.
- ✓ **Action 2.02** - 1,955 students completed an APEX course in fall 2017 semester. An additional 2,415 are enrolled in spring 2018 semester.
- ✓ **Action 2.03** - 1,965 students (71% which were unduplicated students) enrolled in Mathematics, Access, English, Apex, AVID and Academic Achievement intervention courses. 86% received a passing grade, and 13,360 credits were earned.
- ✓ **Actions 2.04/2.05/2.06** - The success of the EL students is highlighted in Metric 4e. The reclassification rate increased from 75 (2.3%) students to 1,602 (40.4%) students in 2016-17. The California School Dashboard color performance rating for EL Progress went from a red rating to a yellow rating, increasing from 56.6% in spring of 2017 to 73.3% in fall 2017. The California School Dashboard states that 862 (39.1%) EL students made advancements as per the English Learner Progress Indicator in fall 2017.
- ✓ **Action 2.07** - In the fall 2017, 8,855 hours were logged by students who utilized the extended library hours, staffed by certificated and classified staff, for their academic needs.
- ✓ **Action 2.09** - Access classes are provided with an extensive classroom library of high interest, low level books, which encourage students to read to improve their reading skills.
- ✓ **Actions 2.10 and 2.11** - Software coordinators and Synergy staff visited school sites to provide hands-on technology training for classified and certificated staff. Ongoing training and support were provided throughout the year.
- ✓ **Priority 2a** - Goal was moved to Goal 1.

- ✓ **Priority Metric 4a** - There were 3 student groups that increased in ELA: Native Hawaiian, 10%; Students with Disabilities, 1%; Hispanic, 2%. In mathematics, 1 student group increased: American Indians / Native Alaskan, 7%. The KHSD has established a team that is working with KCSOS Continuous Improvement Process (CIP) to develop a Root Cause Analysis (RCA) for areas of need in order to improve student outcomes.

California Assessment of Student Performance and Progress (CAASPP) Spring 2017		
Student Group	ELA	Mathematics
All	52% to 51%	23% to 21%
Economically Disadvantaged	Maintained 44%	17% to 15%
English Learners	5% to 4%	Maintained 1%
RFEP	56% to 52%	23% to 18%
African American	40% to 37%	15% to 12%
American Indian or Alaska Native	60% to 57%	16% to 23%
Asian	79% to 68%	59% to 44%
Native Hawaiian	46% to 56%	33% to 17%
Filipino	Maintained 84%	63% to 52%
Hispanic	46% to 56%	Maintained 17%
Students with Disabilities	7% to 8%	Maintained 1%

- ✓ **Priority 4g** - A 1% increase of “ready” and “conditionally ready” for EAP was not met. The implementation of the CIP will allow KHSD to develop RCA for this action and provide district-wide recommendations for improvement in this area.
- ✓ **Priority 4f** - Moved to goal 3.
- ✓ **Priority 4e** - KHSD experienced a substantial increase from 2015-16 (2.3%) to 2016-17 (40.2%) due to several factors, including inaccurate reporting to CALPADS 2015-16 and changes to KHSD reclassification protocol.
- ✓ **Priority 5e** - KHSD graduation rates (87.5%) for 2015-16 continue to outperform county (84.3%) and state (83.0%) rates for "All" students. The same trend is true for graduation rates for Hispanic and African American student groups. Graduation rate for Hispanic student group for KHSD = 86.9%, county = 84.9%, state = 80.5%. Graduation rate for African American for KHSD = 84.9%, county = 75.0%, state = 72.9%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

- ✓ **Action 2.02** - Certificated salaries and benefits were underestimated.
- ✓ **Action 2.03** - Certificated salaries were overestimated.
- ✓ **Actions 2.04/2.05/2.06** - Certificated and classified salaries were overestimated.
- ✓ **Action 2.06** - An additional District Bilingual Technician was not hired. KHSD hired a translator funded by base grant. There are no plans to hire a District Bilingual Technician for the district.
- ✓ **Action 2.07** -The salaries and benefits for Librarians were overestimated.
- ✓ **Action 2.08** - Classified staff salaries were not delineated in the original calculations.
- ✓ **Action 2.13** - Action will be discontinued due to the ineffectiveness of this action.

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

- ✓ **Priority Metric 2a** - The initial evaluation tool was ineffective and a new evaluation tool will be utilized. Moving forward, the KHSD will use the California State Board of Education’s Self-Reflection Tool for Implementation of State Academic Standards. The percentage rating scale will change to a scale of 1 to 5. Priority moved to Goal 1.
- ✓ **Priority 2c, 2d, 2e and 2f** - Priorities were moved to Goal 3.
- ✓ **Priority Metric 4c** - Due to a change in reporting to CALPADS, this metric was unable to be measured; a new baseline will be established.
- ✓ **Priority Metric 4d** - A new baseline will be established due to a change in how CALPADS reports data.
- ✓ **Priority Metric 4g** - A 1% increase of “ready” and “conditionally ready” for EAP was not met. The implementation of the CIP will allow KHSD to develop RCA for this action and provide district-wide recommendations for improvement in this area.
- ✓ **Priority Metric 4d** - The first administration of the ELPAC will be in spring of 2018 and at this time, a baseline will be established.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

(Priority 7a)

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



(Priority 7a)

KHSD offers 21,521 courses at all of their comprehensive school sites.

Course	Number of Sections
Business / CTE	1,138
English	2,572
Health	405
Foreign Language	800
Mathematics	2,166
Miscellaneous	6,091
Physical Education	1,205
Science	1,950
Social Studies	2,035
Special Education	1,257
Visual / Performing Arts	1,902

(Priority 7b)

Increase enrollment for unduplicated students for course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).



(Priority 7b)

Counselors reviewed all students' transcripts and worked with students on their four-year plan in order to determine appropriate course schedules and intervention-class needs. Students' intervention needs are addressed first, followed by graduation requirements and courses to ensure college/career readiness.

(Priority 7c)

Increase enrollment for special needs students for course options – e.g., literacy, Science Technology Engineering Mathematics (STEM), Visual and Performing Arts, Career Technical Education (CTE), and Advancement Via Individual Determination (AVID).



(Priority 7c)

Counselors reviewed transcripts of Students with Special Needs and worked with students on their four-year plan in order to determine appropriate coursework, per their Individual Education Plan (IEP) schedules, and intervention-class needs. Students' intervention needs are addressed first, followed by graduation requirements and courses to ensure college/career readiness.

(Priority 8a)

Decrease Ds and Fs, overall, by 0.5%, as measured by previous year's grade distribution.

(Priority 8a)

See Goal 1, Priority 8

(Priority 8a)

Increase in CTE survey responses of agree or strongly agree by 1% as compared to last year's responses.
"My Student's school is preparing my student for a future career path."

(Priority 8a)



KHSD LCAP Parent Survey "My student's school is preparing my student for a future career path."		
Year	2016-17	2017-18
Agree or Strongly Agree	67.3%	77%


(Priority 8a)

Increase Project BEST graduation rate and participation by 2%, as measured by previous year's rates.

(Priority 8a)

Project BEST Participants Fall 2017		
Grade	2016-17	2017-18
9 th	112	122
10 th	168	129
11 th	104	174
12 th	174	115
Total	558	540



Project BEST Graduates	
2016-17	160 (92.0%) 
2015-16	155 (86.5%)
2014-15	126 (87.5%)

Actions / Services

Action 3.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career (currently there are 14 a-g courses offered), and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students. Programs currently being offered at ROC include the following:</p> <ul style="list-style-type: none"> • CTE pathway offerings, particularly “concentration” and “capstone” courses • CTE courses to articulate with local community colleges and meet local industry needs • Dual Enrollment curriculum alignment, professional development, and materials (\$175,000) • California Career Pathways Trust and local industry 	<p>The KHSD Regional Occupational Center (ROC) offers a variety of programs. All courses are designed to prepare students for entry-level employment. In 2015-16 ROC offered 14 a-g classes and is currently offering 30 a-g classes. Approximately 1,143 students were enrolled in ROC classes on the last day of instruction for the fall semester 2017. Students enrolled either in a morning or afternoon class session. Of the 1,143 students enrolled in ROC 63% are unduplicated students. As outlined in this Action 3.01, four (Dental Assistant, Small Business Ownership, Introduction to Health Careers-and Video Production) new programs were offered in the 2017-18 school year. The fifth class (Energy and Water Process Operator) was not offered due to space availability. KHSD base grant provided funding for the portables. Stakeholders have overwhelmingly recommended more CTE classes.</p>	<p>(a) \$4,722,153 (b) \$219,921 (c) \$281,393 (d) \$15,290 (e) \$341,753 (f) \$362,946 (g) \$159,129 (h) \$1,892,757 (i) \$ 20,307 (j) \$ 258,461 (k) \$ 44,731 (l) \$22,876 (m) \$227,094 (n) \$38,347 (o) \$675,910 (p) \$27,815 (q) \$555 (r) \$23,562 Total- \$9,335,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con (i) Sup/Con</p>	<p>(a) \$4,169,199 (b) \$110,192 (c) \$240,167 (d) \$0 (e) \$361,605 (f) \$401,691 (g) \$101,710 (h) \$2,021,251 (i) \$62,474 (j) \$285,832 (k) \$55,025 (l) \$66,445 (m) \$178,750 (n) \$59,163 (o) \$428,653 (p) \$28,229 (q) \$1,198 (r) \$132,672 Total- \$8,704,256</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con (i) Sup/Con</p>

Planned
Actions/Services

partnerships at all 18 comprehensive school sites, 5 alternative education school sites, and the Regional Occupational Center

A Career Technical Education student survey that rendered 21,000+ responses indicated that KHSD students are strongly interested in more CTE courses and programs. Because of this strong interest in increasing CTE from students and various other stakeholders, the KHSD will maintain and expand ROC through LCAP funds, as well as the KHSD general fund. State and national grants will also be procured to supplement costs. Funding will ensure ROC program maintenance and expansion, providing students with essential job-readiness skills and experiences that promote job security in the local economy.

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

Actual
Actions/Services

KHSD Career Technical Concentrator and Completers CALPADS Academic Year 2016-17 Count by Pathways

# of Concentrators Only	5,277
# Completers (excludes Concentrators)	1,617
Student with Disabilities	452
Economically Disadvantaged	4,127
English Learners	222

KHSD Career Technical Non-Concentrator Participants CALPADS Academic Year 2016-17

# of Non-Concentrators	11,619
Student with Disabilities	2,001
Economically Disadvantaged	8,023
English Learners	905

CTE courses articulate with local community colleges and meet local industry needs.

- The articulation program, based at the community colleges located at Bakersfield College (BC) and Cerro Coso, are an integral part of Career and Technical Education. The program encourages high school

Budgeted
Expenditures

- (j) Sup/Con
- (k) Sup/Con
- (l) Sup/Con
- (m) Sup/Con
- (n) Sup/Con
- (o) Sup/Con
- (p) Sup/Con
- (q) Sup/Con
- (r) Sup/Con
- (a) Certificated Teachers' Salaries (1100)
- (b) Certificated Pupil Support Salaries (1201)
- (c) Certificated Supervisors' and Administrators' Salaries (1301)
- (d) Other Certificated Salaries (1901)
- (e) Classified Support Salaries (2200)
- (f) Clerical, Technical, and Office Staff Salaries (2400)
- (g) Other Classified Salaries (2900)
- (h) Benefits (3xxx)
- (i) Books and Reference Materials (4200)

Estimated Actual
Expenditures

- (j) Sup/Con
- (k) Sup/Con
- (l) Sup/Con
- (m) Sup/Con
- (n) Sup/Con
- (o) Sup/Con
- (p) Sup/Con
- (q) Sup/Con
- (r) Sup/Con
- (a) Certificated Teachers' Salaries (1100)
- (b) Certificated Pupil Support Salaries (1201)
- (c) Certificated Supervisors' and Administrators' Salaries (1301)
- (d) Other Certificated Salaries (1901)
- (e) Classified Support Salaries (2200)
- (f) Clerical, Technical, and Office Staff Salaries (2400)
- (g) Other Classified Salaries (2900)
- (h) Benefits (3xxx)
- (i) Books and Reference Materials (4200)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Five new programs will be offered at the ROC in the fall of 2017, greatly increasing current enrollment opportunities. Each program will require a temporary location to conduct classes. To this end, portable classrooms will be needed for each program. Listed below are the new programs to be offered.</p> <ul style="list-style-type: none"> • Energy and Water Process Operator • Dental Assistant • Small Business Ownership • Introduction to Health Careers • Video Production 	<p>students to continue technical training and education at the college level by offering college credit for high school articulated courses. Articulation provides a smooth transition from high school to a certificate, associate degree or transfer to the community college by eliminating duplication of course work.</p> <ul style="list-style-type: none"> • Dual Enrollment: 41 Dual Enrollment Courses Credits Earned in 2016-17 Kern Community College District – 10,813 Cal State University Bakersfield (CSUB) – 1,928 Professional development for dual enrollment is on-going with BC and CSUB. • California Career Pathways Trust and local industry partnerships are offered at 18 comprehensive school sites. <p><u>Arvin High School</u> Ag & Natural Resources Arts, Media & Entertainment Building & Construction Trades Business & Finance Engineering & Architecture Health Science & Medical Technology Manufacturing & Product Development</p>	<ul style="list-style-type: none"> (j) Materials and Supplies (4300) (k) Noncapitalized Equipment (4400) (l) Travel and Conferences (5200) (m) Operations and Housekeeping Services (5500) (n) Rentals, Leases, Repairs, and Noncapitalized Improvements (5600) (o) Transfers of Direct Costs (57xx) (p) Professional/ Consulting Services And Operating Expenditures (5800) (q) Communications (5900) (r) Capital Outlay - Equipment (6400) 	<ul style="list-style-type: none"> (j) Materials and Supplies (4300) (k) Noncapitalized Equipment (4400) (l) Travel and Conferences (5200) (m) Operations and Housekeeping Services (5500) (n) Rentals, Leases, Repairs, and Noncapitalized Improvements (5600) (o) Transfers of Direct Costs (57xx) (p) Professional/ Consulting Services And Operating Expenditures (5800) (q) Communications (5900) (r) Capital Outlay - Equipment (6400)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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Transportation <u>Bakersfield High School</u> Ag & Natural Resources Arts, Media & Entertainment Building & Construction Trades Business & Finance Engineering & Architecture Fashion & Interior Design <u>Centennial</u> Arts, Media & Entertainment Building & Construction Trades Business & Finance Engineering & Architecture Health Science & Medical Technology <u>East High School</u> Arts, Media & Entertainment Building & Construction Trades Engineering & Architecture Health Science & Medical Technology Information & Communication Technology Manufacturing & Product Development <u>Foothill High School</u> Ag & Natural Resources Arts, Media & Entertainment Building & Construction Trades Business & Finance Engineering & Architecture <u>Frontier</u> Ag & Natural Resources Arts, Media & Entertainment Building & Construction Trades Business & Finance
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Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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Information & Communication Technology <u>Golden Valley</u> Ag & Natural Resources Building & Construction Trades Engineering & Architecture Health Science & Medical Technology Information & Communication <u>Highland</u> Ag & Natural Resources Engineering & Architecture Health Science & Medical Technology Information & Communication <u>Independence</u> Ag & Natural Resources Arts, Media & Entertainment Energy Environment & Utilities Health Science & Technology Information & Communication Technology <u>Kern Valley</u> Ag & Natural Resources Hospitality, Tourism & Recreation <u>Liberty</u> Arts, Media & Entertainment Energy Environment & Utilities Information & Communication Technology <u>Mira Monte</u> Ag & Natural Resources Energy Environment & Utilities Information & Communication Technology <u>North</u> Ag & Natural Resources

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Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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Arts, Media & Entertainment Building & Construction Trades Business & Finance Engineering & Architecture Fashion & Interior Design Information & Communication Technology Transportation ROC Ag & Natural Resources Arts, Media & Entertainment Business & Finance Engineering & Architecture Health Science & Technology Manufacturing & Product Development Education, Child Development & Family Services Engineering & Architecture Fashion & Interior Design Health Science & Medical Technology Information & Communication Technology Manufacturing & Product Development Marketing, Sales and Service Public Services Transportation Ridgeview Ag & Natural Resources Arts, Media & Entertainment Business & Finance Information & Communication Technology Shafter Ag & Natural Resources

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Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Arts, Media & Entertainment
 Business & Finance
 Engineering & Architecture
 Health Science & Medical
 Technology
 Information & Communication
 Technology
South
 Arts, Media & Entertainment
 Engineering & Architecture
 Information & Communication
 Technology
 Public Services
Stockdale
 Arts, Media & Entertainment
 Business & Finance
 Engineering & Architecture
 Health Science & Medical
 Technology
 Information & Communication
 Technology
West
 Ag & Natural Resources
 Arts, Media & Entertainment
 Business & Finance
 Energy, Environment & Utilities

Classes that are offered at ROC

3D Animation a-g course	Administrative Office Assistant a-g course	Advanced Cinema Film and Video Production a-g course
Ag/Diesel Mechanic Articulation with Bakersfield College	Auto Body and Fender Articulation with Bakersfield College	Auto Technology Articulation with Bakersfield College

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

	Bookkeeping / Accounting a-g course	Business, Banking & Finance a-g course	CISCO Networking Academy a-g course		
	Dental Assistant a-g course	Early Childhood Education a-g course Dual Enrollment Bakersfield College	Fashion Merchandising a-g course Articulation with Fashion Institute of Design & Merchandising		
	Fire Technology a-g course Dual Enrollment Bakersfield College	Introduction to Health Careers a-g course Dual Enrollment Bakersfield College	Law Enforcement Dual Enrollment Bakersfield College		
	Medical Assistant a-g course	Mobile App Development a-g course	Nursing Assistant a-g course		
	Pharmacy Tech a-g course	Plant Production a-g course Dual Enrollment Bakersfield College	Retail Sales a-g course		
	Robotics Engineering a-g course Dual Enrollment Bakersfield College	Small Business Entrepreneurship a-g course	Sports Medicine a-g course Dual Enrollment Cal State University Bakersfield		
	Veterinary Technology Dual Enrollment Bakersfield College	Video Game Design a-g course	Welding & Fabrication Articulation with Bakersfield College		

Action 3.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development.</p> <p>Schools expected to implement the program in 2017-18 are Liberty, Mira Monte, and Vista.</p>	<p>There are currently 14 comprehensive high schools (Arvin, Bakersfield, Centennial, East, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Shafter, South, and Stockdale) and 4 continuation schools (Nueva, Vista, Vista West and Tierra Del Sol) utilizing the semester-long, Career Choices curriculum in 2017-18.</p> <p>The curriculum includes the following:</p> <ul style="list-style-type: none"> ✓ Development of a 10-year career and educational plan ✓ Career identification and planning ✓ Life skills, including decision making, perseverance, and goal setting ✓ Study skills <p>There is only 4 continuation site and 1 comprehensive sites that have not yet implemented Career Choices.</p>	<p>(a) \$112,065 (b) \$22,885 (c) \$100,050 Total- \$235,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Services and Operating Expenditures (5800)</p>	<p>(a) \$111,979 (b) \$22,971 (c) \$100,050 Total- \$235,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Services and Operating Expenditures (5800)</p>

Action 3.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>Naviance (a college/career readiness computer program) was purchased to allow students the opportunity to use seven different professionally designed career assessments. These assessments</p>	<p>(a) \$100,000 (a) Sup/Con</p>	<p>(a) \$239,181 (a) Sup/Con</p>

	<p>are evidence-based, and include comprehensive college-search tools to assist students in academic planning, career preparation, and college placement. Naviance is currently implemented at the following school sites: Arvin, Bakersfield, Centennial, East, Frontier, Golden Valley, Highland, Independence, Kern Learn, Liberty, Mira Monte, North, Shafter, South and Stockdale. An additional 7 sites were added in the 2017-18 school year. Stakeholders have recommended additional funding be provided for college readiness.</p>	<p>(a) Materials and Supplies (4300)</p>	<p>(a) Materials and Supplies (4300)</p>
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Action 3.04

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide funding to maintain Quest for Success, a career-development program that includes work experience for the student. The program is offered at the continuation sites and includes the following student opportunities:</p> <ul style="list-style-type: none"> • 6 weeks of career development • 6 weeks of paid work experience (15 hours) <p><u>Quest for Success</u> has been supported through the In-School Youth Program, whose funding was cut by 60% in 2014.</p>	<p>Quest for Success is offered at the KHSD Continuation sites. 94 students were enrolled in Quest for Success classes in fall 2017. Quest for Success is offered to students who are enrolled at the 5 continuation sites. 84% of students participating in Quest for Success program are unduplicated students. Vista West received an "Exemplary Program" rating for their Business Career Pathway utilizing the Quest for Success model.</p>	<p>(a) \$74,738 (b) \$49,825 (c) \$25,437 (d) \$50,000 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100)</p>	<p>(a) \$74,680 (b) \$46,943 (c) \$28,377 (d) \$50,000 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(b) Classified Support Salaries (2200) (c) Benefits (3xxx) (d) Materials and Supplies (4300)	(b) Classified Support Salaries (2200) (c) Benefits (3xxx) (d) Materials and Supplies (4300)

Action 3.05

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going culture among African American male students and increase their college-going rate.</p> <ul style="list-style-type: none"> ➤ Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year ➤ Transportation allotment (districtwide) = \$15,000 ➤ Provide incentives and resources, support mentoring, and coordinate activities/functions with Black Student Union =\$10,000 per site (\$140,000) <p>Sites currently supporting Project BEST:</p> <ul style="list-style-type: none"> ● BHS ● Centennial ● East ● Foothill ● Frontier 	<p>Project BEST is a partnership between the Kern High School District, California State University, the local business community, parents and students. The focus of Project BEST is the following: Guide African American male students through college prep programs so they can successfully enroll and complete college. For the fall 2017 semester 540 students participated in Project BEST. A Project BEST facilitator was hired in the spring 2018. All 14 school sites received their site allocation and funding for transportation was provided.</p>	<p>(a) \$16,609 (b) \$28,234 (c) \$9,157 (d) \$15,000 (e) \$101,000 Total- \$170,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Other Classified Support (2900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800) (e) Materials and Supplies (4300)</p>	<p>(a) \$5,643 (b) \$1,330 (c) \$1,527 (d) \$15,000 (e) \$146,500 Total- \$170,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Other Classified Support (2900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800) (e) Materials and Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																		
<ul style="list-style-type: none"> ● Golden Valley ● Highland ● Independence ● Liberty ● Mira Monte ● Ridgeview ● South ● Stockdale ● West 	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="722 212 1236 269">Project BEST Activities 2017-18</th> </tr> </thead> <tbody> <tr> <td data-bbox="722 269 957 326">Regularly held meetings</td> <td data-bbox="957 269 1236 326">Educational Workshops</td> </tr> <tr> <td data-bbox="722 326 957 383">Clean Campus Day</td> <td data-bbox="957 326 1236 383">Great American Smoke Out</td> </tr> <tr> <td data-bbox="722 383 957 469">UCLA Tour and Football Game / Basketball Game</td> <td data-bbox="957 383 1236 469">Boys to Men – Cal State University Bakersfield</td> </tr> <tr> <td data-bbox="722 469 957 672">Parent and Student Orientation</td> <td data-bbox="957 469 1236 672">College Tours (Bakersfield College, Cal State University Bakersfield, University of Merced, University of Southern California, and Cal State University Fresno)</td> </tr> <tr> <td data-bbox="722 672 957 729">Motivational Speakers</td> <td data-bbox="957 672 1236 729">Court Day</td> </tr> <tr> <td data-bbox="722 729 957 786">Area Energy Speaker</td> <td data-bbox="957 729 1236 786">Museum of Tolerance</td> </tr> <tr> <td data-bbox="722 786 957 872">African American Museum</td> <td data-bbox="957 786 1236 872">Alpha Kappa Alpha Student Recognition Luncheon</td> </tr> <tr> <td colspan="2" data-bbox="722 872 1236 956">West High School's Black Student Union Conference</td> </tr> </tbody> </table>	Project BEST Activities 2017-18		Regularly held meetings	Educational Workshops	Clean Campus Day	Great American Smoke Out	UCLA Tour and Football Game / Basketball Game	Boys to Men – Cal State University Bakersfield	Parent and Student Orientation	College Tours (Bakersfield College, Cal State University Bakersfield, University of Merced, University of Southern California, and Cal State University Fresno)	Motivational Speakers	Court Day	Area Energy Speaker	Museum of Tolerance	African American Museum	Alpha Kappa Alpha Student Recognition Luncheon	West High School's Black Student Union Conference			
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West High School's Black Student Union Conference																					

Action 3.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Maintained District Resource Counselor who facilitated the following support actions: Coordinated counseling services and planned training workshops for head counselors and guidance technicians as</p>	<p>(a) \$101,422 (b) \$39,020 Total- \$140,442</p> <p>(a) Sup/Con (b) Sup/Con</p>	<p>(a) \$98,856 (b) \$37,605 Total- \$136,461</p> <p>(a) Sup/Con (b) Sup/Con</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>well as organized four different counseling symposiums.</p> <ul style="list-style-type: none"> ✓ Worked with community agencies to increase college-going rates, including Bakersfield College, California State University, Bakersfield, Youth 2 Leaders, Kern Community Foundation, the College Board, and Kern County Superintendent of Schools ✓ Encouraged training in college preparation and career exploration through the Career Choices program and Naviance ✓ Worked to update the new website for students ✓ Examined and promoted the following intervention strategies: <ul style="list-style-type: none"> --Restorative Practices --Social-Emotional Learning --Adverse Childhood Experiences Training --Small Group Work --Suicide Prevention <p>The Resource Counselor also assisted the AB490 Liaison in providing support services for foster youth by working with foster youth liaisons to establish foster youth clubs on high school campuses.</p>	<p>(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)</p>	<p>(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)</p>

Action 3.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide professional development to further support AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also provide professional development through subject-area conferences and workshops. Currently there are 13 AVID sites; Arvin, Bakersfield, Centennial, East Bakersfield, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale and West.</p>	<p>There are 1,483 students participating in Advancement Via Individual Determination (AVID) at the 13 comprehensive school sites (Arvin, Bakersfield, Centennial, East, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale, and West) and 1 alternative site (Kern Learn.)</p> <ul style="list-style-type: none"> ✓ 1,024 (70%) students enrolled in AVID are designated unduplicated students. ✓ 10 (≤1%) students enrolled in AVID are designated English Learners. ✓ 2 (≤1%) students enrolled in AVID are designated Foster Youth. ✓ 21(1.4%) students enrolled in AVID are designated Special Needs. ✓ 541 (35%) students enrolled in AVID are designated Reclassified Fluent English Proficient. <p><u>KHSD AVID achievements</u></p> <ul style="list-style-type: none"> ✓ AVID strategies were integrated across the curriculum, increasing rigor and college readiness school wide. This was done through regular professional development and through coaching of AVID elective teachers, who then shared AVID teaching skills and strategies with other staff. 	<p>(a) \$20,761 (b) \$4,239 (c) \$75,000 Total- \$100,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>	<p>(a) \$ 20,744 (b) \$ 4,256 (c) \$ 75,000 Total- \$ 100,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>

	<ul style="list-style-type: none"> ✓ Independence AVID Site Coordinator trained and placed over 50 EDTE 300 (CSUB course) college students into AVID elective classes to serve as tutors. These students earn university credit rather than pay and then often return as paid tutors, funded through the CAPP grant. It is projected that more tutors will be needed for 2018-19 school year. ✓ Over 100 teachers continue to be trained in AVID strategies per year. School sites fund their teachers' training. ✓ 230 seniors graduated from AVID in 2016-17 and a projected 220 students are expected to graduate in 2017-18. <p>Stakeholders have recommended that additional AVID strategies tutoring should be considered for the 2018-19 school year.</p>		
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Action 3.08

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English. Students who score "conditionally ready" on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive</p>	<p>3,826 students are enrolled in ERWC fall 2017. Classes are offered at 17 comprehensive sites (Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West.)</p>	<p>(a) \$24,913 (b) \$5,087 (c) \$90,000 Total- \$120,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p>	<p>(a) \$24,893 (b) \$5,107 (c) \$90,000 Total- \$120,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>remediation English in their first year of college and immediately enroll in a credit-bearing class. Fall of 2016 KHSD students (3,640) enrolled in ERWC classes. Of these students 2,362 (64.8%) were of the unduplicated count. Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. Continue to support ERWC by funding materials and training = \$120,000.</p>	<ul style="list-style-type: none"> ✓ 2330 (60.8%) students enrolled in ERWC classes are designated unduplicated students. ✓ 51 (≤1%) students enrolled in ERWC classes are English Learners. ✓ 1,392 (36%) students enrolled in ERWC classes are Reclassified Fluent English Proficient. ✓ 108 (2.8%) students enrolled in ERWC classes are Special Needs. ✓ 11 (≤1%) students enrolled in ERWC classes are Foster Youth. ✓ 3,110 (81%) of ERWC students received a “C” or better in their class for the fall semester. ✓ Supplies and Curriculum were purchased to enhance ERWC curriculum. 	<p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Books and Reference Materials (4200)</p>	<p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Books and Reference Materials (4200)</p>

Action 3.09

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continuous efforts are underway for a dual enrollment statistics course being developed with BC, which received a College Futures Grant for Dual Enrollment.</p>	<p>Dual enrollment courses were established with Bakersfield College but unfortunately a statistics course was not established at this time.</p>	<p>(a) \$8,304 (b) \$1,696 Total- \$10,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>	<p>(a) \$ 8,298 (b) \$ 1,702 Total- \$ 10,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>

Action 3.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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"> Continue aligning current practices in instruction and assessment to Smarter Balanced. Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention. STAR Renaissance and Edmentum assessment programs will provide data to assist in the monitoring process. 	<p>On-going professional development for Common Core Standards has been available to KHSD staff at the district and site levels (A list of professional development activities can be viewed in Goal 1, Action 1.10.) Certificated staff meet on a regular basis in their Professional Learning Communities to discuss instructional practices in relation to student-learning effectiveness. Department chairs meet to discuss district-wide common practices. District committees have been established to develop Common Core assessments. These efforts will continue with summer professional development at the district and at the school sites.</p>	<p>(a) \$228,271 (b) \$46,729 Total- \$275,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)</p>	<p>(a) \$ 228,189 (b) \$ 46,811 Total- \$ 275,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Teachers’ Salaries (1100) (b) Benefits (3xxx)</p>

Action 3.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Fund summer outreach to retain or recover “at- risk” juniors, seniors, and incoming 9th graders.</p> <ul style="list-style-type: none"> Determine students with the greatest intervention need Provide graduation options for 5th year seniors <p>\$7,500 each for South, Mira Monte, Arvin,</p>	<p>During the summer 2017 allocations were distributed based on the number of unduplicated students at the school sites. Each school determined students with the greatest intervention need and provided graduation options for 5th year seniors. Funding focus typically included recovering out of school youth, ensuring</p>	<p>(a) \$206,110 (b) \$42,090 Total- \$248,200</p> <p>(a) Sup/Con (b) Sup/Con</p>	<p>(a) \$324,610 (b) \$66,590 Total- \$391,200</p> <p>(a) Sup/Con (b) Sup/Con</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>that seniors take appropriate courses in summer to graduate immediately after Summer School, and monitoring the attendance of incoming 9th grade students enrolled in Summer School who have been identified as "at risk." Outreach efforts made contact with 1,977 students.</p> <ul style="list-style-type: none"> ✓ Office Visits 681 ✓ Home Visits 163 ✓ Telephone Calls 1,133 	<p>(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)</p>	<p>(a) Certificated Teachers' Salaries (1100) (b) Benefits (3xxx)</p>

Action 3.14 / 3.15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain district grant writer to pursue funding to help and support academic intervention and advancement for "at risk" youth, focusing on youngest and neediest students of the "unduplicated count" first. Provide expert vendor to support grant writing and research =\$60,000.</p>	<p>District grant writer was instrumental in pursuing funding for academic intervention and advancement for at risk youth, focusing on youngest and neediest unduplicated students first, as well as proving up-to-date data for the LCAP via the LCAP annual update and 3-year plan. In December 2016, the 21st Century High School After School Safety and Enrichment for Teens Program grant was submitted on behalf of the following school sites: East, Foothill, Golden Valley, Mira Monte, North and Shafter High School. Results of submission will be available May 2018.</p>	<p>(a) \$106,265 (b) \$39,820 (c) \$60,000 Total- \$206,085</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>	<p>(a) \$187,012 (b) \$55,741 (c) \$63,825 Total- \$306,578</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	KHSD contracted with Panorama Education for survey data for students, staff and parents. Each school site will have a team that will review data from the survey results.		

ANALYSIS

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

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

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

All 13 actions and services were fully implemented as planned. Goal 3 focuses on KHSD students who will graduate, ready and prepared for their individual, post-secondary experience (college and/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. Actions 3.01, 3.02, 3.04 and 3.10 provide KHSD students opportunities to explore job readiness skills. Actions 3.03, 3.05, 3.06, 3.07, 3.08, 3.09 and 3.11, provide students options to strengthen their college readiness skills.

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

All 13 actions and services were deemed to be effective.

Action 3.01 - Highlights CTE course enrollment, which currently offers 30 a-g courses. KHSD reported to CALPADS in 2016-17 that 5,277 students completed a CTE concentrator class and 1,677 students completed a CTE completer course. Of these students 4,127 were unduplicated students. There were 11,619 students who enrolled in a CTE non-concentrator course. Of these students 8,023 students were identified as unduplicated students. Dual Enrollment courses, offered through California State University, Bakersfield, and Kern Community College District, are provided at all 18 school sites and one continuation site. 10,813 credits were earned from Kern Community College, and 1,928 from California State University, Bakersfield.

Action 3.02 - The Career Choices curriculum has been integrated into 14 comprehensive and 4 continuation sites.

Action 3.03 - Naviance (college/career readiness computer program) is used at 14 comprehensive sites. This is a 50% increase from last year.

Action 3.04 - Quest for Success is serving 75 students, and 84% of those students are unduplicated students. Students enrolled in the Quest for Success program experienced an 80.6% completion rate.

Action 3.05 - 540 African American students participated in Project BEST (program that guides African American male students through college preparedness). Of the 160 Project BEST seniors in 2016-17, 92% graduated, a 5.5% increase from the 2015-16 cohort.

Action 3.06 - The District Resource Counselor develops and promotes programs to increase college and career readiness. The Resource Counselor also helped coordinate counseling programs, including PBIS counseling teams and served as a liaison for our post-secondary partners and other inter-agency partners.

Action 3.07 - 1,483 students were enrolled in Advancement Via Individual Determination (AVID) courses. 70% (1,029) of AVID students were unduplicated, and 13 comprehensive sites included AVID in their curriculum.

Action 3.08 - The Expository Reading and Writing Course (ERWC) served 58% of unduplicated students. ERWC is an intervention course to eliminate the need for remediation in college English. 81% of students enrolled in ERWC received a "C" or better in the fall of 2017 ERWC, which means they may be enrolled in a credit-bearing English class in their first year of college.

Action 3.09 - Efforts continue to provide a dual enrollment statistics class with Bakersfield College. In addition, all students are strongly encouraged to take a 4th year of math.

Action 3.10 - KHSD has contracted with Solution Tree to provide professional development for teachers to meet the challenges of implementing the new standards, strengthen their instructional practices to ensure high levels of daily instruction, and provide effective intervention for students not meeting the standards.

Action 3.11 - An active summer outreach for recovering out of school youth and at risk students was implemented in the summer of 2017. Outreach contacted 681 students (office visits), made home visits (163), and called 1,133 students/parents.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- ✓ **Action 3.01** - Total costs were overestimated.
- ✓ **Action 3.03** - The cost of Naviance software was underestimated.
- ✓ **Action 3.13** - Total costs were overestimated.

- ✓ **Action 3.07** - Allocation will be provided to school sites for AVID strategies and tutoring.
- ✓ **Action 3.15** - Based on stakeholder feedback on survey responses, funding allocation will be added to renew Panorama's contract.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual


(Priority 3a)

Increase by 1% the number of “parents that feel welcomed and connected to their student’s school”, as measured by LCAP parent survey.

(Priority 3a)

The table below displays a 2.5% (from 2016-17 to 2017-18) and 9.4% (from 2015-16 to 2017-18) increase in parents that feel that their school values parents/guardians as important partners in their child’s education. KHSD also has also seen a 219% increase of parents participating in the survey responses.

KHSD LCAP Parent Survey 2,832 Parent Responses			
Parents feel that the school values parents/guardians as important partners in their child’s education.			
Years	2015-16	2016-17	2017-18
Agree or Strongly Agree	76.6%	83.5%	86.0%




(Priority 3a)

Parents feel that the school actively seeks their input about decisions related to their child’s education and parent participation at the district and site levels. Increase LCAP parent survey responses by 2%.

(Priority 3a)

The table below displays a 4.9% increase of parents who feel that they have opportunities to take part in decisions made at their child’s school.

KHSD LCAP Parent Survey 2,832 Parent Responses		
Parents feel that they have opportunities to take part in decisions made at their child’s school.		
Years	2016-17	2017-18
Agree or Strongly Agree	69.1%	74%



(Priority 3b)

Increase by 1% the number of “parents that feel supported and engaged in their student’s academic progress”, as measured by LCAP parent survey.

(Priority 3b)

The 2018 LCAP parent survey administered by Panorama did not include this question in the survey.

(Priority 3b)

Parents of unduplicated students feel that they have opportunities to take part in decisions made at their child’s school by increasing parent participation.



(Priority 3b)

KHSD contracted with Panorama Education to administer the LCAP Annual survey. Survey results were provided by district, school site and student demographics. This year will establish the baseline for responses by parent groups.

KHSD LCAP Parent Survey Unduplicated Students (1,273 Responses)	
Parents feel that they have opportunities to take part in decisions made at their child’s school.	2016-17
Agree or Strongly Agree	85%

(Priority 3c)

Parents of exceptional need students feel that they have opportunities to take part in decisions made at their child’s school by increasing parent participation.



(Priority 3c)

KHSD contracted with Panorama Education to administer the LCAP Annual survey. Survey results were provided by district, school site and student demographics. This year will establish the baseline for responses by parent groups.

KHSD LCAP Parent Survey Exceptional Needs Students (190 Responses)	
Parents feel that they have opportunities to take part in decisions made at their child’s school.	2016-17
Agree or Strongly Agree	84%

(Priority 3c)

Maintain current level of LCAP stakeholder meetings and provide other meetings or resources to support parents – including



(Priority 3c)

KHSD LCAP stakeholder engagement is on-going.

- ✓ Monthly LCAP Advisory Council meetings

parents of pupils of the unduplicated count and exceptional needs.

- ✓ Bi-monthly Student Advisory Council meetings
- ✓ Community Public Forums
- ✓ LCAP Annual Survey
 - Certificated and classified responses (781)
 - Parent/stakeholder responses (2,832)
 - Student responses
 - Semester 1 Climate Survey (23,577)
- ✓ Faculty Association and other faculty groups
- ✓ Principal Advisory Council
- ✓ Assistant Principals of Instruction
- ✓ District Parent Advisory Committee (DPAC)
- ✓ KHSD Community Specialists
- ✓ Head Counselors & Guidance Leadership, KHSD
- ✓ Kern High School Teacher's Association (KHSTA)
- ✓ Classified Association (CSEA)
- ✓ Special Education Parent/Management Advisory
- ✓ Project BEST Advisors, KHSD
- ✓ English Learner Coordinators, KHSD
- ✓ Foster Counselors, KHSD

(Priority 5a)

Decrease chronic absenteeism rate by .5% from previous year's rate.



(Priority 5a)

Prior to 2016-17 the State of California did not report on chronic absenteeism. Data utilized for Priority 5a was based on KHSD internal data. A new baseline will be established with data provided with the California School Dashboard. 2016-17 is the first year Chronic Absenteeism rates were released by the CDE.

Kern High School District 2016-17 Chronic Absenteeism Rate			
Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	2,444	450	18.4%
American Indian or Alaska Native	261	59	22.6%
Asian	1,037	58	5.6%
Filipino	521	14	2.7%

Hispanic or Latino	26,325	3,168	12.0%
Pacific Islander	70	13	18.6%
White	8,769	1,282	14.6%
Two or More Races	469	78	16.6%
Not Reported	450	53	11.8%
Kern High	40,346	5,175	12.8%
Kern County	195,216	26,188	13.4%
Statewide	6,405,495	649,030	10.8%

(Priority 5b)
Increase attendance rate by 0.5%, from previous year's rate.

✓ **(Priority 5b)**

2015-16	95.55%
2016-17	96.65%

(Priority 5b)
Decrease truancy rate by 1% from previous year's rate.

✗ **(Priority 5b)**
The high discrepancy in the KHSD truancy rate can be attributed to a change in KHSD protocol in reporting notifications to parents/guardians. Prior to 2015-16 KHSD truancy reporting was not correlated by the A2A system. The A2A system automatically generates truancy notifications via Synergy.

2014-15	29.81%
2015-16	65.93%

(Priority 5c)
Middle School Dropout Rate

(Priority 5c)
N/A

(Priority 5d)

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



(Priority 5d)

Kern High School Dropout Rate 2014-15 / 2015-16						
Ethnicity	Cohort Students		Cohort Graduates		Cohort Dropout Rate	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
African American	553	551	476	468	9.9	10.0
Hispanic	5,679	5,787	4,866	5,031	9.3	8.4

(Priority 5e)

Increase graduation rate by 1% from previous year's rate.

(Priority 5e)

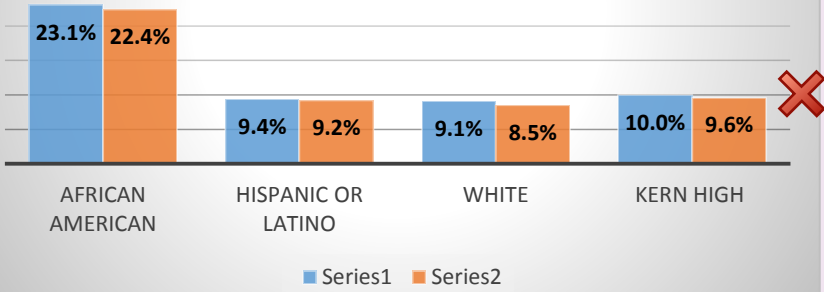
See Goal 2, Priority 5e

(Priority 6a)

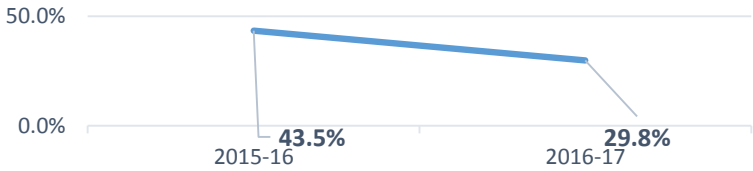
Decrease suspension rate by 0.5%, districtwide and for all significant subgroups, from previous year's rate with particular focus on African American male students with disabilities.

(Priority 6a)

Kern High School Suspension Rate 2015-16 / 2016-17



Suspension Rate 2015-16 / 2016-17 African American Special Needs Students



(Priority 6b)

Decrease expulsion rate districtwide, and for all significant

(Priority 6b)

subgroups, from previous years rate with particular focus on African American male students with disabilities.

Kern High School Kern High School District 2015-16 and 2016-17 Expulsion Rates						
Ethnicity	Total Expulsion		Unduplicated Count of Student Expelled		Expulsion Rate	
	15-16	16-17	15-16	16-17	15-16	16-17
African American	7	6	7	6	0.29%	0.25%
American Indian or Alaska Native	1	0	1	0	0.39%	0.00%
Asian	0	0	0	0	0.00%	0.00%
Filipino	0	0	0	0	0.00%	0.00%
Hispanic or Latino	42	14	42	14	0.17%	0.05%
Pacific Islander	0	0	0	0	0.00%	0.00%
White	11	6	11	6	0.00%	0.00%
Two or More Races	1	0	1	0	0.12%	0.00%
Not Reported	1	0	1	0	0.24%	0.00%
Kern High	63	26	63	26	0.16%	0.06%
Kern County	215	169	215	167	0.11%	0.09%



(Priority 6c)

Increase in survey responses related to school safety and school connectedness of agree or strongly agree by 2% compared to last year's responses.

"I feel as though activities I participate in at school make the school or community a better place."

(Priority 6c)

Kern High School Climate Survey 2016-2017 to 2017-2018 Semester 1	% of Total Yes for 2016-2017	% of Yes Semester 1 2017-2018
I feel as though the activities I participate in at school make the school or community a better place.	67%	68%



(Priority 6c)

Students on my campus care about me.

(Priority 6c)

Kern High School Climate Survey 2016-2017 to 2017-2018 Semester 1	% of Total Yes for 2016-2017	% of Yes Semester 1 2017-2018
Students on my campus care about me.	69%	71%



(Priority 6c)

I feel unsafe on campus.

(Priority 6c)

Kern High School Climate Survey 2016-2017 to 2017-2018 Semester 1	% of Total Yes for 2016-2017	% of Yes Semester 1 2017-2018
I feel unsafe on campus.	12%	14%



(Priority 6c)

I know where to go for help with my problems at this school.

(Priority 6c)

Kern High School Climate Survey 2016-2017 to 2017-2018 Semester 1	% of Total Yes for 2016-2017	% of Yes Semester 1 2017-2018
I know where to go for help with my problems at this school.	76%	75%



(Priority 6c)

The teachers at the school treat me fairly.

(Priority 6c)

Kern High School Climate Survey 2016-2017 to 2017-2018 Semester 1	% of Total Yes for 2016-2017	% of Yes Semester 1 2017-2018
The teachers at this school treat students fairly.	66%	66%



(Priority 6c)

I am happy to be at this school.

(Priority 6c)

Kern High School Climate Survey 2016-2017 to 2017-2018 Semester 1	% of Total Yes for 2016-2017	% of Yes Semester 1 2017-2018
I am happy to be at this school.	70%	70%



(Priority 8a)

Increase course completion rate with a C or better by .5% or as compared to previous year's completion rate.

(Priority 8a)

See Goal 1, Priority 8

Actions / Services

Action 4.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>In 2017-2018, Kern High School District (KHSD) will continue district-wide implementation of Positive Behavior Intervention and Supports (PBIS) and work towards Multi-Tiered Systems of Support (MTSS) at all KHSD school sites. KHSD began exploring related topics in 2013-2014 and in the first year, 2014-2015, a pilot program was launched at Bakersfield High School. In 2015-16, 14 additional school sites began PBIS implementation: Arvin, East, Foothill, Frontier, Golden Valley, Highland, Independence, Mira Monte, North, Ridgeview, South, Stockdale, West and Vista. In 2016-2017, 8 additional school sites began PBIS: Centennial, Central Valley, Kern Valley, Liberty, Nueva, Shafter, Tierra Del Sol and Vista West. Districtwide, all 23 sites are now participating in PBIS and will continue to implementation. School-site PBIS-MTSS Leadership Teams will review relevant school climate data (including local data metrics for behavior and academics and school climate</p>	<p>✓ Kern High School District is implementing Positive Behavior Intervention and Supports (PBIS) framework district wide at our 18 comprehensive and 5 continuation school sites. This LCAP action provides fiscal support for professional development, site coaching, technical assistance and related data reports and structures for school climate and student wellness. PBIS stands for Positive Behavior Intervention and Supports. PBIS is not a program, rather it is a “<i>systems approach</i>” for establishing the social culture and individualized behavior supports needed for schools to achieve both social and academic success for ALL students. Evidence-based features include:</p> <ul style="list-style-type: none"> ✓ Defined expectations and explicit instruction of those behavior/social expectations ✓ Acknowledgement of positive behavior ✓ Ongoing collection and use of data for decision making 	<p>(a) \$465,026 (b) \$437,457 (c) \$62,651 (d) \$125,302 (e) \$236,366 (f) \$310,000 (g) \$25,358 (h) \$647,785 Total - \$2,309,945</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con</p> <p>(a) Certificated Teacher's Salaries (1100) (b) Other Certificated Salaries (1900)</p>	<p>(a) \$382,484 (b) \$644,310 (c) \$71,979 (d) \$71,979 (e) \$323,943 (f) \$355,000 (g) \$27,800 (h) \$683,945 Total - \$2,561,440</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con</p> <p>(a) Certificated Teacher's Salaries (1100) (b) Other Certificated Salaries (1900)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>surveys) regularly to make informed decisions about implementation and evidence based tenets.</p> <p>In addition to the PBIS-MTSS investment related to operations and systems alignment for implementation, KHSD will work to add Teachers on Special Assignments (TOSA) or Program Specialists to sustain professional development and build capacity with scaled implementation. PBIS work will be in the Student Behavior and Supports Department so as to couple intervention and supports along-side student discipline.</p> <p>KHSD will also use the Coordinated Early Intervening Services (CEIS) budget/plan to provide additional student-support mechanisms: KHSD will sustain the four On Campus Intervention pilots (OCI), sustain one PBIS Coordinator to facilitate and coordinate PBIS efforts, include site coaching and professional development, continue equity consultation work with school sites, technical and project assistance, and pilot a Tier III team to work on student wellness and mental health efforts.</p> <p>Professional Development/Policy Overview for the 2017-18 school-year will include (partial list):</p> <ul style="list-style-type: none"> • PBIS Awareness 	<ul style="list-style-type: none"> ✓ Administrative Leadership/Structures (coordination of services and alignment of systems) <p>The Department of Student Support Services is working closely with all 23 school sites in KHSD, and focus areas are centered on the following main ideas:</p> <ul style="list-style-type: none"> ✓ School sites (and District Office) will work to implement PBIS evidence-based tenets, and strive to create more restorative spaces on campus when possible, within a preventative and proactive framework for student support structures. ✓ There is a collective commitment to coordinate services and align systems and professional development (eliminate barriers to learning and break down silos when possible.) ✓ Use data to guide decisions and monitor significant disproportionate patterns/trends (academic and behavior) on campus. ✓ PBIS-MTSS sites are working on professional development and structural alignment to support Tiers 1-3 for intervention and supports. The sites have been given an allocation for professional development (site leadership teams and Tier I teams comprised of classified and 	<ul style="list-style-type: none"> (c) Clerical, Technical, and Office Staff Salaries (2400) (d) Other Classified Salaries (2900) (e) Benefits (3xxx) (f) Material and Supplies (4300) (g) Travel and Conferences (5200) (h) Services and Operating Expenditures (5800) 	<ul style="list-style-type: none"> (c) Clerical, Technical, and Office Staff Salaries (2400) (d) Other Classified Salaries (2900) (e) Benefits (3xxx) (f) Material and Supplies (4300) (g) Travel and Conferences (5200) (h) Services and Operating Expenditures (5800)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Uniform Complaint Procedures • Sexual Harassment and Bullying • Implicit/Unconscious Bias • Social Emotional Learning • Restorative Practices • Trauma Informed Care • Youth Mental Health 101 	<p>certificated faculty) and also signage, incentives, supplies and equipment.</p> <p>Extensive training has been provided to school sites to help the implementation of PBIS-MTSS. The 4 Teachers on Special Assignments (TOSAs) and an additional 2 TOSAs that will be hired for the 2018-19 school year will be retained to sustain professional development and build capacity with scaled implementation.</p> <p>PBIS-MTSS Workshops:</p> <ul style="list-style-type: none"> ✓ Trauma Informed Care ✓ Adolescent Brain/Cognitive Research Theory ✓ Social Emotional Learning ✓ Tier II intervention & Support with Collaborative Learning Solutions (CLS) ✓ Aggression Replacement Therapy ✓ West Ed Equity Exchange for MTSS ✓ Parent and Family Engagement ✓ Forward Thinking/Interactive Journaling ✓ Youth Level of Service/Case Management Inventory (YLS/CMI) for at risk student youth inventory ✓ Small groups/facilitation in coping skills, grief, anxiety, substance abuse, etc. ✓ Mindfulness Training ✓ Restorative Practices ✓ Anxiety Disorders in Children & Adolescents 		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- ✓ Brief Intervention
 - ✓ 8 Hour Mental Health
- In August 2017, the California PBIS Coalition recognized 18 KHSD schools for Outstanding Achievement.

Gold Level: Bakersfield

Silver Level: Arvin, East, Foothill, Frontier, Highland, Independence, North, South, and Tierra De Sol

Bronze Level: Central Valley, Centennial, Golden Valley, Kern Valley, Nueva, Shafter, Stockdale and West

Suspension Rates

School Site	Suspension Rates 2014-15	Suspension Rates 2015-16	Suspension Rates 2016-17
Arvin	7.4 %	7.8%	7.4%
Bakersfield	14.2%	11.4%	10.2%
Centennial	7.3%	7.7%	4.7%
Central Valley	29%	16.8%	11.1%
East	16%	14.4%	13.6
Foothill	6.1%	8.9%	7.4%
Frontier	6.0%	5.1%	4.8%
Golden Valley	9.9%	10.6%	8.1%
Highland	7.9%	7.2%	10.1%
Independence	10.5%	8.1%	6.7%

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Kern Valley	16.1%	14.1%	14.1%
Liberty	12.9%	5.6%	7.7%
Mira Monte	11.2%	8.5%	16.5%
North	20.7%	14.7%	13.8%
Nueva	6.9%	9.4%	16.4%
Ridgeview	11.0%	8.2%	8.0%
Shafter	11.4%	7.8%	6.1%
South	24.5%	13.5%	7.7%
Stockdale	4.5%	4.6%	5.6%
Tierra Del Sol	14.8%	15.9%	19.1%
Vista	18.3%	17.8%	14.1%
Vista West	31.5%	27.6%	23.1%
West	14.1%	14%	13.4%
District	12.1.0%	10.0%	9.6%

Expulsion Rates

School Site	Expulsion Rates 2014-15	Expulsion Rates 2015-16	Expulsion Rates 2016-17%
Arvin	0.15%	0.15%	0.7%
Bakersfield	0.16%	0.06%	0.0%
Centennial	0.10%	0.10%	.05%
Central Valley	0.0%	0.0%	0.0%
East	0.13%	0.0%	0.0%

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Foothill	0.19%	0.27%	0.0%
Frontier	0.16%	0.0%	0.12%
Golden Valley	0.11%	0.12%	0.15%
Highland	0.33%	0.19%	0.19%
Independence	0.09%	0.27%	0.05%
Kern Valley	0.40%	0.0%	0.0%
Liberty	0.0%	0.05%	0.0%
Mira Monte	0.0%	0.17%	0.04%
North	0.11%	0.33%	0.22%
Nueva	0.0%	0.0%	0.0%
Ridgeview	0.08%	0.04%	0.07%
Shafter	0.46%	0.0%	0.0%
South	0.09%	0.64%	0.05%
Stockdale	0.27%	0.41%	0.0%
Tierra Del Sol	0.0%	0.0%	0.0%
Vista	0.0%	0.23%	0.24%
Vista West	0.0%	0.0%	0.0%
West	0.47%	0.0%	0.09%
District	0.17 %	0.16%	0.06%

KHSD also hired a PBIS Administrator using Coordinated Early Intervening Services (CEIS) funding. The administrator works closely with PBIS sites and provides technical assistance, direction, and site

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures


Estimated Actual
Expenditures

coaching expertise working collaboratively with our respective consultant.

KHSD also utilized the CEIS budget/plan to provide additional student-support mechanisms: KHSD sustained four On Campus Intervention pilots (OCI), sustained one PBIS Coordinator to facilitate and coordinate PBIS efforts, including site coaching and professional development, continuing equity consultation working with school sites providing technical and project assistance, and piloting a Tier III team to work on student wellness and mental health efforts.

A natural progression to PBIS is providing additional school sites with OCI. Currently CEIS allocates 20 sections (5 sections for each of the following school sites: Arvin, Bakersfield, Golden Valley and West High) and LCAP funding allocates 5 sections at South High School. In the Spring of 2018 per the Contingent Action (LCAP 2017-2020, page 259- 261) 15 additional sections were allocated to the following school sites: East, Foothill and Mira Monte High School. Stakeholders are in favor of extending the OCI sections to the remaining comprehensive sites in the future.

Action 4.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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> <p>In addition, KHSD will staff one Lead Intervention Specialist and one Student Behavior & Supports Program Coordinator to help manage professional development, evidence-based interventions, coordination, and framework implementation for all 23 sites.</p>	 <p>In August 2015, 4 PBIS Intervention Specialists were hired and assigned to a region consisting of 3 schools. The school sites were at different levels of implementation of PBIS and required their PBIS Intervention Specialists to be located at their site more regularly. After careful analysis in 2016-17, the need to hire additional PBIS Intervention Specialists became evident, Stakeholders supported the hiring of twelve total (one each for two sites as a regional assignment). Currently PBIS is now implemented at all 23 school sites (with numerous sites in implementation years 2 and 3, the need for intensive daily Intervention by Intervention Specialists has become a necessity. Stakeholders continue to support hiring additional Intervention Specialists) for the 2017-18 school year. In the spring 2018 semester 2.5 additional Intervention Specialists were hired as well as the Lead Intervention Specialist and Student and Behavior Support Coordinator. It is projected for the 2018-19 school year that a total of 23 Intervention Specialists, one Lead Intervention Specialist, one Student and Behavior Support Coordinator and clerical support will be employed.</p>	<p>(a) \$692,680 (b) \$390,310 Total- \$1,082,990</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx)</p>	<p>(a) \$679,511 (b) \$432,236 Total- \$1,111,747</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Intervention Specialists are eight-hour employees with the exception of Kern Valley due to its geographic distance from other sites. Kern Valley's Intervention Specialist works 5 hours daily solely at one site.

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

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


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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> ✓ Assess training needs and connect with district and school sites. ✓ Synthesize and report on student support, restoration practices, MTSS and PBIS research, and provide technical assistance (TA) and intervention to PBIS site teams. 		

Action 4.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>	<p>✓ The Deans of Students facilitated implementation of Student Study Teams (SST), coordinated services to establish tiers of intervention, and worked with district to ensure that the “significant disproportionality” corrective measures are met. They also integrally worked at their site to promote and establish the determined PBIS practices.</p>	<p>(a) \$281,931 (b) \$57,573 Total- \$339,504</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Supervisors’ and Administrators’ Salaries (1300) (b) Benefits (3xxx)</p>	<p>(a) \$243,201 (b) \$88,989 Total- \$332,190</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Supervisors’ and Administrators’ Salaries (1300) (b) Benefits (3xxx)</p>

Action 3.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Retain district Educational 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 KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest “at risk” students first.</p> <p>The Educational Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:</p> <ul style="list-style-type: none"> • Monitor student attendance. • Analyze truancy and chronic absenteeism and truancy rates. • Provide parents with up-to-date information on their student’s attendance. <p>Development and implementation of one-day intervention courses = \$25,000</p> <ul style="list-style-type: none"> • Programs overview and intervention strategies for parents 	 <p>Retained Educational Options Administrator who 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 Educational Options Administrator also oversaw the operation of Kern Learn, attendance and accounting, parent classes (Parent on a Mission and Parent Project) and the Independent Studies Program (ISP). A2A was purchased in the 2017-18 school year and will be renewed for the 2018-19 school year. The A2A program provides timely notification to parents on student’s excessive absenteeism and identifies students that might benefit from PBIS Tier I and II intervention.</p> <p>The \$25,000 for development and implementation of one-day intervention course was moved to Action 4.08. This section was erroneously placed in Action 3.12.</p>	<p>(a) \$115,834 (b) \$41,964 (c) \$221,000 Total- \$378,798</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Supervisors’ and Administrators’ Salaries (1300) (b) Benefits (3xxx) (c) Services and Operating Expenditures (5800)</p>	<p>(a) \$119,623 (b) \$41,917 (c) \$221,000 Total- \$382,540</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Supervisors’ and Administrators’ Salaries (1300) (b) Benefits (3xxx) (c) Services and Operating Expenditures (5800)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Used as a diversion for truancy court Parent engagement and education 			

Action 3.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional support at school sites for truancy prevention, intervention for chronic absenteeism, positive behavioral interventions, restorative practices, parent engagement and support, and technology support.</p> <ul style="list-style-type: none"> Administrative sections Classified sections, half FTE per site, 9 total 	<p>The 1 administrative section and the classified sections were utilized by the school sites to assist in the implementation of PBIS. Stakeholders have voiced that PBIS implementation is a KHSD priority.</p>	<p>(a) \$301,538 (b) \$219,777 (c) \$349,538 Total- \$870,853</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Other Classified Support Salaries (2900) (c) Benefits (3xxx)</p>	<p>(a) \$273,641 (b) \$219,777 (c) \$332,745 Total- \$826,163</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Other Classified Support Salaries (2900) (c) Benefits (3xxx)</p>

Action 4.04

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>KHSD will maintain 12 Parent & Family Centers (Arvin, Bakersfield, East, Foothill,</p>	<p>Kern High School District is operating 15 Parent & Family Centers in KHSD. All</p>	<p>(a) \$541,172 (b) \$424,608</p>	<p>(a) \$537,728 (b) \$410,173</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Golden Valley, Highland, Mira Monte, North, Ridgeview, Shafter, South, and West) and will work to open 3 new centers at the following sites in the 2017-2018 school year.</p> <ul style="list-style-type: none"> ✓ Kern Valley ✓ Independence ✓ Stockdale <p>KHSD School Site Parent & Family Centers are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:</p> <ul style="list-style-type: none"> • Support and monitor their student's academic success • Use technology to support student learning • Learn how to promote positive behaviors in the home and at school • Become an active volunteer/parent leader for KHSD • Learn how to navigate school, district, and community services and resources • Promote communication and 	<p>sites have hired a School Community Specialist to oversee the Parent & Family Centers. In the fall 2017, there were 4,762 visitors at the 15 Parent and Family Centers. Parent and Family Centers are located at the following highest need unduplicated student school sites:</p> <ul style="list-style-type: none"> ✓ Arvin ✓ Bakersfield ✓ East ✓ Foothill ✓ Golden Valley ✓ Highland ✓ Independence ✓ Kern Valley ✓ Mira Monte ✓ North ✓ Ridgeview ✓ Shafter ✓ South ✓ Stockdale ✓ West <p>In the 2018-19 school year the following school sites are slated to open a Parent Center at their school sites: Centennial, Frontier, and Liberty.</p>	<p>(c) \$121,016 (d) \$60,000 Total- \$1,146,796</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Noncapitalized Equipment (4400) (d) Materials and Supplies (4300)</p>	<p>(c) \$128,255 (d) \$60,000 Total- \$1,136,156</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Noncapitalized Equipment (4400) (d) Materials and Supplies (4300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
collaboration between parents and school sites.			

Action 4.05

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include the following:</p> <ul style="list-style-type: none"> • Learning about college enrollment and career opportunities • Learning to use Synergy ParentVUE to monitor student grades and academic progress • Learning about Common Core and other curricular programs, including state testing, CTE, and other elective programs • Learning how to set up an effective home-study environment 	<p>KHSD is working to coordinate services, align systems, and leverage funding to provide optimal student and family support. With the opening of the 15 Parent and Family Centers, the district is working with site parent advisory groups, staff, and site administrators to implement this action. Funding was allocated as prescribed.</p> <p>Parent and Family Centers have hosted the following events and workshops:</p> <ul style="list-style-type: none"> ✓ Crime Prevention Unit: “Drug Awareness” and “Domestic Violence” ✓ Adult Literacy Book Club ✓ Parent and Family events with counselors ✓ Baile Terapia / Dance Therapy Class ✓ Bakersfield Adult School GED classes ✓ Blade Blast Off ✓ Blade Café (Breakfast with Administrators) ✓ Budget Classes 	<p>(a) \$83,042 (b) \$16,958 (c) \$25,000 Total- \$125,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>	<p>(a) \$83,042 (b) \$16,958 (c) \$25,000 Total- \$125,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Learning how to set and attain goals for post-secondary careers and/or education <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 = \$125,000.</p> <p>South, Mira Monte, Arvin, Foothill, West, East, and Golden Valley (\$7,500 per site = \$52,500) Shafter, North, Ridgeview, Bakersfield, and Kern Valley (\$5,500 per site = \$27,500) Highland, Independence, Stockdale, Centennial, Frontier and Liberty (\$3,500 per site = \$21,000) Central Valley, Nueva, Tierra Del Sol, Vista and Vista West (\$1,600 per site = \$8,000) Parent and Family Centers/Outreach for Students and Foster (\$16,000)</p> <p>Sites may use the funding as deemed appropriate to fulfill the primary expectation of serving the students of the “unduplicated count.” Examples of funding use may include operational costs and purchase of supplies, providing additional staff to secure student safety, or provide bilingual literacy support for EL students.</p>	<ul style="list-style-type: none"> ✓ Building a Resume ✓ Cal Fresh Workshop ✓ Families Cal Poly University Field Trip with KHSD ✓ California Aeronautical University visit and workshop ✓ Cash for College Night ✓ Citizenship Classes ✓ Coat and Sweater Drive ✓ Coffee with Parents and Principal ✓ Computer Basic Intro Class – Spanish & English ✓ Computer Literacy Classes ✓ Connecting families to community resources ✓ Cyberbullying Workshop ✓ DEEP health education w/Dignity Health ✓ Diabetes Workshop by Dignity Health ✓ Diabetes Awareness and Management Classes ✓ English as a Second Language Classes ✓ Family Game Night ✓ Family Literacy Night Class ✓ Federal Student Aid’s Identification Workshop ✓ Health Classes ✓ Healthy Cooking classes (for both parents & and their students) ✓ Healthy Living classes By Dignity Health 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All school sites will adhere to regulations governing the use of S/C grants.</p>	<ul style="list-style-type: none"> ✓ Holiday and Personal Safety Workshop ✓ Holiday Christmas Tree Give-Away Distribution ✓ Job Spot Parent Workshop ✓ Juntos – Foothill ✓ Parent Institute for Quality Education (PIQE) ✓ Parent Family Center (PFC) Presentation/Intro to High School ✓ Parent Involvement Day ✓ Parenting Partners Classes ✓ ParentVUE Workshop ✓ Plan, Shop, Save, and Cook 4-week workshops by UC CalFresh – Spanish sessions ✓ Rocio Magallanes Workshop ✓ Rosetta Stone English Classes ✓ Saturday Classes with Kern Family Health Care ✓ Scholarship Workshops ✓ Second Annual Tamalada Event ✓ Suicide Awareness and Prevention ✓ Summer Health & Wellness Fair ✓ Volunteer Income Tax Assistants (VITA) tax preparation ✓ Youth 2 Leaders Presentation <p>All school sites adhered to regulations governing the use of S/C grants.</p>		

Action 4.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide 11 full-time counselors and 2 part time counselors to begin in the 2017-18 school year. At the school sites listed below, the counselors will help to “increase and improve” services to students of the “unduplicated count.” Focus of services may include caseload reduction for general student support services, but will remain within the guidelines for the sites’ counseling programs and PBIS implementation, specific or co-facilitation of Tiers II and III interventions within the mentioned PBIS-MTSS, and FY and EL support. School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West</p>	<p>✓ Eleven full-time and two part-time counselors were designated to work as additional counselors to support intervention and PBIS implementation, focusing on the unduplicated students at their school sites. The counselors have proven to be a key component to the following PBIS implementation practices:</p> <ul style="list-style-type: none"> • Overseeing and assisting with building and implementing Tier II structures. • Additional Pupil Personnel Services (PPS) Guidance Counselor for some highest need unduplicated students. • Facilitating/co-facilitating the implementation of Tier II groups on campus – ART (Aggression Replacement Training), Rebound (small group utilization of strategies such as: Social Emotional Learning, Restorative Practice, Forward Thinking, Positive Decision Making and Cognitive Processing.) 	<p>(a) \$1,044,274 (b) \$442,117 Total- \$1,486,391</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Pupil Support Salaries (1200) (b) Benefits (3xxx)</p>	<p>(a) \$1,144,512 (b) \$443,314 Total- \$1,587,826</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Pupil Support Salaries (1200) (b) Benefits (3xxx)</p>

Action 4.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>KHSD will continue to maintain all staffing time for Community Specialists (as per 2013-2014 staffing level) at school sites to provide outreach to students of the “unduplicated count” and their families. Community Specialists (most sites include a full time community specialist and some include a part time employee) work with Guidance Counselors, Tier I PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).</p>	<p>Using the baseline staffing year of 2013-2014 for this action in the LCAP, KHSD maintained all staffing time for Community Specialists at school sites to provide outreach to unduplicated students and their families. Community Specialists (in 2013-2014, most sites included a full time and some included a part time employee) work with Guidance Counselors. Tier 1 PBIS site teams and other intervention staff provide appropriate services to students – e.g., identifying at risk students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting MTSS (Multi-Tiered Systems of Support).</p>	<p>(a) \$713,541 (b) \$529,579 Total- \$1,243,120</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx)</p>	<p>(a) \$634,276 (b) \$491,321 Total- \$1,125,597</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx)</p>

Action 4.08

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide 2 district MTSS-PBIS Intervention Specialists to work with the Educational Options Administrator. Actions will include the following sub-actions:</p> <ul style="list-style-type: none"> Reinforce truancy-prevention efforts, 	<p>The 2 MTSS-PBIS Intervention Specialists who work with Educational Options Administrator are housed at the district. Their scope of services is to provide the following:</p> <ul style="list-style-type: none"> ✓ Reinforce truancy-prevention efforts, districtwide, by 	<p>(a) \$119,395 (b) \$33,062 (c) \$95,000 Total- \$247,457</p> <p>(a) Sup/Con (b) Sup/Con</p>	<p>(a) \$93,225 (b) \$60,678 (c) \$95,000 Total- \$248,903</p> <p>(a) Sup/Con (b) Sup/Con</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>districtwide, by supporting district and school-wide efforts to reduce truancy.</p> <ul style="list-style-type: none"> • Support programs and strategies to reduce chronic absenteeism. • Provide truancy intervention to the most chronically absent. • Participate in SARB. • Lead parenting meetings and classes. • Implement dropout recovery and prevention strategies. <p>Funding for parent engagement classes at the District Office on a continual basis = \$95,000</p> <p>Funding for Parents on a Mission = \$35,000</p> <ul style="list-style-type: none"> • Parents on a Mission focuses on helping parents develop routines that prevent children from assuming negative lifestyles • Funding includes staff training <p>Parent Project = \$35,000</p> <ul style="list-style-type: none"> • Parent Project gives parents tools and strategies to build strong home routines and positive child-parent relationships 	<p>supporting district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.</p> <ul style="list-style-type: none"> ○ Gather data ○ Provide outreach ○ Community messaging/Partnerships ○ Parenting classes ○ Home visits <ul style="list-style-type: none"> ✓ Support programs and strategies to reduce chronic absenteeism / Provide truancy intervention to the most chronically absent. ✓ Outreach to chronically absent students <ul style="list-style-type: none"> ○ Connecting students to services in the community ○ Lead parenting meetings and classes ○ Parent Project (2 classes) ○ Parents on a Mission (1 class) ○ Dropout recovery and prevention ○ Fall 2017 - 267 home visits <p>Funding for parent engagement classes: The narrative for the \$25,000 for development and implementation of one-day intervention was erroneously placed in Action 3.12.</p>	<p>(c) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>	<p>(c) Sup/Con</p> <p>(a) Classified Support Salaries (2200) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Funding includes staff training			

Action 4.09 / 4.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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"> Seek grant funding that improves academic achievement, enriches services that reinforce and complement the academic program, and provides family literacy and related educational services. (California Department of Education [CDE] program description for 21st Century Community Learning Centers). Assist in the building of the Parent Centers, which may include developing after-school programs – e.g., submit ASSET (After 	<p>(4.09/4.10) Continue to maintain the Foster Youth, Student Outreach, and Parent Liaisons as vital support resources for the district’s unduplicated students and their families. Their specific actions include the following:</p> <p>Foster Youth Liaison</p> <ul style="list-style-type: none"> ✓ Provide PD for students, parents, and staff through monthly and quarterly meetings ✓ Work closely with the Education Liaison at the Department of Human Services ✓ Hold quarterly meetings with designated foster counselors at each school site ✓ Participate in California Youth Connect pilot program at Bakersfield High ✓ Develop and implement a Foster Youth Education Planning Worksheet – 4 Year Plan for counselors ✓ Attend monthly meetings with the Group Home Coalition 	<p>(a) \$196,057 (b) \$76,888 (c) \$95,000 (d) \$25,000 (e) \$31,081 (f) \$12,450 (g) \$62,163 (h) \$24,900 Total- \$523,539</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Title 1 (f) Title 1 (g) Base (h) Base</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>	<p>(a) \$190,455 (b) \$73,825 (c) \$95,000 (d) \$25,000 (e) \$31,081 (f) \$12,450 (g) \$62,163 (h) \$24,900 Total- \$514,874</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Title 1 (f) Title 1 (g) Base (h) Base</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School Safety and Enrichment for Teens program) grant.</p> <ul style="list-style-type: none"> “Increase and improve” services for Foster Youth that will include working closely with community and education agencies to coordinate delivery of appropriate services, monitor student progress and delivery of available services, determine needs, and provide smooth transitioning out of the FY system. <p>KHSD will fund 11 comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs (\$38,000)</p> <p>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>	<ul style="list-style-type: none"> ✓ Attend regular meetings with the Foster Family Agency Consortium ✓ Attend Department of Human Services meetings and Team Decision Meetings for foster youth ✓ Attend district meetings with foster youth ✓ Represent foster youth at IEP meetings ✓ Coordinate BC Day for foster youth – tour of campus, application for admission, financial aid ✓ Plan College Night for foster youth ✓ In-service school employees about foster youth legislation ✓ Review AB 167 graduates for approval ✓ Facilitate priority enrollment in summer school and college <p>Parent Education Liaison</p> <ul style="list-style-type: none"> ✓ Provide professional development to parents and site staff, educating them on school/parent/community partnerships ✓ Oversee the District English Learner Advisory Council (DELAC) / English Learner Advisory Council (ELAC) monthly meetings ✓ Provide appropriate trainings and materials to assist parents to carry out their advisory responsibilities 	<p>(d) Services and Operating Expenditures (5800)</p> <p>(e) Other Certificated Salaries (1900)</p> <p>(f) Benefits (3xxx)</p> <p>(g) Other Certificated Salaries (1900)</p> <p>(h) Benefits (3xxx)</p>	<p>(d) Services and Operating Expenditures (5800)</p> <p>(e) Other Certificated Salaries (1900)</p> <p>(f) Benefits (3xxx)</p> <p>(g) Other Certificated Salaries (1900)</p> <p>(h) Benefits (3xxx)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> ✓ Facilitate on-going communication with school, parents, and community partnerships ✓ Meet monthly with 15 Community Specialists that are assigned at the Parent Centers ✓ Help develop and foster Parent Center protocol ✓ Provide resources for school site regarding parent involvement ✓ Train KHSD staff on the federal parent regulations regarding Title I, Migrant and English Learner Programs <p>Student Outreach Liaison</p> <ul style="list-style-type: none"> ✓ Attend all regional, local and state meetings and conferences to learn about and support after-school programs and grants -- e.g., ASSETS (After School Safety and Enrichment for Teens Program) ✓ Provide assistance in completing mandated reports for the ASSETS Program ✓ Development of the ASSETS Grant ✓ Assist in the Students Advisory Council ✓ Create monthly Student and Counselor Newsletter ✓ Serves as Liaison Latina Leaders Program ✓ Assist with Foster Youth Activities 		

Action 4.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide on-going training in implicit/unconscious bias, cultural responsiveness, and equity per CEIS plan and KHSD focus areas. In addition, this action will provide allocation for professional development in the following areas:</p> <ul style="list-style-type: none"> • Student Support Team(s) • Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites. • Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service. • Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or parent & family center staff). 	<p>✓ The following KHSD action in the LCAP will continued to provide fiscal support for relevant professional learning topics that included the following items related to student support and district programing:</p> <ul style="list-style-type: none"> ✓ Unconscious Bias Training offered by EPOCH <ul style="list-style-type: none"> • Classified Employees (144 Participants) • Certificated Employees (120 Participants) ✓ On-going School Office Supervisors, Parent Education Liaison and Wellness Coordinator meetings to plan for professional development, addressing issue of providing a more “welcoming environment.” 	<p>(a) \$78,890 (b) \$16,110 Total- \$95,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Benefits (3xxx)</p>	<p>(a) \$35,473 (b) \$40,879 (c) \$18,648 Total- \$95,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Other Certificated Salaries (1900) (b) Other Classified Salaries (c) Benefits (3xxx)</p>

Action 4.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>KHSD will maintain the currently employed KHSD School Social Workers (4) and plans to employ 3 or 4 additional KHSD School Social Workers in 2017-2018, for MTSS-PBIS Tiers II and III supports with progress monitoring and student case management. The three year LCAP plan would call for 12 total School Social Workers for the entire district, one assigned for two sites and one Lead School Worker in future years. Assignments will likely be based on site readiness for systems alignment and also consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions. In addition, KHSD will also hire 3 district nurses to support overall student wellness support for KHSD, and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will be based at the school sites with the highest percentage students of the “unduplicated count” and assigned to regional coverage areas.</p>	<p>KHSD hired one MSW/SSW employee and this first-ever School Social Worker started at Bakersfield High School in January 2016. Currently we have 7 Social Workers and 1 Lead School Social Worker. It is projected that additional Social Workers will be hired in the 2018-19 school year. School Social Workers have a multifaceted role. SSW’s provide interventions and support at all Tier levels for PBIS/MTSS schools. SSW’s provide services unique to school settings. There are assessment and consultation services within the school team. There is direct work with students and parents individually and in groups. The key to all services is the assessment. The assessment is a systematic way of understanding what is taking place in relationships in the classroom, within the family, and between the family and school. The SSW looks for units of attention--places where intervention will be most effective. Social Workers are employed assigned to sites based on the readiness on the Tiered Fidelity Inventory (TFI). As more school sites begin to implement Tier 2 and Tier 3 there will be an additional Social Workers. The stakeholders are in</p>	<p>(a) \$746,178 (b) \$395,366 Total- \$1,141,544</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Clerical, Technical, and Office Staff Salaries (2400) (b) Benefits(3xxx)</p>	<p>(a) \$830,089 (b) \$409,917 Total- \$1,240,006</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Clerical, Technical, and Office Staff Salaries (2400) (b) Benefits(3xxx)</p>


Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>favor of increasing the number of social workers when it is warranted.</p> <p>In addition, in an effort to continually increase and improve efforts and services related to overall student wellness, KHSD has hired 3 School Nurses (one Assistant Director School Nurse and 2 Special Education School Nurses), that are assigned regionally within designated high need LCFF school sites.</p>		

Action 4.14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Coordinate with Bakersfield Adult School to expand Family Literacy opportunities by increasing adult ESL classes to serve more areas. Currently classes are being offered at the following locations:</p> <ul style="list-style-type: none"> ● Lamont Family Resource Center; day and evening ● South Chester Partnership; day ● Stine Elementary; evening ● Paramount Farms, Lost Hills; evening ● Kern High School Sites: <ul style="list-style-type: none"> ○ Bakersfield ○ Foothill ○ Golden Valley ○ Mira Monte ○ North 	<p>The Bakersfield Adult school offers English As a Second Language (ESL) classes to the KHSD parents. Currently there are 281 parents enrolled. In the 2017-18 school year only 7 sites offered ESL classes.</p> <ul style="list-style-type: none"> ✓ Fairfax School – 2 sessions ✓ Foothill High School ✓ Golden Valley School ✓ Mira Monte High School ✓ North High School ✓ South High School ✓ Bessie Owens <p>Due to low class sizes classes are no longer offered at Lamont Family Resource</p>	<p>(a) \$124,563 (b) \$39,157 (c) \$36,280 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Classified Support Salaries (2200) (c) Benefits (3xxx)</p>	<p>(a) \$124,467 (b) \$39,119 (c) \$36,414 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Classified Support Salaries (2200) (c) Benefits (3xxx)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> ○ South ○ West \$100,000 (approximate cost) per teacher X 2 =\$200,000	Center, South Chester Partnership, Stine Elementary and Paramount Farms.		

Action 4.15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide translating services at meetings where non-English speaking parents are present – district and school sites.	 Kern High School provides a translator/interpreter at all meetings for non-English speaking parents. The KHSD translators are highly qualified and must pass a reading, writing and speaking exam to verify that they are proficient in the language.	(a) \$8,304 (b) \$7,831 (c) \$3,865 (d) \$20,000 Total- \$40,000 (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (a) Other Certificated Salaries (1900) (b) Other Classified Salaries (2900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800)	(a) \$8,298 (b) \$7,824 (c) \$3,878 (d) \$20,000 Total- \$40,000 (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (a) Other Certificated Salaries (1900) (b) Other Classified Salaries (2900) (c) Benefits (3xxx) (d) Services and Operating Expenditures (5800)

Action 4.16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations.</p> <p>The group's composition will continue to represent the district's stakeholders. It will monitor data and progress of the LCAP goals and actions through regular convening.</p>	<p>LCAP Advisory Council meets on a monthly basis and is comprised of the following stakeholders:</p> <ul style="list-style-type: none"> ✓ Students (5 members) ✓ Parents (12 members) ✓ Kern High School District Teachers Association (4 members) ✓ Kern High School District Counselors Association (3 members) ✓ CSEA Chapter 81 Unit B KHSD (1 member) ✓ CSEA Chapter 747 Unit A Transportation KHSD (1 member) ✓ Skilled Trades Unit D Maintenance & Operations KHSD (1 member) ✓ Supervisors Unit F (KHSD) (1 member) ✓ Community Members & Partners (21 members) <p>The Kern High School District (KHSD) Superintendent appoints the LCAP Advisory Council and membership is reviewed annually. Terms for membership are 2 years and can be extended if necessary and/or approved. The LCAP Advisory Council is an</p>	<p>(a) \$5,000</p> <p>(a) Sup/Con</p> <p>(a) Materials and Supplies (4300)</p>	<p>(a) \$5,000</p> <p>(a) Sup/Con</p> <p>(a) Materials and Supplies (4300)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

independent, nonpartisan, and broadly representative body that reflects the diverse interests of the KHSD community. The group includes representation of students of the unduplicated count, parents, KHSD employee groups, and community partners. The charge of the Advisory Council is to offer advice and recommendation for the Kern High School District to create an effective Local Control Accountability Plan (LCAP) that includes the school/community's voice and knowledge.

As requested, the Advisory Council will provide informed recommendations and advice to KHSD staff as the plan is drafted and monitored annually.

In addition an LCAP Students Advisory Council meets on a quarterly basis. All Comprehensive and Alternative school sites are represented at these meetings. Each school site has a team of 4 students (Student at Large, Foster Youth Student, English Learner Student and Unduplicated Student.)

Action 4.17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Retain Supervising Administrator of Student Support Services & LCAP to supervise and manage the following operations of the Department of Student Support Services in the Instruction Division:</p> <ul style="list-style-type: none"> • Multi-Tiered System of Supports • Positive Behavioral Intervention & Supports (PBIS) • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Interagency Facilitation/Partnership • Local Control Accountability Plan (LCAP) <p>Consultant Liaison for KHSD related to PBIS-MTSS work.</p>	<p>KHSD has retained the Supervising Administrator for Student Support Services & LCAP as of July 1, 2015 (formerly 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"> • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Local Control Accountability Plan (LCAP) 	<p>(a) \$119,623 (b) \$42,738 Total- \$162,361</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Supervisors' and Administrators' Salaries (1300) (b) Benefits (3xxx)</p>	<p>(a) \$125,129 (b) \$43,046 Total- \$168,175</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Supervisors' and Administrators' Salaries (1300) (b) Benefits (3xxx)</p>

Action 4.18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Support the following leadership and mentoring programs, principally serving "at risk" youth:</p> <ul style="list-style-type: none"> • AmeriCorps = \$110,000 • Latina Leaders = \$40,000 • Fine Art Projects = \$75,000 	<p>The following leadership mentoring programs were continued and implemented in the 2016-17 school year.</p>	<p>(a) \$37,369 (b) \$7,631 (c) \$225,000 Total- \$270,000</p> <p>(a) Sup/Con (b) Sup/Con</p>	<p>(a) \$37,340 (b) \$7,660 (c) \$605,000 Total- \$650,000</p> <p>(a) Sup/Con (b) Sup/Con</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Garden Pathways/Sons & Brothers = \$25,000 • School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000 <p>AmeriCorps is currently serving students through mentoring (which includes Tier I, II and III for PBIS) and goal -setting at Golden Valley, Mira Monte, Nueva, South, and Tierra Del Sol and expansion to other Kern High School District school sites will be implemented in the 2017-18 school year. AmeriCorps is a civil society/community based mentoring program supported by the Kern High School District and Kern County Superintendent of Schools, engaging adults in involved public service work with a goal of "helping others and meeting critical needs in the community." http://www.nationalservice.gov/programs/amicops</p> <p>Latina Leaders funding will enable the program to expand to all school sites. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community. Participating students' academic progress will be monitored, particularly focusing on their college going rates.</p>	<p>AmeriCorps currently serves Arvin, Golden Valley, Mira Monte, Nueva, South and Tierra Del Sol. AmeriCorps has 286 students who participate in weekly mentoring activities. These activities include academic support, behavior support, building relationships /social skills, college and career exploration.</p> <p>Latina Leaders 122 Sophomores and Juniors and 62 Senior students are participating in Latina Leaders. The participants represent 16 comprehensive campuses and 1 alternative education campus. They meet 4 hours once a month throughout the school year. Latina Leaders mentors young Hispanic</p>	(c) Sup/Con (a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)	(c) Sup/Con (a) Other Certificated Salaries (1900) (b) Benefits (3xxx) (c) Materials and Supplies (4300)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<http://kernlatinas.com/about/>

Fine Art Projects will be offered in the form of mini grants to school sites interested in developing fine arts projects that will enhance the enrichment of the unduplicated pupil.

women, encouraging them to attend college and become leaders in their community.

Fine Art Projects are geared towards the Performing/Fine Arts for KHSD student engagement and outreach for leadership, and mentoring programs/projects principally serving at risk youth. One-time funding for musical instruments was allocated to school sites based on the number of unduplicated student count. In order for students to participate in band, students must have a musical instrument. Many students purchase or rent their own personal instrument. This financial burden has caused many students to be unable to participate in band, especially unduplicated students. With the ability to purchase and/or replenish instruments, KHSD will be able to supply students with instruments at no cost while they are enrolled in band. Knowing that "Learning to play a musical instrument or sing can help disadvantaged children strengthen their reading and language skills" (American Psychological Association), it is important that we encourage and support the development of music for our socio-economically disadvantaged students. 57% of students participating in band are unduplicated. With this purchase, KHSD plans to see participation rates increase

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>by 1%. This increase in participation, will in turn, show an increase in participation in fine arts, which is Goal #4 in our LCAP.</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 Alternative to Suspension (ATS) or On Campus Intervention (OTI) student support programs in 2017-2020 and will likely</p>	<p><u>Sons, Brothers and Daughters</u> serves 141 students at the following school sites: Mira Monte, Arvin, Golden Valley and Nueva. Sons, Brothers and Daughters fosters the healing process for healthy, productive community members growing in education, leadership and advocacy. The focus is on one-to-one mentoring, group mentoring, and mentoring workshop and enrichment activities.</p> <p><u>School Climate and Student Leadership and/or ATS/OCI Projects</u> The focus this year was on the School Climate and Leadership component. The Girls Leadership Summit was held in fall 2017 to encourage females to participate in leadership roles on their respective campuses to inspire other students to feel a sense of connectivity with their campus and build up school climate and culture. Part of the connection piece involves encouraging other females to participate in activities and athletics on campus. Participating in the Girls Leadership were 295 students. Of these students 61% were identified as unduplicated students. In spring 2017, 120 students attended a one-day Youth Empowerment Summit</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
need start-up or seed money for curriculum and/or related supplies and equipment.	(YES.) The focus was on thinking, understanding, self-discovery, motivational speaking, leadership and team participation. On Campus Intervention (OTI) was moved to Action 4.01.		

Contingent Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Contingent upon receiving additional funding, KHSD will explore supporting the following existing actions.</p> <p>a) Additional 35 teaching sections for class size reduction for the 7 highest LCFF school sites. (Please refer to action 1.01 for narrative on pages 144-146.)</p> <p>b) Reinstate action 1.12 to support standards and research based professional development in order to increase college-going rates, particularly students of under-represented groups. (Please refer to action 1.11/1.12 on pages 33-36.)</p> <p>c) Additional 15 teaching sections for On Campus Intervention (OCI) (OCI) to support PBIS initiatives.</p>	<p>Contingent funding was allocated in the spring 2018 semester.</p> <p>a) An additional 37 sections were allocated to the highest LCFF schools. These sections will be embedded in Action 1.01 in the 2018-19 school year. These sections were utilized for class size reduction.</p> <p>b) Action 1.12 was reinstated to reflect \$250,000 for professional development for common core assessments workshops by Solution Tree in the spring and summer 2018.</p> <p>c) 15 On Campus Intervention (OCI) sections were awarded to Foothill, Mira Monte and East to support PBIS. These sections will be</p>	<p>(a) \$741,779 (b) \$207,514 (c) \$375,707 (d) \$964,072 Total - \$2,289,072</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Other Certificated Salaries (1900) (c) Benefits (3xxx) (d) Materials and Supplies (4300)</p>	<p>(a) \$ 544,127 (b) \$ 207,445 (c) \$154,178 (d) \$215,000 Total- \$1,120,750</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Teachers' Salaries (1100) (b) Other Certificated Salaries (1900) (c) Benefits (3xxx) (d) Materials and Supplies (4300)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(Please refer to action 4.01 for narrative on pages 226-228.)</p> <p>d) Additional support for leadership and mentoring programs, principally serving unduplicated and “at risk” youth.</p> <p>(Please refer to action 4.18 for narrative on pages 258-260.)</p>	<p>reflected in Action 4.01 in 2018-19 LCAP year.</p> <p>d) Young Women Empowered for Leadership Mentoring serves African American females at the following school sites: East, North, South and West High Schools. Per the Contingent this Leadership Mentoring Program will be included in Action 4.18.</p> <p>e) Stakeholders and the KHSD EL Task Force recommended that core textbooks be purchased for English Learners in their native language to enhance academic success and create a language rich environment. “Make content comprehensible for all students (Echevarria, Vogt, & Short, 2008) — Providing ELLs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to learn English.”</p>		

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

All 19 actions and services were fully implemented as planned in Goal 4: “KHSD students will learn in positive, welcoming, safe and supportive environments, and parents, students, and community voices will be valued in enhancing student success.” The goal addresses State Priority 5 “Pupil Engagement” and Priority 6 “School Climate.” Stakeholders were enthusiastically supportive of all of the 14 Measurable Outcomes in Goal 4. The majority of the Measurable Outcomes and Actions were focused on Positive Behavior Intervention and Support (PBIS). The foundation of PBIS began in 2014-15 with Bakersfield High School being the pilot program for PBIS. For the 2017-18 school year all comprehensive high schools (18) and all continuation schools (5) are implementing the PBIS program.
Priority Metrics 3a, 3b, 3c, and Actions 4.04, 4.05, 4.09, 4.10, 4.14, 4.15, and 4.16 are directed to parent and stakeholder engagement. KHSD also has seen a 219% increase of parents participating in the LCAP survey responses.

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

All 19 actions were deemed to be effective. Measurable Outcomes show positive effects from PBIS.
Actions 4.01, 4.02, 3.12, 3.13, 4.03, 4.04, 4.06, 4.07, 4.08, 4.11, and 4.17 –
The California Dashboard Fall 2017 listed the following student groups increasing in their graduation rates: All students, +4%; Socioeconomically Disadvantaged +5%; African American, +4.5%; Hispanic, +5%; English Learners +9.7%; Foster Youth +6.5%; Asian +4.4%; Filipino +2.5%; Two or More Races, +2.8%; and White, +1.7%. American Indians and Students with Disabilities received a red performance rating. American Indians significantly declined, -6.8% and Students with disabilities declined, -2.8%.
Attendance has increased from 95.01% to 95.55%. Dropout rates have decreased from 9% to 8.4% from 2015-16. Suspension rates have dropped from 10% in 2015-16 to 9.6% in 2016-17. Expulsion rates have also dropped from 0.11% in 2015-2016 to 0.09% in 2016-17. Action 4.01 lists individual school sites’ suspension and expulsion rates. Eight school sites had a 0% expulsion rate while the remaining school sites are less than 1%. In 2015-16 and 2016-17 there were no African American Male students with Special Needs that were expelled. The suspension rate for African American Male with Special Needs dropped from 43.5% in 2015-16 to 29.8% in 2016-17. The California PBIS Coalition recognized 18 school sites for their outstanding achievement.
Gold Level: Bakersfield
Silver Level: Arvin, East; Foothill, Frontier, Highland, Independence, North, South, and Tierra De Sol

Bronze Level: Central Valley, Centennial, Golden Valley, Kern Valley, Nueva, Shafter, Stockdale and West

Actions 3.12, 4.04, 4.05, 4.07, 4.08, 4.09, 4.10, 4.14, 4.15, and 4.16 – These actions are dedicated to engaging parents by providing parent education classes, parent liaisons, language translations, and educational field trips for students and parents/guardians. Measurable Outcomes indicate an increase in parent engagement. Parent engagement is a vital factor in student success in Goal 4. The opening of the 15 Parent and Family Centers in the last four years have contributed to these increases. Stakeholder feedback confirms the positive impact of the Parent and Family Centers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

- ✓ **Action 4.01:** Total costs were underestimated.
- ✓ **Action 4.02:** The costs of classified personnel were underestimated.
- ✓ **Action 3.13:** Certificated and classified salaries were overestimated.
- ✓ **Action 4.06:** The cost of certificated personnel was underestimated.
- ✓ **Actions 4.07 and 4.12:** The cost of classified personnel was underestimated.
- ✓ **Contingent:** Expenditures were overestimated. Funding for Contingent actions were not allocated until the spring semester. Fine Arts projects was amended to include one-time funding which was allocated for school sites based on the number of unduplicated student count for musical instruments.
- ✓ **Contingent –** Stakeholders recommend that core textbooks be purchased for English Learners in their native language to enhance academic success.

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

- ✓ **Action 4.01** – Due to stakeholder recommendations additional funding for PBIS will be implemented in the 2018-19 school year for OCI sections to all comprehensive sites and 2 additional TOSAs will be added for social emotional learning and PBIS support.
- ✓ **Action 4.02** – An additional 11 Intervention Specialists and clerical support will be hired.
- ✓ **Action 3.12** - Due to KHSD organizational changes the Discovery Program is overseen by another administrator.
- ✓ **Action 3.13** – 2 additional administrative sections will be allocated for comprehensive schools for the implementation of PBIS Tier I, II and III.
- ✓ **Action 4.14** - Due to low turnout, classes are no longer offered at Lamont Family Resource Center, South Chester Partnership, Stine Elementary or Paramount Farms.
- ✓ **Action 4.17** - Due to KHSD organizational changes PBIS will follow under the direction of Student Behavior and Support Department.

- ✓ **The Contingency Action** items will be incorporated in the LCAP 2017-2020 in the appropriate prescribed action.
- ✓ **Action 1.01** – An additional 35 sections for class size reduction.
- ✓ **Action 1.12** - This action will be reinstated to provide \$250,000 for professional development.
- ✓ **Action 4.18** - Young Women Empowered for Leadership Mentoring will be added to this action and 15 OCI sections will be moved to Action 4.01.
- ✓ **Action 4.18** – Per stakeholders recommendation core textbooks in EL native language were purchased.
- ✓ **Priority 3b** - The 2018 LCAP parent survey administered by Panorama did not include this question in the survey.
- ✓ **Priority 5e** – American Indian and Students with Disabilities received a red student performance rating per the California School Dashboard, fall 2017. The KHSD has established a team that is working with KCSOS Continuous Improvement Process (CIP) to develop a Root Cause Analysis (RCA) for areas of need in order to improve student outcomes.
- ✓ **Priority 6c** - Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1. The PBIS Administrator and his team review all survey results and develop plans of action.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Regular stakeholder engagement remains a high priority for the Kern High School District (KHSD) in order to foster mutually respectful, supportive, and collaborative environments for ongoing and meaningful dialogue that will determine goals and actions to achieve academic success for all students.

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

Over the course of the 2017-2018 school year, KHSD has provided various public venues for stakeholders to convene and provide input. Specific groups that met are listed below:

- LCAP Advisory Council (Monthly)
- Student Advisory Council (Quarterly)
- District Parent Advisory Council (Semiannual)
- District English Learner Advisory Council (Quarterly)
- English Language Task Force (Monthly)
- 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)

Other opportunities are as followed:

Kern High School District Webpage (www.kernhigh.org)

Annual Parent, Certificated and Classified Staff Surveys

Student Quarterly Climate Surveys

California Healthy Kids Survey

KHSD LCAP Infographic

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

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

A sense of influence

A sense of competency

A sense of belonging

A sense of usefulness

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

KHSD LCAP Advisory Council (October - May)

**October 3, November 2, December 7,
January 11, February 1, March 1, April 5, April 27**

KHSD LCAP Student Advisory Council (September - April)

**September 22, December 12,
February 2, April 24**

LCAP Community Public Forums (October - April)

**Arvin - Oct 19, Foothill -Oct 23, Golden Valley- Oct 24, East - Oct 30,
Shafter - Nov 7, South High Nov 9, West Nov 15, Mira Monte - Dec
5, Bakersfield - Mar 22, North - Apr 18**

KHSD Certificated and Classified Staff (October - May)

KHSD Employee Groups (Classified and Certificated), Principal's Advisory Council, Assistant Principals, Counselors, EL Coordinators. Project BEST advisors

Surveys - (November - March)

LCAP Parent, Certificated and Classified Survey (Feb-March)
Student Climate Survey and Heathy Kid Survey (Novemeber -March)
California Healthy Klds Results - (Oct)

Parent Groups (February- May)

English Language Advisory Council and District Parent Advisory Council
February 26, March 19, April 23, May 9, May 21



POST DRAFT: KHSD to tentatively post initial draft version of 2017-2020 LCAP on KHSD website, <https://www.kernhigh.org> initial edit window (May 16-June 5) for consultation and engagement, solicitation of feedback, comments, and recommendations from all relevant stakeholders of the school community before formal submission to the KHSD Board of Trustees for discussion, edits, and/or final adoption; KHSD to work with KCSOS to monitor rubric updates, template revisions and/or budget adjustments per May revise.

DELAC/DPAC Meeting: All questions and comments given by the District English Learner’s Advisory Committee and District Parent Advisory Council were answered in writing by Superintendent Dr. Schaefer.

KHSD stakeholders continue to provide valuable feedback and counsel on the district’s educational issues. From the various meetings held throughout the 2017-18 school year, the following needs were identified, and KHSD has provided courses of action that are expected to address them.

From meetings and conversations with KHSD’s various stakeholders, the following needs have been identified:

Instruction –

Reduce class size.

Increase technology use to enhance learning.

Strengthen literacy skills.

Increase support for the Visual and Performing Arts.
Increase support for English Learners and Foster Youth.

Human Resources

Hire to build a diverse teaching staff.
Provide cultural awareness training for all staff.
Provide training to support Foster Youth and families.

Student Support Services

Build student support structures like PBIS/MTSS to create positive campus climates.
Increase student engagement, and improve student learning outcomes.
Implement programs such as 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.
Increase transportation options, especially for students residing in unsafe neighborhoods or walking through unsafe neighborhoods.
Increase Campus Security and Police Officers for safer schools
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, e.g. "soft skills," goal setting, time management, and financial planning.
Increase opportunities for Career Technical Education (CTE).

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

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

Increasing the use of technology to improve student learning remains a district priority; as a result, technology infrastructure has steadily improved, allowing full Internet access to all classrooms and high-traffic student areas. Chromebooks and other digital devices are now more readily used to enhance daily instruction, and technology is used to support various alternative education programs, as well as facilities in Career Technical Education (CTE), including the Regional Occupation Center (ROC.) A new Career Technical Education Center (CTEC) site will be opened in 2018-19.

A critical need for all students, particularly English Learners, Foster Youth, and students living in low-income households, is having the literacy skills needed to succeed in all academic classes. Therefore, KHSD continues to use Access, the literacy-intervention course developed for students reading below grade level, to increase reading ability. STAR Renaissance is the program used to measure a student's Instructional Reading Level or IRL. As per STAR scores, Access has shown up to a grade-level increase in reading level within an academic year. The district continues to provide support for Access through class-section allocation and professional development.

To respond to the need for a diversified and strong teaching staff, the district has maintained efforts to recruit, hire, develop, and retain properly credentialed and assigned teachers, who represent the demographics of its student body. Based on stakeholder feedback, KHSD will continue to expand recruitment in California and to other parts of the country.

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

KHSD will continue to build strong student support systems that will improve the academic learning and social-emotional well-being of all students. KHSD will continue implementing evidence-based practices, such as Positive Behavior Intervention and Supports (PBIS), to create positive school climates, further supported by professionals who will provide appropriate and timely student interventions. This year, 2017-18, all 23 sites implemented PBIS. Additional Parent Centers (3 for a total of 15, districtwide) were opened last year, 2017-18, to help parents become strong educational advocates for their students. Hours for campus security will increase and KHSD's general budget will fund additional hours for police officers at school sites.

Finally, stakeholders felt strongly about building students' job-readiness skills through Career Technical Education (CTE). As a result, CTE course offerings will increase at the school sites through the ROC and through dual enrollment opportunities with Bakersfield College and California State University, Bakersfield. In addition, Career Choices, a career-exploration, dual enrollment course, will be expanded to more sites, along with Naviance, a career-readiness computer program that will reinforce college and career planning, grades 9-12.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 1

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

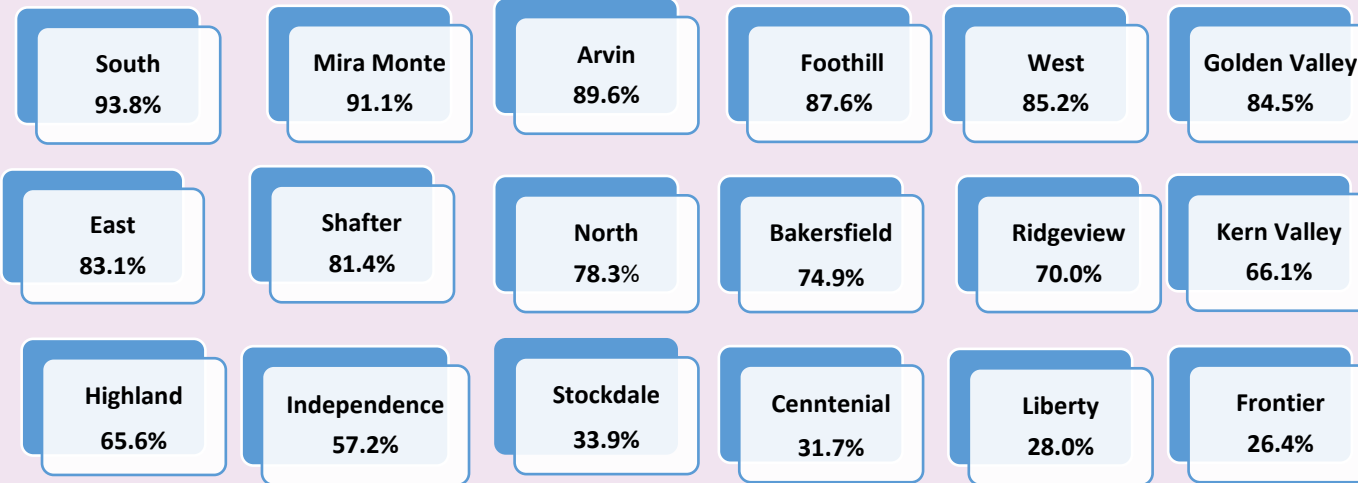
State and/or Local Priorities addressed by this goal:

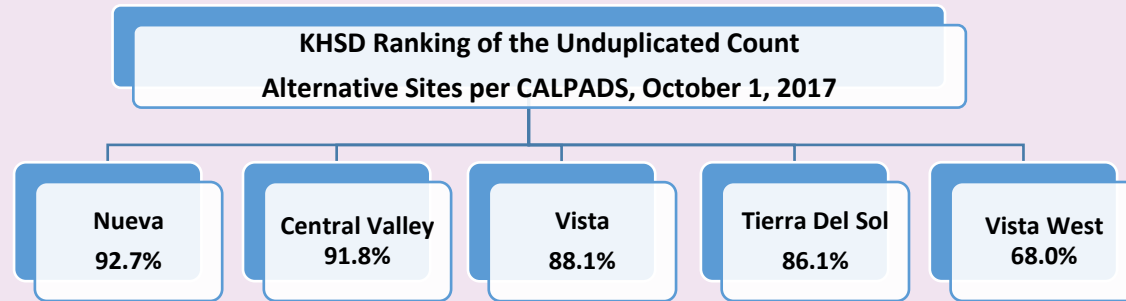
State Priorities: 1, 2, 8

Local Priorities: 1a

Identified Need:

**KHSD LCFF Ranking of the Unduplicated Count
Comprehensive Sites Per CALPADS October 1 2017**

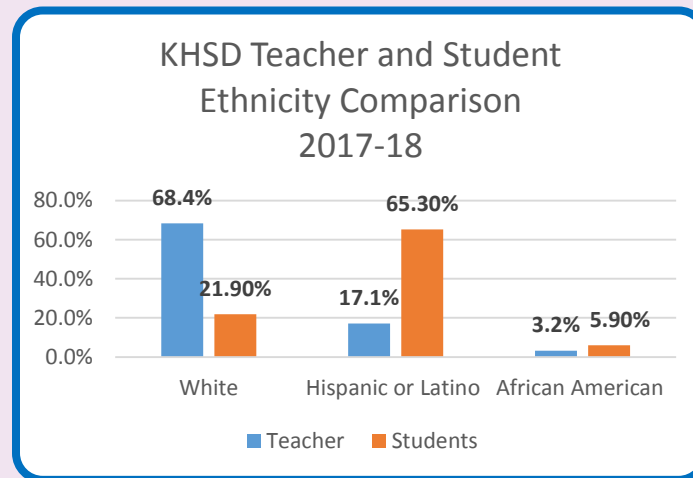


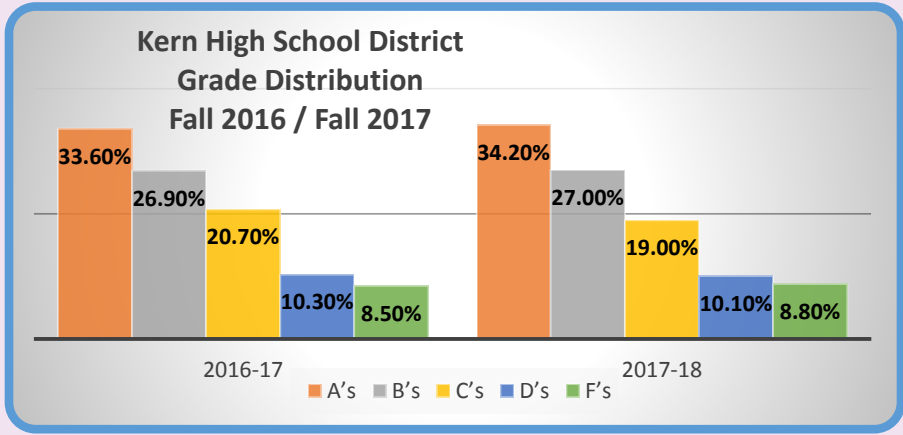
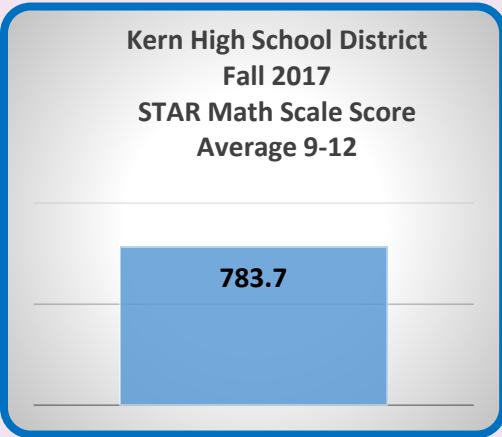
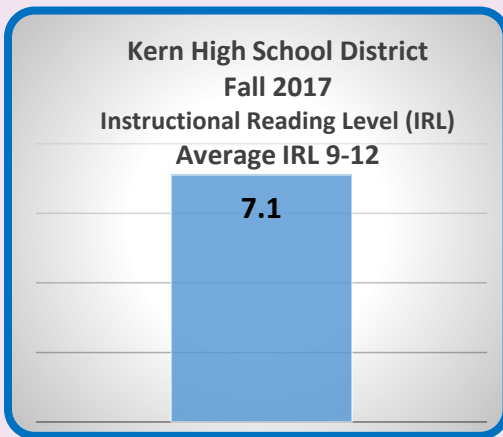


The district is committed to using a substantial portion of its LCFF Supplemental and Concentration (S/C) Grant funding to reduce class size, districtwide. Using a model designed to provide more staffing to schools with higher numbers of unduplicated students, over 2/3 of all new staffing for the 2016-17, 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.

The following charts indicate other needs.





Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 1a) Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2018-2019.	Baseline: 2016-17 Status: 100%	TARGET: 2017-18 100% ACTUAL: 99%	TARGET: 100%	TARGET: 100%
(Priority 1a) Maintain English Learner (EL) authorization for 100% of EL teachers to have EL authorization.	Baseline: 2016-17 Status: 100%	TARGET: 2017-18 100% ACTUAL: 100%	TARGET: 100%	TARGET: 100%
(Priority 1b) Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	Baseline: 2016-17 No insufficient findings for instructional materials Status: No Findings	TARGET: 2017-18 No insufficient findings for instructional materials ACTUAL: No insufficient findings for instructional materials	TARGET: No insufficient findings for instructional materials	TARGET: No insufficient findings for instructional materials
(Priority 1c) Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	Baseline: 2016-17 Maintain at a “good” or “exemplary” rating Status: Good or exemplary rating	TARGET: 2017-18 Maintain at a “good” or “exemplary” rating ACTUAL: All school sites received a “good” or “exemplary” rating.	TARGET: Maintain at a “good” or “exemplary” rating	TARGET: Maintain at a “good” or “exemplary” rating
(Priority 2a) Implementation of content and literacy standards at all sites, as measured as measured by the State Board of	Baseline: Will be established 2017-18 school year.	TARGET: 2017-18 4.1 (Full Implementation)	TARGET: 5.0 (Full Implementation and Sustainability)	TARGET: 5.0 (Full Implementation and Sustainability)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Education Adopted Reflection Tool.)				
(Priority 2b) 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the State Board of Education Adopted Reflection Tool. A rating of 5.0 will be maintained.	Baseline: Will be established 2017-18 school year.	TARGET: 2017-18 5.0 (Full Implementation and Sustainability) ACTUAL: 2017-18 5.0 (Full Implementation and Sustainability)	TARGET: 5.0 (Full Implementation and Sustainability)	TARGET: 5.0 (Full Implementation and Sustainability)
(Priority 8) Increase a half of year Instructional Reading Level (IRL), per year, in reading per STAR Renaissance assessment. The baseline will be established each year with the testing of 9 th grade students in Access Literacy Classes.	Baseline: Access 9 th Grade Students' IRL Fall 2015 4.8 IRL Spring 2016 5.8 IRL	TARGET: IRL Fall 2017 compared to spring 2018 (9 th grade students enrolled in Access classes) ACTUAL: Fall 2017 4.6 IRL Spring 2018 5.0 IRL	TARGET: IRL Fall 2018 compared to spring 2019 (9 th grade students enrolled in Access classes)	TARGET: IRL Fall 2019 compared to spring 2020 (9 th grade students enrolled in Access classes)
(Priority 8) Increase a half year of growth in math per STAR Renaissance assessment. The baseline measurement will be established each year with students	Baseline: Will be established in Fall 2017 Baseline: Fall 2017 669.0	TARGET: 669.0	TARGET:	TARGET:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
enrolled in Foundation classes.				
(Local Priority 1a) Increase the number of teachers hired that reflect the demographic student groups of the district at an increase of 2% per year.	Baseline: 2016-17 Hispanic – 26.3% African American – 2.6%	TARGET: 2017-18 Hispanic – 28.3% African American – 4.6% ACTUAL: Hispanic – 26.3% African American – 2.6%	TARGET: Hispanic – 30.3% African American – 6.6%	TARGET: Hispanic – 32.3% African American – 8.6%

Planned Actions / Services

Action 1.01

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

Schoolwide

Location(s):

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

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Modified

2017-18 Actions/Services

Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2021. This funding includes additional 99 class sections for restoration (1.01), extended day 26 sections (1.01), Access 70 sections (1.05), Science classes 55 sections (1.09), and related teaching sections and administrative costs at the Alternative Education Sites (1.02/1.03).

Following are the total number of teaching sections provided to each school site. The number of sections is determined per the site’s projected total enrollment and proportionately to its LCFF unduplicated pupil count. Included in the total number of sections are the periods for 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.

2018-19 Actions/Services

Provide funding to continue restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2018-19 school year. It is projected that for the 2018-19 school year, LCFF will reach its full funding implementation.

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. A total of 671 sections will be allocated for the 2018-19 school year; LCFF 636 and 35 sections allocated to class size reduction (CSR) for the core classes.

School Site 2018-19	LCFF Sections	CSR Sections
Arvin	57	3
Bakersfield	53	3
Centennial	15	1
East	48	2
Foothill	43	2

2019-20 Actions/Services

Maintain funding for restoring class size to the 2007-2008 student-teacher ratio and/or reducing it to the lowest possible level by 2019-20 school year. It is projected that for the 2018-19 school year, LCFF will reach its full funding implementation.

The total section allocation per site will include the sections funded by the Supplemental and Concentration (S/C) Grant, given proportionately to the site’s LCFF unduplicated count of students.

2017-18 Actions/Services

School Site 2017-18	LCFF Sections	Restoration Sections
Arvin	45	7
Bakersfield	37	8
Centennial	10	5
East	34	6
Foothill	33	5
Frontier	11	6
Golden Valley	38	7
Highland	25	5
Independence	22	5
Kern Valley	5	2
Liberty	8	5
Mira Monte	40	6
North	24	4
Ridgeview	35	7
Shafter	25	4
South	36	5
Stockdale	14	6
West	33	6

2018-19 Actions/Services

Frontier	15	1
Golden Valley	50	3
Highland	34	2
Independence	30	2
Kern Valley	7	0
Liberty	14	1
Mira Monte	52	3
North	33	2
Ridgeview	43	2
Shafter	32	2
South	49	3
Stockdale	19	1
West	42	2

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$8,887,800 (b) \$4,012,200 Total- \$12,900,000	(a) \$10,636,962 (b) \$4,796,308 Total- \$15,433,000	(a) \$10,943,399 (b) \$5,160,661 (c) Total- \$16,104,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 1.02 / 1.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

Schoolwide

Location(s):

Continuation Sites:
Central Valley, Nueva, Tierra Del Sol,
Vista and Vista West

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Unduplicated students at KHSD continuation schools perform lower on state assessments and have lower graduation rates than the KHSD and California average. In order to improve student outcomes at continuation schools, KHSD will:

- Provide additional teaching and administrative sections above the base formula for all 5 continuation school sites (Central Valley, Nueva, Tierra Del Sol, Vista and Vista West).
- The sections, both teaching and administrative, will be distributed according to need of the unduplicated population and in coordination with the Supervising Administrator.
- Increase administrative sections to provide a Dean of Students to each of the 3 largest continuation schools: Tierra Del Sol, Vista and Vista West. This Dean of Students will support the academic and behavior intervention efforts of the continuation sites to

2019-20 Actions/Services

Unduplicated students at KHSD continuation schools perform lower on state assessments and have lower graduation rates than the KHSD and California average. In order to improve student outcomes at continuation schools, KHSD will:

- Provide additional teaching and administrative sections above the base formula for all 5 continuation school sites (Central Valley, Nueva, Tierra Del Sol, Vista and Vista West).
- The sections, both teaching and administrative, will be distributed according to need of the unduplicated population and in coordination with the Supervising Administrator.
- Increase administrative sections to provide a Dean of Students to each of the 3 largest continuation schools: Tierra Del Sol, Vista and Vista West. This Dean of Students will support the academic and behavior intervention efforts of the continuation sites to

	<p>deliver improved and increased services to at risk students. This increase of teaching and administrative sections will improve unduplicated student outcomes including state assessments and graduation rates.</p>	<p>deliver improved and increased services to at risk students. This increase of teaching and administrative sections will improve unduplicated student outcomes including state assessments and graduation rates.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$332,203 (b) \$140,873 Total- \$473,076	(a) \$616,986 (b) \$250,501 Total- \$867,487	(a) \$656,632 (b) \$275,811 Total- \$932,443
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Planned Actions / Services

Action 1.04

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

All Comprehensive High Schools

Actions/Services

2017-18

Unchanged

2017-18 Actions/Services

Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups. Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.

2018-19

Unchanged

2018-19 Actions/Services

Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups. Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to school sites with high numbers of unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.

2019-20

Unchanged

2019-20 Actions/Services

Continue to provide funding to transform STEM curriculum to STEAM – i.e., Science, Technology, Engineering, and Math (STEM) to Science, Technology, Engineering, Arts, and Math (STEAM) to encourage the integration of Art + Design in 9-12 education, especially among underrepresented groups. Offer funding in the form of mini grants to school sites interested in developing STEAM curriculum = \$100,000. The funding will be principally directed to school sites with high numbers of unduplicated pupils to increase their success in science. Regulations required for S/C grant expenditures will be followed at individual school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$9,965 (b) \$2,035 (c) \$88,000 Total- \$100,000	(a) \$9,812 (b) \$2,188 (c) \$88,000 Total- \$100,000	(a) \$9,668 (b) \$2,332 (c) \$88,000 Total- \$100,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies

Action 1.05

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

Comprehensive School Sites

Actions/Services

2017-18	2018-19	2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Continue to focus on literacy by providing additional staffing formula (70 sections) for Access, the literacy course, which provides necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.</p> <ul style="list-style-type: none"> • Test grade 9 students in English and math. • Test twice annually, once at the beginning of year and once at the end of the year. <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count.</p> <p>7 sections each: Arvin, Foothill, Mira Monte, South 6 sections each: East, Golden Valley, Ridgeview, West 4 sections each: North, Shafter 3 sections each: Bakersfield</p>	<p>Continue to focus on literacy by maintaining additional staffing formula (70 sections) for Access, the literacy course, which provides necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.</p> <ul style="list-style-type: none"> • Test grade 9 students in English and math. • Test twice annually, once at the beginning of year and once at the end of the year. <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count.</p> <p>6 sections each: Arvin, Bakersfield, Mira Monte 5 sections each: East, Foothill, Golden Valley, Ridgeview, South 4 sections each: Highland, North, West 3 sections each: Independence, Shafter 2 sections each: Centennial, Frontier, Liberty, Stockdale</p>	<p>Continue to focus on literacy by maintaining additional staffing formula (70 sections) for Access, the literacy course, which provides necessary support and intervention to English Learner (EL) students who reclassify and to students reading between the 4th and 6th IRL according to STAR Renaissance assessment.</p> <ul style="list-style-type: none"> • Test grade 9 students in English and math. • Test twice annually, once at the beginning of year and once at the end of the year. <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's projected total enrollment and proportionately to its LCFF unduplicated pupil count.</p>

1 section each: Centennial, Frontier, Highland, Independence, Kern Valley, Liberty, Stockdale

1 section each: Kern Valley

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$1,036,910 (b) \$468,090 Total- \$1,505,000	(a) \$1,109,640 (b) \$500,360 Total- \$1,610,000	(a) \$1,141,630 (b) \$538,370 Total- \$1,680,000
Source	(a) Sub/Con (b) Sub/Con	(a) Sub/Con (b) Sub/Con	(a) Sub/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 1.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

KHSD unduplicated students enter the KHSD on average below grade level in reading and math. In order to improve the reading and math levels of unduplicated students, KHSD will:

- 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.

The STAR Renaissance screening and progress monitoring will better inform intervention and instruction to increase unduplicated students' reading and math levels.

2019-20 Actions/Services

KHSD unduplicated students enter the KHSD on average below grade level in reading and math. In order to improve the reading and math levels of unduplicated students, KHSD will:

- 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.

The STAR Renaissance screening and progress monitoring will better inform intervention and instruction to increase unduplicated students' reading and math levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$270,000	(a) \$315,112	(a) \$346,623
Source	(a) Sup/Con	(a) Sup/Con	(a) Sup/Con
Budget Reference	(a) Services and Operating Expenditures	(a) Services and Operating Expenditures	(a) Services and Operating Expenditures

Action 1.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Renew Edmentum contract, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects.

2018-19 Actions/Services

Unduplicated Students perform below all students on the Grade 11 Math state assessment. In order to improve math student outcomes, the KHSD will provide:

- Edmentum, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects.

Edmentum will specifically be used in math courses to fill in gaps in students' math

2019-20 Actions/Services

Unduplicated Students perform below all students on the Grade 11 Math state assessment. In order to improve math student outcomes, the KHSD will provide:

- Edmentum, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects.

Edmentum will specifically be used in math courses to fill in gaps in students' math

	knowledge so they will be successful in meeting the California math standards. The implementation of Edmentum will increase unduplicated students' math performance.	knowledge so they will be successful in meeting the California math standards. The implementation of Edmentum will increase unduplicated students' math performance.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$215,000	(a) \$143,892	(a) \$143,892
Source	(a) Sup/Con	(a) Sup/Con	(a) Sup/Con
Budget Reference	(a) Services and Operating Expenditures	(a) Services and Operating Expenditures	(a) Services and Operating Expenditures

Action 1.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.

2018-19 Actions/Services

Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.

2019-20 Actions/Services

Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	(a) \$70,586 (b) \$14,414 Total- \$85,000	(a) \$69,505 (b) \$15,495 Total- \$85,000	(a) \$68,485 (b) \$16,515 Total- \$85,000
SOURCE	(a) Sup/Con (b) Sup/Con	(a) Sup/con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
BUDGET REFERENCE	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 1.09

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

Schoolwide

Location(s):

Comprehensive School Sites

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

Continue to reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science. Ensure appropriate intervention in science so that access to all

2018-19 Actions/Services

Continue to reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science. Ensure appropriate intervention in science so that access to all

2019-20 Actions/Services

Continue to reduce class size in science classes by allocating 55 additional sections for the comprehensive school sites. Promote interest and success in science to further STEM (Science, Technology, Engineering, and Math) participation and encourage students, especially females, minorities, and underserved and at-risk youth, to complete a 4th year of science. Ensure appropriate intervention in science so that access to all

science courses is secured for all students, especially underrepresented and disadvantaged youth.

LCFF Sections allocated

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

science courses is secured for all students, especially underrepresented and disadvantaged youth.

LCFF Sections

4 sections each: Arvin, Bakersfield, Golden Valley and Ridgeview
 3 sections each: Centennial, East, Foothill, Frontier, Highland, Independence, Liberty, North, Mira Monte, South, Stockdale and West
 2 sections: Shafter
 1 sections: Kern Valley

science courses is secured for all students, especially underrepresented and disadvantaged youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$814,715 (b) \$367,785 Total- \$1,182,500	(a) \$871,860 (b) \$393,140 Total- \$1,265,000	(a) \$896,995 (b) \$423,005 Total- \$1,320,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 1.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Modified

2017-18 Actions/Services

Provide funding to purchase science supplies to conduct (wet) lab experiments. Funding for labs has continually decreased since 2007, resulting in significantly reduced labs per lab science class. The funding may also include professional development in conducting effective and engaging lab experiments. The funding will be principally directed to unduplicated pupils to increase their success in science.

2018-19 Actions/Services

The National Clearinghouse reports that low income students are entering STEM programs at a much lower rate than their high income counterparts. In order to better prepare low income students to enter and succeed at STEM in post-secondary schools, KHSD will:

- Provide funding to purchase science supplies to conduct hands-on lab experiments. The funding may also include professional development in conducting effective and engaging lab experiments.

2019-20 Actions/Services

The National Clearinghouse reports that low income students are entering STEM programs at a much lower rate than their high income counterparts. In order to better prepare low income students to enter and succeed at STEM in post-secondary schools, KHSD will:

- Provide funding to purchase science supplies to conduct hands-on lab experiments. The funding may also include professional development in conducting effective and engaging lab experiments.

The funding is principally directed to low income students to increase their success in science.

The funding is principally directed to low income students to increase their success in science.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$200,000	(a) \$400,000	(a) \$200,000
Source	(a) Sup/Con	(a) Sup/Con	(a) Sup/Con
Budget Reference	(a) Books and Supplies	(a) Books and Supplies	(a) Books and Supplies

Action 1.11/1.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Modified

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Retain district Resource Teachers in English, EL, Math, Science and AVID. An additional Resource Teacher will be hired for Literacy.

- Provide professional development for teachers, focusing on intervention strategies for unduplicated pupils.
- Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Continue development of Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.

2018-19 Actions/Services

Retain district Teachers on Special Assignment (TOSAs) in English, Math, Science, Literacy and AVID. An additional TOSA will be hired for Social Studies.

- Provide professional development for certificated and classified, focusing on intervention strategies for unduplicated pupils.
- Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Continue to refine Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.

2019-20 Actions/Services

Retain district Teachers on Special Assignment (TOSAs) in English, Math, Science, Social Studies, Literacy and AVID.

- Provide professional development for certificated and classified, focusing on intervention strategies for unduplicated pupils.
- Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Continue to refine Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$509,296 (b) \$206,536 (c) \$164,008 (d) \$33,492 (e) \$52,500 Total- \$965,832	(a) \$984,714 (b) \$346,039 Total- \$1,330,753	(a) \$1,003,884 (b) \$354,848 Total- \$1,358,732
Source	(a) Sup/Con (b) Sup/Con (c) Base (d) Base (e) Base	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Certificated Salaries (d) Benefits (e) Books and Supplies	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 1.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2017-18 Actions/Services

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

2018-19

Unchanged

2018-19 Actions/Services

Continue to fund the Kern High School Induction Program (KHIP) for new teachers to obtain their clear credentials and Cross Cultural Language Academic Development (CLAD) credential through KHIP to effectively teach the diverse student populations at the KHSD high schools, including differentiating instruction. The induction program will ensure that low income students have access to high quality instruction. All eligible first and second year teachers must be enrolled in KHIP to complete a

2019-20

Unchanged

2019-20 Actions/Services

Continue to fund the Kern High School Induction Program (KHIP) for new teachers to obtain their clear credentials and Cross Cultural Language Academic Development (CLAD) credential through KHIP to effectively teach the diverse student populations at the KHSD high schools, including differentiating instruction. The induction program will ensure that low income students have access to high quality instruction.

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

Projected for the 2017-18 School Year
Numbers of KHSD Teachers
In Kern High School Induction Program

	<u>2016-17</u>	<u>2017-18</u>
KHIP- General Ed Teachers	113	120
KHIP- Special Ed Teachers	12	13
Intern General Education Teacher	13	16
Intern Special Education Teacher	10	12
Career Technical Education Teachers	32	30
PIP/STSP Teachers	16 (PIP) 5 (STSP)	20 (PIP) 8 (STSP)

clear California credential. Each new teacher is assigned a mentor who provides coaching, mentoring, modeling, and other professional support needed for the new teacher to move towards teaching expertise.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$417,969 (b) \$121,972 Total- \$539,941	(a) \$698,442 (b) \$191,558 (c) \$30,000	(a) \$690,121 (b) \$199,879 (c) \$30,000

		(d) \$30,000 Total- \$950,000	(d) \$30,000 Total- \$950,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures

Action 1.14/1.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

2017-18

Unchanged

2017-18 Actions/Services

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

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

Provide hours for the Recruitment Administrator to coordinate recruitment efforts.

2018-19

Modified

2018-19 Actions/Services

Minority students, particularly in high-poverty environments, benefit from a more diverse teaching workforce (Center for Education Data & Research, 2015). The Kern High School District continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.

- Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.
- Increase recruitment in California.
- Provide hours for the Recruitment Administrator to coordinate recruitment efforts.
- Educators Rising, a student club, will be piloted at several school sites.
- KHSD Teacher Residency Program with California State University, Bakersfield.
- Education Pathway – At three comprehensive high schools.

2019-20

Unchanged

2019-20 Actions/Services

Minority students, particularly in high-poverty environments, benefit from a more diverse teaching workforce (Center for Education Data & Research, 2015). The Kern High School District continues efforts to recruit, hire, develop, and retain a fully credentialed, appropriately assigned and effective teaching staff, demographically reflective of the diverse student body of KHSD.

- Target recruitment in areas of US that offer candidates of ethnically diverse backgrounds.
- Increase recruitment in California.
- Provide hours for the Recruitment Administrator to coordinate recruitment efforts.
- Educators Rising, a student club, will be piloted at several school sites.
- KHSD Teacher Residency Program with Cal State University Bakersfield.
- Education Pathway – 6 sections.

These efforts will increase the diversity of the teaching staff, resulting in improved student outcomes.

These efforts will increase the diversity of the teaching staff, resulting in improved student outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$65,000 (b) \$35,000 Total- \$100,000	(a) \$561,232 (b) \$146,804 (c) \$6,000 (d) \$269,000 Total- \$983,036	(a) \$563,554 (b) \$158,445 (c) \$6,000 (d) \$209,000 Total- \$936,999
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures

Action 1.16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year 2017-18

Amount N/A

2018-19

N/A

2019-20

N/A

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	N/A	N/A	N/A

Action 1.17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

2017-18	2018-19	2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	Base	Base	Base
Budget Reference	N/A	N/A	N/A

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

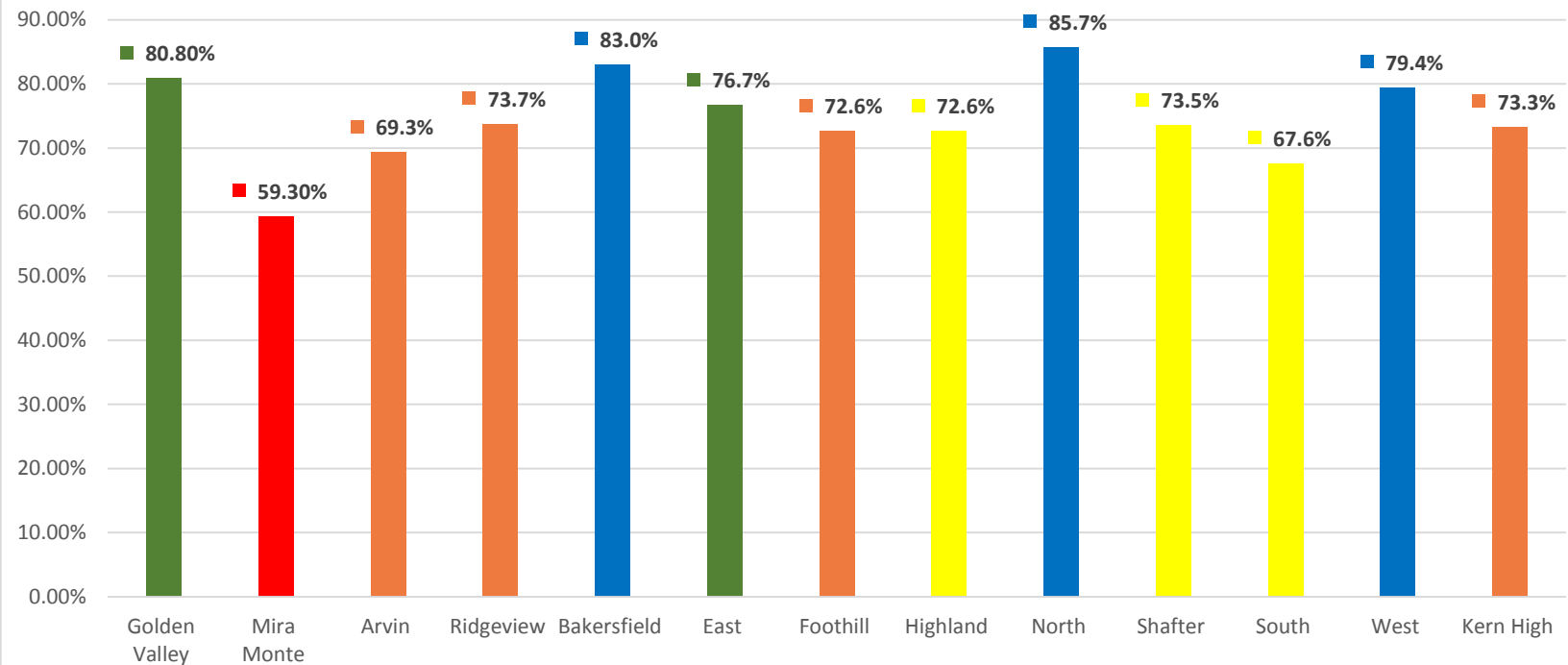
State Priorities: 4, 5, 8

Local Priorities: 2a, 2b

Identified Need:

58.4% of the district's English Learners (EL) were Long-Term English Learners (LTELS) in 2016-17 per CDE Data Quest. Though extra support and resources have been provided to reduce the LTELS, additional interventions must be provided to accomplish the following: increase the reclassification rate of LTELS in order for all students to have full access to the core curriculum; increase the achievement level of EL students in core classes; and increase enrollment in Gifted and Talented Education (GATE), Honors (HP), and Advanced Placement (AP) of under-represented student groups to close the achievement gaps.

Kern High School District English Learners Progress Indicators Fall 2017

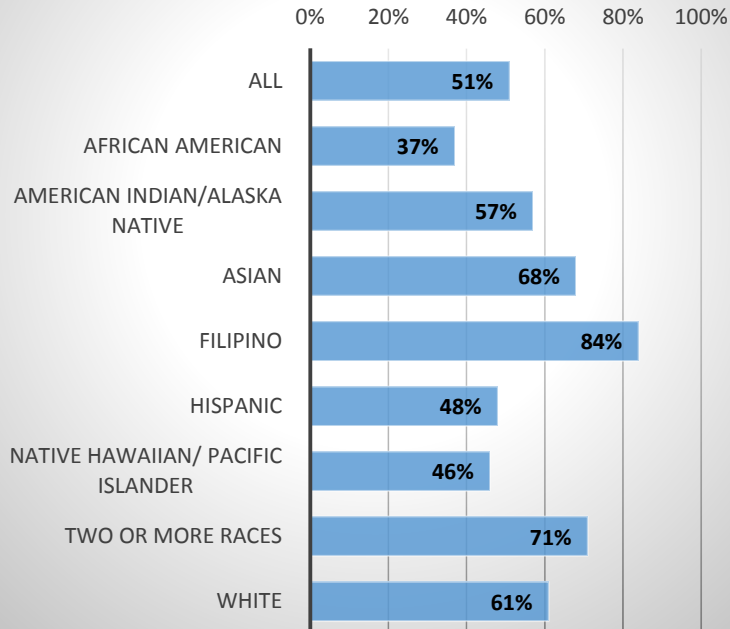


California School Dashboard Performance Levels:
Red (Lowest Performance), Orange, Yellow, Green and Blue (Highest Performance)

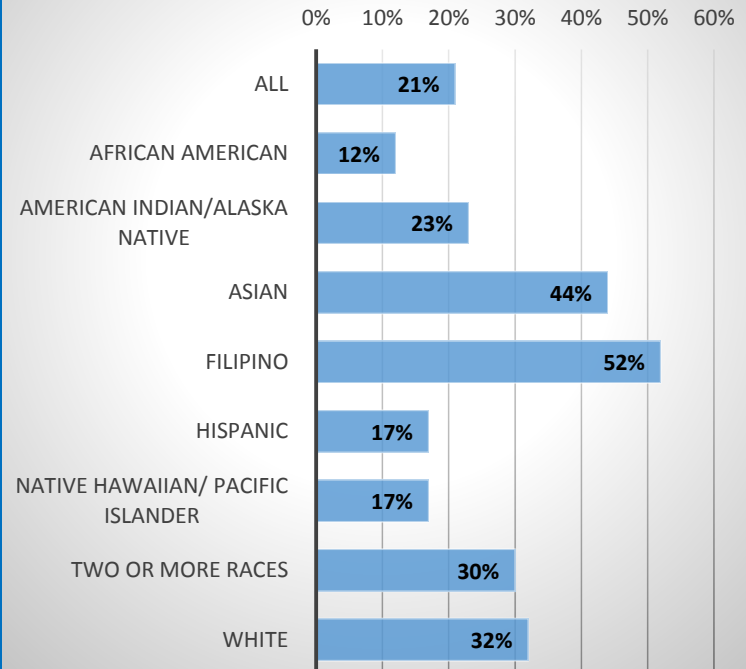
Kern High School District's (KHSD) California Assessment of Student Performance and Progress (CAASPP) English Language Arts and Mathematics by Ethnicity and Student Groups

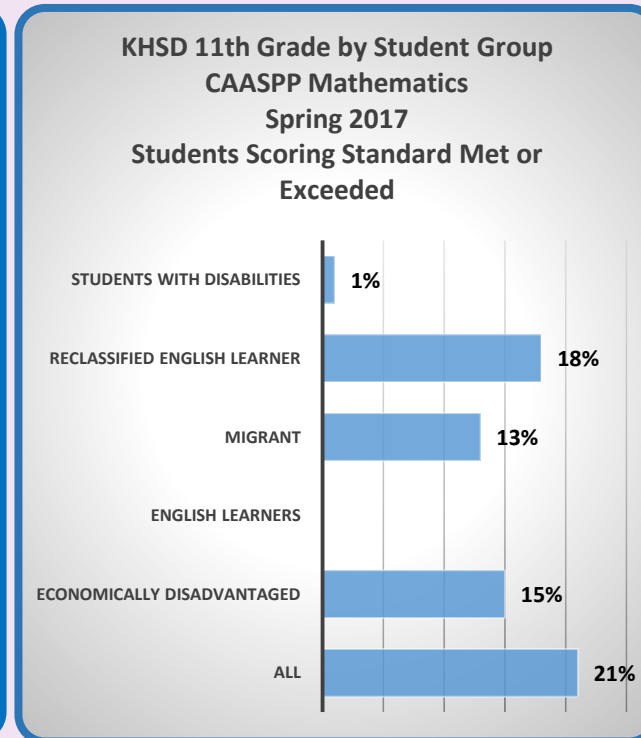
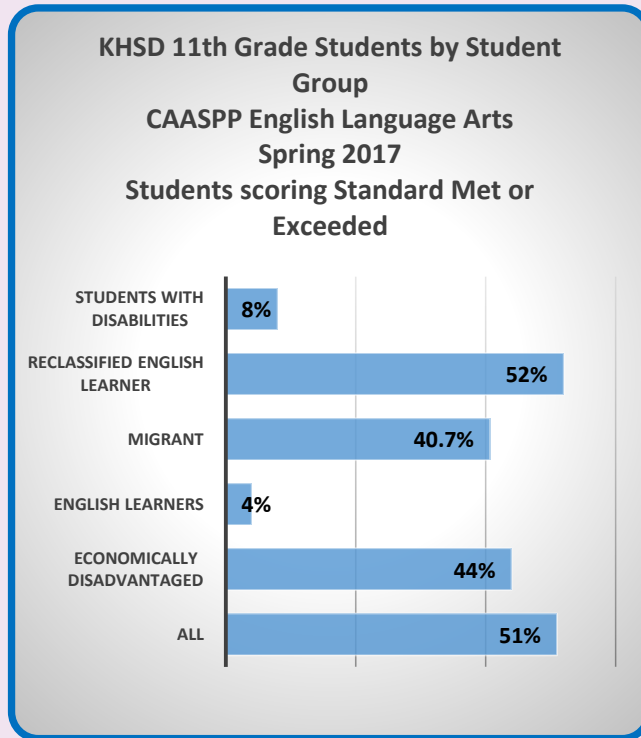
**Kern High 11th Grade Students
CAASPP English Language Arts
Spring 2017**

Students scoring Standard Met or Exceeded



**Kern High 11th Grade Students
CAASPP Mathematics
Spring 2017
Students scoring Standard Met or Exceeded**





Gifted and Talented Education (GATE), Honors and Advanced Placement (AP); Fall 2017; 929 course sections were offered.

Kern High School District
AP Exams

Years	Number of Exam Takers Tested	Scores a 3 or Better
2013-14	3,185	2,825
2014-15	3,407	2,911

Kern High School District
A-G Completion Rates

Years	2014-15	2015-16	2016-17
African American	25.3%	27.9%	31.0%
Hispanic	28.5%	30.0%	32.9%
White	37.5%	41.7%	41.3%
District	32.2%	34.6%	36.7%
County	30.7%	33.0%	35.0%
State	43.4%	45.4%	46.8%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 4d) English Language Proficiency Assessment of California (ELPAC.)	Baseline: Will be established in 2017-18	TARGET: 2017-18 Administration of ELPAC was in the spring 2018. Baseline will be established in Fall 2018.	Goal will be determined once baseline is established.	Goal will be determined once baseline is established.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 4e) Increase the reclassification rate of EL students by 0.5% each year, based on previous year's reclassification rate.	Baseline: 2015-16 2.3%	TARGET: 2016--17 2.8% ACTUAL: 40.4%	TARGET: 3.3%	TARGET: 3.8%
(Priority 4g) EAP percentages of "ready" and "conditionally ready", as measured by the previous year's scores will increase by 1%.	Baseline: Spring 2016 <u>ELA</u> Ready-19% Conditionally Ready-33% <u>Mathematics</u> Ready-7% Conditionally Ready-16%	TARGET: Spring 2017 Ready-20% Conditionally Ready-34% <u>Mathematics</u> Ready-8% Conditionally Ready-17% ACTUAL: <u>ELA</u> Ready-19% Conditionally Ready-32% <u>Mathematics</u> Ready-6% Conditional Ready-15%	TARGET: <u>ELA</u> Ready-21% Conditionally Ready-35% <u>Mathematics</u> Ready-9% Conditionally Ready 18%	TARGET: <u>ELA</u> Ready-22% Conditionally Ready-36% <u>Mathematics</u> Ready-10% Conditionally Ready 19%
(Priority 5e) Increase graduation rate by 1%, districtwide and for all significant student groups, as measured by previous year's graduation rate. (DataQuest)	Baseline: 2014-15 All - 86.9% African American - 86.1% Hispanic – 85.7%	TARGET: 2016-17 All - 87.9% African American - 87.1% Hispanics – 86.7% ACTUAL: All - 87.3% African American - 84.9% Hispanic – 86.9%	TARGET: All - 88.9% African American - 88.1% Hispanic – 87.7%	TARGET: All - 89.9% African American – 89.1% Hispanic– 88.7%
(Local Priority 2a) 100% of English Learners will be enrolled in appropriate level of designated ELD classes or classes designated per their Individual Learning	Baseline: 2016-17 100%	TARGET: 2017-18 100% ACTUAL: 99%	TARGET: Maintain	TARGET: Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Plan (IEP). EL students in core classes will be taught by teachers with EL certification.				
(Local Priority 2b) 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).	Baseline: 2016-17 100%	TARGET: 2017-18 Maintain ACTUAL: Maintained - Verified by Master Schedule	TARGET: Maintain	TARGET: Maintain

Planned Actions / Services

Action **2.01**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

N/A

Location(s):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

All School sites

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

Provide EL intervention classes during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for EL intervention classes.

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

The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first.

2018-19 Actions/Services

Provide EL intervention classes during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for EL intervention classes.

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

The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first. They will be distributed proportionately per the sites’

2019-20 Actions/Services

Provide EL intervention classes during Summer School to maximize reclassification rate for LTELS. The schools with the highest unduplicated pupil count will be allocated sections for EL intervention classes.

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

The sections are to be distributed equitably (not necessarily equally) in order to serve the neediest and most “at risk” students first.

They will be distributed proportionately per the sites' unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.

- Credit recovery
- Literacy, math, and STEM intervention and support (especially in light of the new math placement protocol)
- Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders
- A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in junorder to close the existing achievement gaps
- Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses.

unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.

- Credit recovery
- Literacy, math, and STEM intervention and support
- Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders
- A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps
- Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses.

They will be distributed proportionately per the sites' unduplicated count. The following priority needs will determine where additional sections may be allocated. Priority registration will be given to the unduplicated pupils.

- Credit recovery
- Literacy, math, and STEM intervention and support
- Academic “bridge” courses that acclimate and orient incoming, “at risk” 9th graders
- A-G completion and promotion (supporting “C” and “at risk” students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps
- Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$572,160 (b) \$116,840 Total- \$689,000	(a) \$563,396 (b) \$125,604 Total- \$689,000	(a) \$555,135 (b) \$133,865 Total- \$689,000

Year	2017-18	2018-19	2019-20
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 2.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

Schoolwide

Location(s):

Arvin, Bakersfield, East, Mira Monte, Ridgeview, South and Shafter

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Modified

2017-18 Actions/Services

Provide Apex (42 sections for credit recovery) a-g completion, and/or academic advancement. The purchase of Apex licenses, resources and professional development are also included in this action. The funding will be principally directed to unduplicated pupils to increase their success. Regulations required for S/C grant expenditures will be followed at individual school sites.

2018-19 Actions/Services

Provide Apex (42 sections for credit recovery) a-g completion, and/or academic advancement. The purchase of Apex licenses, resources and professional development are also included in this action. Cyber High (a one year pilot program) is an online program that provides credit recovery and remediation, acceleration, targeted intervention classes that will be available to English Learners and Migrant students. The funding will be principally directed to unduplicated pupils to increase their success. Regulations required for S/C grant expenditures will be followed at individual school sites.

2019-20 Actions/Services

The Apex (42 sections) will no longer be allocated to school sites via LCAP funding. LCAP will continue to allocate funding for APEX software.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$630,451 (b) \$282,549 (c) \$250,000 Total- \$1,163,000	(a) \$665,784 (b) \$300,216 (c) \$344,250 Total- \$1,310,250	(a) \$250,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures	(a) Services and Operating Expenditures

Action 2.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

Schoolwide

Location(s):

Comprehensive School Sites

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

Provide 79 intervention classes for students who need additional support in English and math – e.g. Foundations in Math, literacy classes, and Academic Performance classes that support “at risk” grade 9-12 students.

2018-19 Actions/Services

Provide 79 intervention classes for students who need additional support in English and math – e.g. Foundations in Math, literacy classes, and Academic Performance classes that support “at risk” grade 9-12 students.

2019-20 Actions/Services

Provide 79 intervention classes for students who need additional support in English and math – e.g. Foundations in Math, literacy classes, and Academic Performance classes that support “at risk” grade 9-12 students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$1,170,227 (b) \$528,273 Total- \$1,698,500	(a) \$1,252,308 (b) \$564,692 Total- \$1,817,000	(a) \$1,288,411 (b) \$607,589 Total- \$1,896,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.04/2.05/2.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners

Scope of Services:

Limited to Unduplicated Student Group(s)

Location(s):

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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 EL1 and EL 2 students first.
(2.05) Retain the EL Coordinators to oversee EL instruction at the school sites, coordinate EL services, monitor the academic progress

2018-19 Actions/Services

(2.04) Provide Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites, based on the number of EL students, to provide primary language support to the EL student, serving the EL1 and EL 2s students first.
(2.05) Provide EL Coordinators to oversee EL instruction at the school sites, coordinate EL

2019-20 Actions/Services

(2.04) Provide Bilingual Instructional Aides (BIA) and Instructional Aides (IA) at comprehensive and continuation sites to provide primary language support to the EL student, serving the EL1 and EL 2 students first.
(2.05) Retain the EL Coordinators to oversee EL instruction at the school sites, coordinate

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

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

Total Number of English Learners = 2,847 (6%) of total student enrollment
Continue to provide professional development for BIAs, IAs, and BTs to improve instructional support practices in the classroom and improve coordination of EL services, including parent support services. IAs, BIAs and BTs are assigned to school sites based on the number of EL students.

- Projected # of IA, BIA periods (68 IA periods and 254 BIA periods)
- Projected # of BT periods = (124 periods)
- Projected # EL Coordinator periods = (20 periods)

services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation. Strengthen EL Coordinator professional learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support, and improve coordination of services to enhance quality of EL services to students and their parents. Hire administrator to oversee the EL program and focus on improving student outcomes.

(2.06) Retain Bilingual Technicians (BT). District BT may also assist in completing state and local reports and monitoring progress data.
Continuation of the EL Task Force will continue in 2018-19 school year.

EL services, monitor the academic progress of EL students, and determine appropriate interventions for students performing below expectation. Strengthen EL Coordinator professional learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support, and improve coordination of services to enhance quality of EL services to students and their parents. Hire administrator to oversee the EL program and focus on improving student outcomes.

(2.06) Retain Bilingual Technicians (BT). District BT may also assist in completing state and local reports and monitoring progress data.
Continuation of the EL Task Force will continue in 2019-20 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$1,801,471 (b) \$1,317,776 (c) \$352,672 Total- \$3,471,919	(a) \$1,892,674 (b) \$1,372,015 (c) \$450,306 Total- \$3,714,995	(a) \$1,976,141 (b) \$1,467,760 (c) \$467,868 Total- \$3,911,769
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Classified Salaries (b) Benefits (c) Certificated Salaries	(a) Classified Salaries (b) Benefits (c) Certificated Salaries	(a) Classified Salaries (b) Benefits (c) Certificated Salaries

Action 2.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

N/A

Location(s):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Comprehensive School Sites

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Unduplicated students, on average, enter the KHSD reading below grade level. Students from lower-income homes have limited access to books (Berk, 2009). As part of a multifaceted approach to increase student achievement and reading levels, KHSD will provide Teacher-Librarians at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.

2019-20 Actions/Services

Unduplicated students, on average, enter the KHSD reading below grade level. Students from lower-income homes have limited access to books (Berk, 2009). As part of a multifaceted approach to increase student achievement and reading levels, KHSD will provide Teacher-Librarians at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$1,584,828 (b) \$653,205 Total- \$2,238,033	(a) \$1,571,150 (b) \$671,963 Total- \$2,243,113	(a) \$1,555,849 (b) \$694,699 Total- \$2,250,548
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Classified Salaries (b) Benefits	(a) Classified Salaries (b) Benefits	(a) Classified Salaries (b) Benefits

Action 2.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

Schoolwide

Location(s):

Comprehensive School Sites

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

Continue to provide funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites.

South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter (\$14,000 per site = \$112,000)

North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence = (\$10,000 per site = \$60,000)

Stockdale, Centennial, Frontier and Liberty (\$7,000 per site = \$28,000)

Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may be open late in the evenings and on Saturdays) to fulfill the primary expectation of serving the students of the "unduplicated count." The funding may also include bilingual literacy support for EL students.

2018-19 Actions/Services

Additional hours of high-quality learning experiences are positively related to student achievement (Hanover Research, 2013). Stakeholders report that unduplicated students benefit from the expanded library hours at school sites. The KHSD will continue to support expanded learning opportunities by providing funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites.

South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter (\$14,000 per site = \$112,000)

North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence = (\$10,000 per site = \$60,000)

Stockdale, Centennial, Frontier and Liberty (\$7,000 per site = \$28,000)

Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may

2019-20 Actions/Services

Additional hours of high-quality learning experiences are positively related to student achievement (Hanover Research, 2013). Stakeholders report that unduplicated students benefit from the expanded library hours at school sites. The KHSD will continue to support expanded learning opportunities by providing funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and, in particular, for those students who may not have Internet access at home. Funding allocation will be based on the number of unduplicated students at the school sites.

South, Mira Monte, Arvin, Foothill, West, East, Golden Valley and Shafter (\$14,000 per site = \$112,000)

North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence = (\$10,000 per site = \$60,000)

Stockdale, Centennial, Frontier and Liberty (\$7,000 per site = \$28,000)

Sites may use the funding as deemed appropriate (which may include using it for operational costs, such as purchasing supplies, and/or providing additional staff to secure student safety, since the library may be open late in the evenings and on

be open late in the evenings and on Saturdays) to fulfill the primary expectation of serving the unduplicated students. The funding may also include bilingual literacy support for EL students.

Saturdays) to fulfill the primary expectation of serving the unduplicated students. The funding may also include bilingual literacy support for EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$166,084 (b) \$33,916 Total- \$200,000	(a) 163,540 (b) \$36,460 Total- \$200,000	(a) \$161,142 (b) \$38,858 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 2.09

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses. Access is the redesigned literacy course. Access was developed and implemented in the 2015-16 school year. Pre-Access and Access 2 were developed in the 2016-17 school year.

2018-19 Actions/Services

Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses. Access is the redesigned literacy course. Access was developed and implemented in 2015-16 the school year. Pre-Access and Access 2 were developed in the 2016-17 school year.

2019-20 Actions/Services

Continue to purchase materials and resources as needed for Access, including Pre-Access and Access 2 courses. Access is the redesigned literacy course. Access was developed and implemented in 2015-16 the school year. Pre-Access and Access 2 were developed in the 2016-17 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$60,000	(a) \$60,000	(a) \$60,000
Source	(a) Sup/Con	(a) Sup/Con	(a) Sup/Con
Budget Reference	(a) Books and Supplies	(a) Books and Supplies	(a) Books and Supplies

Action 2.10/2.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

N/A

Location(s):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All School Sites

Actions/Services

2017-18	2018-19	2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>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>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>Technology integration in a classroom moves through different levels. The higher the level of an activity the greater the educational benefit (Dr. Ruben R. Puentedura, Ph.D.) In order for the increased technology to improve the student outcomes of low income students, teachers will receive professional development to reach these higher level of learning.</p> <p>KHSD will support teachers in the utilization of site level technology, student devices, and software programs to enhance student engagement and learning. Teacher leaders will also support professional development activities related to technology at their sites. Continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.</p>	<p>Technology integration in a classroom moves through different levels. The higher the level of an activity the greater the educational benefit (Dr. Ruben R. Puentedura, Ph.D.) In order for the increased technology to improve the student outcomes of low income students, teachers will receive professional development to reach these higher level of learning.</p> <p>KHSD will support teachers in the utilization of site level technology, student devices, and software programs to enhance student engagement and learning. Teacher leaders will also support professional development activities related to technology at their sites. Continue to fund an operational budget for Software Coordinator to provide district wide professional development and specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$132,867 (b) \$27,133 Total- \$160,000	(a) \$130,832 (b) \$29,168 Total- \$160,000	(a) \$128,906 (b) \$31,094 Total- \$160,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 2.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2017-18 Actions/Services

Continue to build and strengthen technology infrastructure to support and enhance learning in the classroom. Focus of support is on the District infrastructure, such as providing upgrades to servers, switches, and hardware. Currently KHSD has over 11,048 computers, and as many as 20% need to be replaced each year.

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

This action may include the following sub actions:

- Replacing server equipment, switches and other hardware
- Increasing computer access
- Supporting Science, Technology, Engineering, and Math (STEM) classes
- Expanding labs
- Increasing the use of portable devices in the classroom (Chromebooks)
- Supporting the use of instructional technologies
- Expanding bandwidth to support a robust network

2018-19

Modified

2018-19 Actions/Services

Low income students and students of color are less likely to own computers and use the internet than their peers. Technology can produce significant gains in student achievement (Stanford Center for Opportunity in Education, 2014). Kern High will continue to strengthen the technology infrastructure and provide student devices to support and enhance learning in the classroom through high speed internet connections, devices, and programs that promote student engagement.

This action may include the following sub actions:

- Replacing server equipment, switches and other hardware
- Increasing computer access
- Supporting Science, Technology, Engineering, and Math (STEM) classes
- Expanding labs
- Increasing the use of portable devices in the classroom (Chromebooks)
- Supporting the use of instructional technologies
- Expanding bandwidth to support a robust network

2019-20

Unchanged

2019-20 Actions/Services

Low income students and students of color are less likely to own computers and use the internet than their peers. Technology can produce significant gains in student achievement (Stanford Center for Opportunity in Education, 2014). Kern High will continue to strengthen the technology infrastructure and provide student devices to support and enhance learning in the classroom through high speed internet connections, devices, and programs that promote student engagement.

This action may include the following sub actions:

- Replacing server equipment, switches and other hardware
- Increasing computer access
- Supporting Science, Technology, Engineering, and Math (STEM) classes
- Expanding labs
- Increasing the use of portable devices in the classroom (Chromebooks)
- Supporting the use of instructional technologies
- Expanding bandwidth to support a robust network

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$1,984,567 (b) \$515,433 Total- \$2,500,000	(a) \$3,275,940 (b) \$28,040 (c) \$1,073,664 Total- \$4,377,644	(a) \$1,124,208 (b) \$29,360 (c) \$1,346,432 Total- \$2,500,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Books and Supplies (b) Capital Outlay	(a) Books and Supplies (b) Services and Operating Expenditures (c) Capital Outlay	(a) Books and Supplies (b) Services and Operating Expenditures (c) Capital Outlay

Action 2.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Continue to build technology-based common core assessments so that all technology-based lessons have a corresponding assessment and are ensuring that the needs of the below-grade level-learner are being met.

2018-19 Actions/Services

Action 2.12 is longer funded out of the LCAP.

2019-20 Actions/Services

Action 2.12 is longer funded out of the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$5,200	N/A	N/A
Source	(a) Sup/Con	N/A	N/A
Budget Reference	(a) Services and Operating Expenditures	N/A	N/A

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

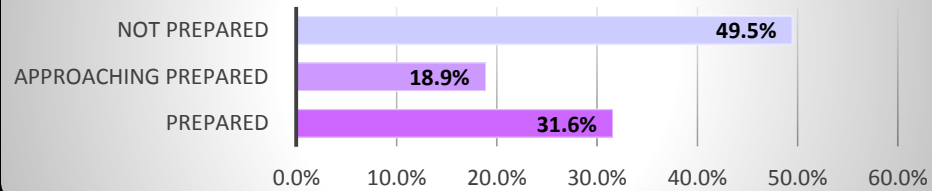
State Priorities: 4, 7, 8

Local Priorities: 3a, 3b

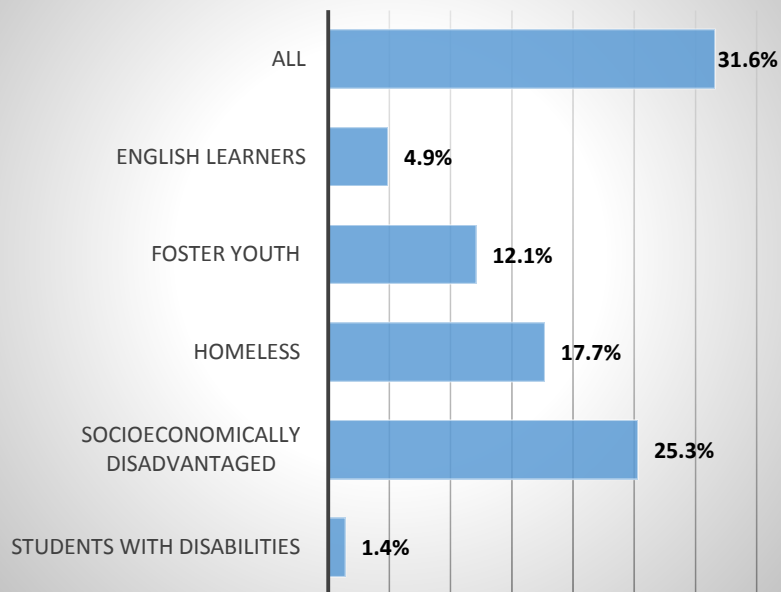
Identified Need:

- ✓ Provide access to the core curriculum through high quality instruction to all students with emphasis on closing the achievement gap.
- ✓ Encourage students to take the most challenging courses, and encourage all students to achieve their highest potential.
- ✓ Grade distribution for all students for Semester 1, 2016-17 (Please refer to Goal 1)
- ✓ Increase Project BEST college-going rate
- ✓ CAASPP scores (Please refer to Goal 2)
- ✓ Broaden CTE course offerings, career exploration classes, and career experiences to develop both college and career readiness
- ✓ Increase KHSD and Bakersfield College, Cerro Coso and California State University, Bakersfield dual enrollment courses which commenced in the fall of 2015-16 school year, with 25 course sections
- ✓ College/Career rates for student groups per the California School Dashboard.

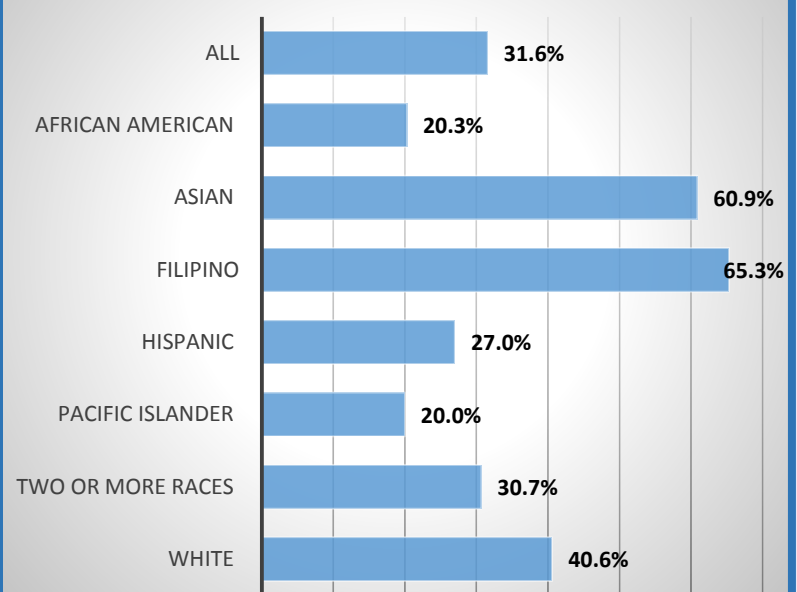
KHSD College/Career Indicator

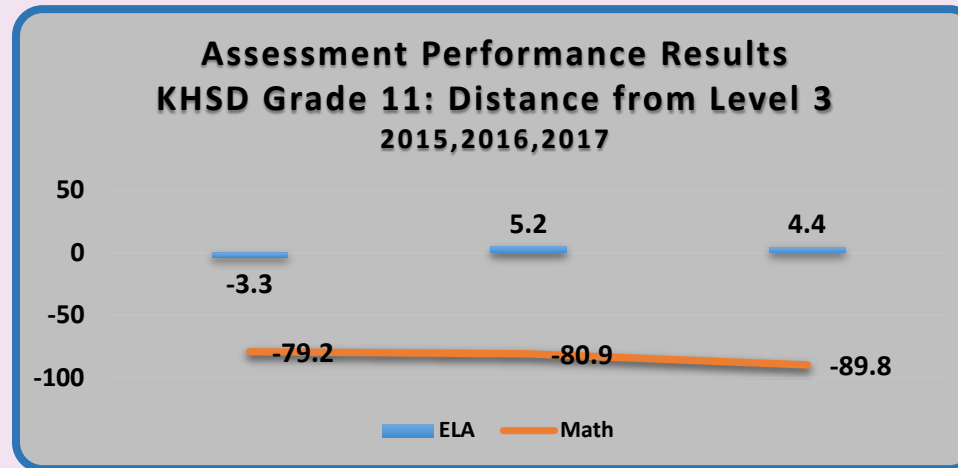


KHSD College/Career Indicator by Student Group California School Dashboard Fall 2017



KHSD College/Career Indicator by Ethnicity California School Dashboard Fall 2017





For the 2016-17 school year the State of California Distance (All Students) from Level 3 average was 31.5 for English Language Arts and -48.3% for Mathematics.

"Distance from Level 3 (DF3)" methodology which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. Each student's score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score meets or exceeds Level 3.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 4a) Increase California Assessment of Student Performance and Progress (CAASPP) scores by 1%, as measured by previous year's scores rate.	Baseline: Spring 2016 All – ELA Standards Met and Exceeded (52%) All – Math Standards Met and Exceeded (23%)	TARGET: Spring 2017 All – ELA Standards Met and Exceeded (53%) All – Math Standards Met and Exceeded (24%) ACTUAL: All – ELA Standards Met and	TARGET: All – ELA Standards Met and Exceeded (54%) All – Math Standards Met and Exceeded (25%)	TARGET: All – ELA Standards Met and Exceeded (55%) All – Math Standards Met and Exceeded (26%)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Exceeded (51%) All – Math Standards Met and Exceeded (21%)		
(Priority 4b) Academic Performance Index (API) - N/A	Baseline: N/A	TARGET: N/A	TARGET: N/A	TARGET: N/A
(Priority 4c) Career and Technical Education (CTE) Concentrators will increase by 1%.	Baseline: 2015-16 Cornerstone 19,115 Concentrator 7,472 Baseline was changed due to change in reporting to CALPADS.	Baseline: 2016-17 Concentrator 5,277 Students - (7.1%)	TARGET: Concentrator 8.1%	TARGET: Concentrator 9.1%
(Priority 4c) Increase CTE completion rate by 1% for all levels and all categories, as measured by previous year's participation rate.	Baseline: 2015-16 50% 19,115 Baseline was changed due to change in reporting to CALPADS.	Baseline: 2016-17 Completers 1,677 Students - (.5%)	TARGET: Completers 1.5%	TARGET: Completers 2.5%
(Priority 4f) AP scores 3 or better will increase by 1%.	Baseline: 2014-15 49%	TARGET: 2015-16 50% ACTUAL: 49%	TARGET: 51%	TARGET: 52%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 7a) All students will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).	Baseline will be established in 2017-18.	Baseline: 2017-18 100%	TARGET: Maintain	TARGET: Maintain
(Priority 7b) All unduplicated students will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).	Baseline will be established in 2017-18.	Baseline: 2017-18 100%	TARGET: Maintain	TARGET: Maintain
(Priority 7c) All students with exceptional needs will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).	Baseline will be established in 2017-18.	Baseline: 2017-18 100%	TARGET: Maintain	TARGET: Maintain
(Priority 8) Decrease Ds and Fs, overall, by 0.5% to reduce need for remediation, increase course completion rates, and increase a-g rates.	Baseline: Fall 2016 D's / F's = 18.8%	TARGET: Fall 2017 D's / F's = 18.3% ACTUAL: Fall 2017 D's / F's = 18.9%	TARGET: Fall 2018 D's / F's = 17.8%	TARGET: Fall 2019 D's / F's = 17.3%
(Priority 8) a-g completion rates	Baseline: 2014-15 All - 32.2%	TARGET: 2015-16 All - 33.2%	TARGET: All - 34.2%	TARGET: All - 35.2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
will increase by 1% and African American and Hispanic student group completion rates and will increase by 2%.	African American - 25.3% Hispanic - 28.5%	African American - 27.3% Hispanic - 30.5% ACTUAL: All – 36.7% African American – 31.1% Hispanic – 32.9%	African American - 29.3% Hispanic - 32.5%	African American - 31.3% Hispanic - 34.5%
(Local Priority 3a) Increase in CTE survey responses of agree or strongly agree by 1% as compared to last year's responses. "My Student's school is preparing my student for a future career path."	Baseline: 2016-17 79%	2017-18 New baseline was established. Survey question was delineated by college and career. Baseline: College: 85% Career: 77%	TARGET: College: 86% Career: 78%	TARGET: College: 87% Career: 79%
(Local Priority 3b) Increase Project BEST graduation rate and participation by 2%, as measured by previous year's rates.	Baseline: 2015-16 Graduates - 87.5% Participation - 661	TARGET: 2016-17 Graduates – 89.5% Participation - 674 ACTUAL: Graduates – 92.0% Participation - 540	TARGET: Graduates - 91.5% Participation - 688	TARGET: Graduates - 93.5% Participation - 701

Planned Actions / Services

Action **3.01**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

N/A

Location(s):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

KHSD's low income students have lower graduation rates than all students. In addition, a lower percentage of low income students are prepared on the College and Career Indicator than all students. Students in Career

2019-20 Actions/Services

KHSD's low income students have lower graduation rates than all students. In addition, a lower percentage of low income students are prepared on the College and Career Indicator than all students. Students in Career

(currently there are 14 a-g courses offered), and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students. Programs currently being offered at ROC include the following:

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

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

and Technical Education (CTE) Pathways, especially low income students, are more likely to graduate from high school and enroll in post-secondary education (Dougherty, 2016). CTE reduces dropout and increases on time graduation (American Education Research Journal, 2017). Therefore, it is important for the KHSD to provide high quality CTE courses and pathways for students.

Increase Career Technical Education (CTE) programs at the Regional Occupation Center (ROC) to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students. It is also projected that an additional 6 new programs will be offered in 2018-19.

In the fall of 2019-20, the Career Technical Education Center (CTEC) will open adjacent to Independence High School. The CTEC/ROC principal will begin July 1, 2018. Six teachers will begin in the spring semester of 2018-19 at ROC and will be transferred to the new CTEC.

and Technical Education (CTE) Pathways, especially low income students, are more likely to graduate from high school and enroll in post-secondary education (Dougherty, 2016). CTE reduces dropout and increases on time graduation (American Education Research Journal, 2017). Therefore, it is important for the KHSD to provide high quality CTE courses and pathways for students.

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.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$5,238,757 (b) \$863,828 (c) \$1,892,757 (d) \$323,499 (e) \$22,876 (f) \$23,562 Total- \$9,335,000	(a) \$5,342,320 (b) \$1,064,577 (c) \$2,497,928 (d) \$412,953 (e) \$781,575 (f) \$136,002 Total- \$10,235,355	(a) \$7,081,102 (b) \$1,920,576 (c) \$3,944,327 (d) \$825,632 (e) \$1,602,386 (f) \$278,832 Total- \$15,652,855

Year	2017-18	2018-19	2019-20
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures (f) Capital Outlay	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures (f) Capital Outlay	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures (f) Capital Outlay

Action 3.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

English Learners, Foster Youth, and Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

Actions/Services

2017-18	2018-19	2019-20
Unchanged	Unchanged	Unchanged
<p>2017-18 Actions/Services</p> <p>Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development. Schools expected to implement the program in 2017-18 are Liberty, Mira Monte, and Vista.</p>	<p>2018-19 Actions/Services</p> <p>Continue to expand Career Choices to include all schools. Currently we have 17 school sites that are implementing Career Choices. The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.</p>	<p>2019-20 Actions/Services</p> <p>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>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$112,065 (b) \$22,885 (c) \$100,050 Total- \$235,000	(a) \$235,000	(a) \$235,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con	(a) Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures	(a) Books and Supplies	(a) Books and Supplies

Action 3.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

2017-18

2018-19

2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Only 1 in 10 people from low income families have a bachelor's degree by age 25, while half of all people from high income families do (Bailey and Dynarski, 2011). Stakeholders agree that KHSD low income students need college and career planning and guidance. To help in this effort, KHSD will provide 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. All sophomores will have the option of taking a pre-college assessment.

2019-20 Actions/Services

Only 1 in 10 people from low income families have a bachelor's degree by age 25, while half of all people from high income families do (Bailey and Dynarski, 2011). Stakeholders agree that KHSD low income students need college and career planning and guidance. To help in this effort, KHSD will provide 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. All sophomores will have the option of taking a pre-college assessment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$100,000	(a) \$410,832	(a) \$399,582
Source	(a) Sup/Con	(a) Sup/Con	(a) Sup/Con
Budget Reference	(a) Services and Operating Expenditures	(a) Services and Operating Expenditures	(a) Services and Operating Expenditures

Action 3.04

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

Schoolwide

Continuation School Sites

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$74,738 (b) \$49,825 (c) \$25,437 (d) \$50,000 Total- \$200,000	(a) \$18,000 (b) \$150,000 (c) \$28,000 (d) \$4,000 Total- \$200,000	(a) \$18,000 (b) \$150,000 (c) \$28,000 (d) \$4,000 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies

Action 3.05

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West

Actions/Services

2017-18

Unchanged

2018-19

Changed

2019-20

Unchanged

2017-18 Actions/Services

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

- Provide district BEST facilitator = \$1,500 per month

2018-19 Actions/Services

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

- Provide district BEST facilitator = \$1,500 per month

2019-20 Actions/Services

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

- Provide district BEST facilitator = \$1,500 per month

<p>X 10 months = \$15,000 per year</p> <ul style="list-style-type: none"> ➤ Transportation allotment (districtwide) = \$15,000 ➤ Site allocation (Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West) for 16 sites \$160,000. <p>Provide incentives and resources, support mentoring, and coordinate services.</p>	<p>X 10 months = \$15,000 per year</p> <ul style="list-style-type: none"> ➤ Transportation allotment (districtwide) = \$15,000 ➤ Site allocation (Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West) for 16 sites \$160,000. <p>Provide incentives and resources, support mentoring, and coordinate services.</p>	<p>X 10 months = \$15,000 per year</p> <ul style="list-style-type: none"> ➤ Transportation allotment (districtwide) = \$15,000 ➤ Site allocation (Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West) for 16 sites \$160,000. <p>Provide incentives and resources, support mentoring, and coordinate services.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$16,609 (b) \$28,234 (c) \$9,157 (d) \$101,000 (e) \$15,000 Total- \$170,000	(a) \$4,661 (b) \$1,458 (c) \$1,481 (d) \$167,400 (e) \$15,000 Total- \$190,000	(a) \$4,592 (b) \$1,429 (c) \$1,579 (d) \$167,400 (e) \$15,000 Total- \$190,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures

Action 3.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2017-18 Actions/Services

Continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students.

A 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.

2018-19

Modified

2018-19 Actions/Services

Low-socioeconomic status (SES) students are less likely to complete their college education. (National Center for Education Statistics, 2015) In our efforts to help low income students be college and career ready, KHSD will continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students.

A main focus is to provide avenues for “seamless transitioning” into college or career. 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 student groups: African American and Hispanic.

2019-20

Unchanged

2019-20 Actions/Services

Low-socioeconomic status (SES) students are less likely to complete their college education. (National Center for Education Statistics, 2015) In our efforts to help low income students be college and career ready, KHSD will continue to maintain District Resource Counselor, employed to support college and career readiness objectives, as well as behavioral and emotional support programs. The Resource Counselor will continue to work to coordinate counseling services/programs and develop/implement new practices/protocols that will reduce inefficiencies and improve overall services to students.

A main focus is to provide avenues for “seamless transitioning” into college or career. 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 student groups: African American and Hispanic.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$101,422 (b) \$39,020 Total- \$140,442	(a) \$103,303 (b) \$41,047 Total- \$144,350	(a) \$108,109 (b) \$44,804 Total - \$152,913
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 3.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Arvin, Bakersfield, Centennial, East, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale and West

Actions/Services

2017-18	2018-19	2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide professional development to further support AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also provide professional development through subject-area conferences and workshops. Currently there are 13 AVID sites; Arvin, Bakersfield, Centennial, East Bakersfield, Foothill, Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale and West.	Provide professional development to further support AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also provide professional development through subject-area conferences and workshops. College tutors will be hired to provide tutoring for all comprehensive and continuation sites.	Provide professional development to further support AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction. Also provide professional development through subject-area conferences and workshops.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$20,761 (b) \$4,239 (c) \$75,000 Total- \$100,000	(a) \$8,177 (b) \$153,475 (c) \$48,348 (d) \$10,000 (e) \$80,000 Total- \$300,000	(a) \$8,057 (b) \$150,394 (c) \$51,549 (d) \$10,000 (e) \$80,000 Total- \$300,000

Year	2017-18	2018-19	2019-20
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures

Action 3.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Arvin, Bakersfield, Centennial, Central Valley, East, Frontier, Golden Valley, Highland, Independence, Kern Learn, Liberty, Mira

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Monte, North, Ridgeview, Shafter, South, Stockdale and West

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English. Students who score “conditionally ready” on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately enroll in a credit-bearing class. Fall of 2016 KHSD students (3,640) enrolled in ERWC classes. Of these students 2,362 (64.8%) were of the unduplicated count. Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. Continue to support ERWC by funding materials and training = \$120,000.

2018-19 Actions/Services

Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English. Students who score “conditionally ready” on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately enroll in a credit-bearing class. Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. In addition, to ERWC support, the district will provide an online subscription to software that increases student writing outcomes by identifying unoriginal work, providing grammar, mechanics, usage and style feedback, allowing teachers to provide

2019-20 Actions/Services

Continue to support ERWC (Expository Reading and Writing Course) sections in order to reduce the need for remediation in college English. Students who score “conditionally ready” on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately enroll in a credit-bearing class. Funding will continue to be provided to purchase supplies and curriculum, as well as to support attendance at training sessions. In addition, to ERWC support, the district will provide an online subscription to software that increases student writing outcomes by identifying unoriginal work, providing grammar, mechanics, usage and style feedback, allowing teachers to provide

	feedback and grades based in standards-aligned rubrics.	feedback and grades based in standards-aligned rubrics.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$24,913 (b) \$5,087 (c) \$90,000 Total- \$120,000	(a) \$24,531 (b) \$5,469 (c) \$90,000 (d) \$160,000 Total- \$280,000	(a) \$24,171 (b) \$5,829 (c) \$90,000 (d) \$160,000 Total- \$280,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operation Expenditures	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures

Action 3.09

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

Schoolwide

Comprehensive School Sites

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Action 3.09 will no longer be funded out of the LCAP.

2019-20 Actions/Services

Action 3.09 will no longer be funded out of the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$8,304 (b) \$1,696 Total- \$10,000	N/A	N/A
Source	(a) Sup/Con (b) Sup/Con	N/A	N/A
Budget Reference	(a) Certificated Salaries (b) Benefits	N/A	N/A

Action 3.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18	2018-19	2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Prepare students to score “Standard Exceeded” or “Standard Met” 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 Standards.</p> <ul style="list-style-type: none"> • Continue aligning current practices in instruction and assessment to Smarter Balanced. • Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention. 	<p>“Effective professional development enables educators to develop the knowledge and skills they need to address students’ learning challenges.” (Mizell, 2010)</p> <p>KHSD will prepare students to score “Standard Exceeded” or “Standard Met” 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 Standards.</p> <ul style="list-style-type: none"> • Continue aligning current practices in instruction and assessment to Smarter Balanced. • Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention. • Providing online simulation software for Science standards. • Purchase an online subscription providing social science teachers with innovative lessons, activities, videos and primary sources. 	<p>“Effective professional development enables educators to develop the knowledge and skills they need to address students’ learning challenges.” (Mizell, 2010)</p> <p>KHSD will prepare students to score “Standard Exceeded” or “Standard Met” 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 Standards.</p> <ul style="list-style-type: none"> • Continue aligning current practices in instruction and assessment to Smarter Balanced. • Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention. • Providing online simulation software for Science standards. • Purchase an online subscription providing social science teachers with innovative lessons, activities, videos and primary sources.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$228,271 (b) \$46,729 Total- \$275,000	(a) \$408,851 (b) \$ 91,149 (c) \$302,000 Total- \$802,000	(a) \$221,570 (b) \$ 53,430 (c) \$117,000 Total- \$392,000
Source	(a) Sup/Con (b) Sup/con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures

Action 3.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A	N/A
-----	-----

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Fund summer outreach to retain or recover “at- risk” juniors, seniors, and incoming 9th graders.

- Determine students with the greatest intervention need
- Provide graduation options for 5th year seniors

\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East
 \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield
 \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty
 \$15,000 for Alternative Education

2018-19 Actions/Services

Fund summer outreach to retain or recover “at- risk” students.

- Determine students with the greatest intervention need
- Provide graduation options for 5th year seniors

\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East
 \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield
 \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty
 \$15,000 for Alternative Education
 \$10,000 for Migrant Program

2019-20 Actions/Services

Fund summer outreach to retain or recover “at- risk” students.

- Determine students with the greatest intervention need
- Provide graduation options for 5th year seniors

\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East
 \$4,500 each Golden Valley, Shafter, North, Ridgeview, and Bakersfield
 \$2,500 each Kern Valley, Highland, Independence, Stockdale, Centennial, Frontier, Liberty
 \$15,000 for Alternative Education
 \$10,000 for Migrant Program

Provide the following allocations for counseling during the summer session.
 Comprehensive Sites: 224 hours per site
 Continuation Sites: 224 hours (one allocation for the 5 continuation sites)
 Education Options (Kern Learn and Discovery): 60 hours

Provide the following allocations for counseling during the summer session.
 Comprehensive Sites: 224 hours per site
 Continuation Sites: 224 hours (one allocation for the 5 continuation sites)
 Education Options (Kern Learn and Discovery): 60 hours

Provide the following allocations for counseling during the summer session.
 Comprehensive Sites: 224 hours per site
 Continuation Sites: 224 hours (one allocation for the 5 continuation sites)
 Education Options (Kern Learn and Discovery): 60 hours

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$206,110 (b) \$42,090 Total- \$248,200	(a) 375,685 (b) \$83,755 Total- \$459,440	(a) \$372,947 (b) \$89,933 Total- \$462,880
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 3.14/3.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Changed

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest students of the “unduplicated count” first.

Provide expert vendor to support grant writing and research = \$60,000.
Provide expert vendor for LCAP survey administration and data = \$68,000.

2018-19 Actions/Services

Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest unduplicated students first.

Provide expert vendor to support grant writing and research = \$60,000.
Provide expert vendor to administer teacher, staff, and parent/family surveys. = \$68,000
Site team survey analysis = \$99,000

2019-20 Actions/Services

Maintain district grant writer to pursue funding to help and support academic intervention and advancement for “at risk” youth, focusing on youngest and neediest unduplicated students first.

Provide expert vendor to support grant writing and research = \$60,000.
Provide expert vendor to administer teacher, staff, and parent/family surveys. = \$68,000
Site team survey analysis = \$99,000

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$106,265 (b) \$39,820 (c) \$60,000 Total- \$206,085	(a) \$111,545 (b) \$42,940 (c) \$227,000 Total- \$381,485	(a) \$114,295 (b) \$46,357 (c) \$128,000 Total- \$288,652

Year	2017-18	2018-19	2019-20
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies

Modified Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6,8

Local Priorities:

Identified Need:

Areas of “significant disproportionality” per root-cause report of 2014-15 (using the New York University Data Analysis Workbook), compiled by expert, consultant and trainer for Collaborative Learning Solutions are as follows:

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

56% of discipline events, combined, are found to be low-level incidents – i.e., California Education Code §48900K violations, classroom disruption, profanity, probation, electronics, and other.

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

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

Chronic Absenteeism

KHSD
California School Dashboard Fall 2017
12.8%

- All students (12.8%), African American (18.4%), American Indian (22.6%), Asian (5.6%), Filipino (2.7%), Hispanic (12%), Pacific Islander (18.6%), Two or More Races (6.6%), White (14.6%), English Learner (17.6%), Foster Youth (27.6%), Homeless (47.3%), Migrant Education (0.9%), Socioeconomically Disadvantaged (14.3%), Students with Disabilities (14.3%)

Truancy

KHSD
California DataQuest 2016 -17
69.93%

- Arvin (40.36%), Bakersfield (72.66%), Centennial (55.12%), Central Valley (67.13%), East (79.08%), Foothill (70.96%), Frontier (36.49%), Golden Valley (69.50%), Highland (24.05%), Independence (66.11%), Kern Valley (67.54%), Liberty (49.13%), Mira Monte (80.14%), North (80.14%), Nueva (40.0%), Ridgeview (72.90%), Shafter (76.89%), South (78.42%), Stockdale (54.10%), Tierra Del Sol (63.54%), Vista (58.81%), Vista West (58.85%), West (73.29%)

Attendance

KHSD 2016-17
Synergy
95.65%

- Arvin (95.14%), Bakersfield (95.37%), Centennial (96.39%), East (94.97%), Foothill (95.79%), Frontier (96.24%), Golden Valley (96.43%), Highland (95.35%), Independence (96.28%), Kern Valley (92.72%), Liberty (96.13%), Mira Monte (95.22%), North (93.86%), Ridgeview (96.32%), Shafter (95.42%), South (95.96%), Stockdale (96.91%), West (94.66%)

KHSD 2016-17
California School Dashboard Fall 2017

All Students: 9.1%

Suspension

- African American (21.6%), American Indians (13.5%), Asian (3.8%), Filipino (2.3%), Hispanic (8.8%), Pacific Islander (11.4%), Two or More Races (8.7%), White (7.9%), English Learner (11.1%), Foster Youth (27.3%), Homeless (16.4%), Socioeconomically Disadvantaged (10.7%), Students with Disabilities (14.4%)

KHSD
California DataQuest 2016

All Students - 0.06%

Expulsion

- African American (0.25%), American Indians (0.00%), Asian (0.00%), Filipino (0.00%), Hispanic (0.25%), Pacific Islander (0.00%), Two or More Races (0.00%), White (0.00%), English Learner (0.08%), Foster Youth (0.00%), Homeless (0.27%), Migrant Education (0.00%), Socioeconomically Disadvantaged (0.10%), Students with Disabilities (0.10%)

KHSD

Graduation

California School Dashboard Fall 2017

All Students - 90.7%

- African American (89.0%), American Indian (81.4%), Asian (93.9%), Filipino (98.9%), Hispanic (90.6%), Pacific Islander (98.3%), Two or More Races (89.9%), White (91.1%), English Learner (81.4%), Foster Youth (79.4%), Homeless (83.4%), Migrant Education (0.9%), Socioeconomically Disadvantaged (89.1%), Students with Disabilities (65.5%)

Student Climate Survey
Spring 2017

Students on my campus care about me.
Agree or Strongly Agree
71%

I feel as though activities I participate in at school make the school or community a better place.

Agree or Strongly Agree
68%

I am happy to be at this school
Agree or Strongly Agree
70%

I know where to go for help with my problems at this school.
Agree or Strongly Agree
75%

I feel unsafe on campus.
Agree or Strongly Agree
14%

The teachers at this school treat students fairly.
Agree or Strongly Agree
66%

KHSD LCAP Parent Survey
Spring 2018

Parents feel that the school actively seeks their input about decisions related to their child's education.
Agree or Strongly Agree
69.1%

Parents feel that they have opportunities to take part in decisions made at their child's school.
Agree or Strongly Agree
80%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>(Priority 3a) Increase by 1% the number of “parents that feel welcomed and connected to their student’s school”, as measured by LCAP parent survey.</p>	<p>Baseline: 2016-17 83.5%</p>	<p>TARGET: 2017-18 84.5%</p> <p>ACTUAL: 85%</p>	<p>TARGET: 85.5%</p>	<p>TARGET: 86.5%</p>
<p>(Priority 3a) Parents feel that the school actively seeks their input about decisions related to their child’s education and parent participation at the district and site levels. Increase LCAP parent survey responses by 2%.</p>	<p>Baseline: 2016-17 70.9%</p>	<p>TARGET: 2017-18 72.9%</p> <p>ACTUAL: 80%</p>	<p>TARGET: 74.9%</p>	<p>TARGET: 76.9%</p>
<p>(Priority 3b) Parents of unduplicated students feel that they have opportunities to take part in decisions made at their child’s school by increasing parent participation. Increase LCAP parent survey</p>	<p>Baseline: 2016-17 67.3%</p>	<p>TARGET: 2017-18 68.3%</p> <p>ACTUAL: 70%</p>	<p>TARGET: 69.3%</p>	<p>TARGET: 70.3%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
responses by 1%.				
(Priority 3b) Increase by 1% the number of “parents that feel supported and engaged in their student’s academic progress”, as measured by LCAP parent survey.	Baseline: 2016-17 69.1%	TARGET: 2017-18 70.1% ACTUAL: 70%	TARGET: 71.1%	TARGET: 72.1%
(Priority 3c) 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.	Baseline: 2016-17 Please refer to Stakeholder Summary	TARGET: 2017-18 Maintain at least 16 meetings. ACTUAL: 18 Meetings	TARGET: Maintain	TARGET: Maintain
(Priority 3c) Parents of exceptional need students feel that they have opportunities to take part in decisions made at their child’s school by increasing 1% parent participation.	Baseline: Baseline will be established in 2017-18	Baseline: 2017-18 80%	TARGET: 81%	TARGET: 82%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 5a) Maintain attendance rate of 96% or higher.	Baseline: 2016-17 95.55%	TARGET: 2017-18 96.05% ACTUAL: 96.65	TARGET: 96% or higher	TARGET: 96% or higher
(Priority 5b) Decrease chronic absenteeism rate by .5% or lower than the state average.	Baseline: 2015-16 (KHSD) 9.2% Baseline was changed to what is reported by CDE Dataquest.	Baseline: 2017-18 12.8%	TARGET: 12.3%	TARGET: 11.8%
(Priority 5b) Decrease truancy rate by 1% from previous year's rate.	Baseline: 2014-15 26.19% Baseline was changed due to an automated system A2A that generates the truancy notes and provides more accurate data.	Baseline: 2015-16 69.93%	TARGET: 68.93%	TARGET: 67.93%
(Priority 5c) Middle School Dropout Rate	Baseline: N/A	TARGET: N/A	TARGET: N/A	TARGET: N/A
(Priority 5d) Decrease dropout rate (by cohort) by 1% from previous year's rate and African American and Hispanic by 1% in order to close existing achievement gaps.	Baseline: 2014-15 All- 9% African American – 9.9% Hispanic – 9.3%	TARGET: 2015-16 All- 8% African American – 8.9% Hispanic – 8.3% ACTUAL: All- 8.4% African American – 10.0% Hispanic – 8.4%	TARGET: All-7% African American – 7.9% Hispanic – 7.3%	TARGET: All- 6% African American – 6.9% Hispanic – 6.3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Priority 5e) Increase graduation rate by 1% from previous year's rate.	Baseline: 2014-15 86.9%	TARGET: 2015-16 87.9% ACTUAL: 87.3%	TARGET: 88.9%	TARGET: 89.9%
(Priority 6a) Decrease suspension rate by 0.5%, districtwide and for all significant student groups, from previous year's rate with particular focus on African American male students with disabilities.	Baseline: 2014-15 All: 12.1% Data for student groups was established in 2017-18.	Baseline: 2016-17 All: 12.1% African Americans: 22.4% African American male students with Disabilities: 29.8% Hispanics: 9.2% Students with Disabilities: 14.5% ACTUAL: All: 9.6%	TARGET: 2018-19 All: 11.6% African Americans: 21.9% African American male students with Disabilities: 29.3% Hispanics: 8.7% Students with Disabilities: 14.0%	TARGET: 2019-20 All: 11.1% African Americans: 21.4% African American male students with Disabilities: 28.8% Hispanics: 8.2% Students with Disabilities: 13.5%
(Priority 6b) Decrease expulsion rate districtwide, and for all significant student groups, from previous year's rate with particular focus on African American male students with disabilities.	Baseline: 2014-15 All: 0.16% Data for student groups will be established in 2017-18.	Baseline: 2016-17 All: 0.06% African Americans: 0.25% African American male students with Disabilities: 0.00% Hispanics: 0.05% Students with Disabilities: 0.10% ACTUAL: All: 0.06%	TARGET: Maintain	TARGET: Maintain
(Priority 6c) Increase by 2% students' responses: "I am happy to be at this school."	Baseline: 2016-17 70% Baseline was changed to reflect results from KHSD	TARGET: 2017-18 72% ACTUAL: 70%	TARGET: 74%	TARGET: 76%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	School Climate Survey 2016-2017 Semester 1.			
(Priority 6c) Increase by 2% students' responses "The teachers at the school treat me fairly."	Baseline: 2016-17 66% Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	TARGET: 2017-18 68% ACTUAL: 66%	TARGET: 70%	TARGET: 72%
(Priority 6c) Increase by 2% students' responses "Students on my campus care about me."	Baseline: 2016-17 69% Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	TARGET: 2017-18 71% ACTUAL: 71%	TARGET: 73%	TARGET: 75%
(Priority 6c) Increase by 2% students' responses "I feel as though activities I participate in at school make the school or community a better place."	Baseline: 2016-17 67% Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	TARGET: 2017-18 69% ACTUAL: 68%	TARGET: 71%	TARGET: 73%
(Priority 6c) Increase by 2% students' responses "I know where to go for help with my problems at this school."	Baseline: 2016-17 76% Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	TARGET: 2017-18 78% ACTUAL: 75%	TARGET: 80%	TARGET: 82%
(Priority 6c) Decrease by 2% students' responses	Baseline: 2016-17 12%	TARGET: 2017-18 10%	TARGET: 8%	TARGET: 6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
"I feel unsafe on campus."	Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	ACTUAL: 14%		
(Priority 6c) Increase by 2% students' responses "The teachers at this school treat students fairly."	Baseline: 2016-17 66% Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	TARGET: 2017-18 68% ACTUAL: 66%	TARGET: 70%	TARGET: 72%
(Priority 8) Increase course completion rate with a "C" or better by .5% or as compared to previous year's completion rate.	Baseline: 2016-17 79%	TARGET: 79.5% ACTUAL: 80.2%	TARGET: 80%	TARGET: 80.5%

Planned Actions / Services

Action 4.01

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2017-18 Actions/Services

In 2017-2018, Kern High School District (KHSD) will continue district-wide implementation of Positive Behavior Intervention and Supports (PBIS) and work towards Multi-Tiered Systems of Support (MTSS) at all KHSD school sites. KHSD began exploring related topics in 2013-2014 and in the first year, 2014-2015, a pilot program was launched at Bakersfield High School. In 2015-16, 14 additional school sites began PBIS implementation: Arvin, East, Foothill, Frontier, Golden Valley, Highland, Independence, Mira Monte, North, Ridgeview, South, Stockdale, West and Vista. In 2016-2017, 8 additional school sites began PBIS: Centennial, Central Valley, Kern Valley, Liberty, Nueva, Shafter, Tierra Del Sol and Vista West. Districtwide, all 23 sites are now participating in PBIS and will continue to

2018-19

Modified

2018-19 Actions/Services

“The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments for all students.” (Rob Horner)

KHSD will continue district-wide implementation of Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) at all KHSD school sites.

KHSD will retain 4 Teachers on Special Assignments (TOSAs) and hire 2 additional TOSAs, one District Student Support Coordinator, Program Specialist and clerical staff to sustain professional development and build capacity with scaled implementation. The District will also place the important PBIS work in the newly formed Department of Student Behavior and Supports, so as to

2019-20

Modified

2019-20 Actions/Services

In 2019-2020, KHSD will continue district-wide implementation of Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) at all KHSD school sites.

KHSD will retain 6 Teachers on Special Assignments (TOSAs) or Program Specialists, District Student Support Coordinator, Program Specialist and clerical staff. In addition the PBIS administrator added to the LCAP budget, (this position was formerly funded through the CEIS funding. The above positions will provide professional development and build capacity with scaled implementation. This district will also place the important PBIS work in the newly formed Department of Student Behavior and

implementation. School-site PBIS-MTSS Leadership Teams will review relevant school climate data (including local data metrics for behavior and academics and school climate surveys) regularly to make informed decisions about implementation and evidence based tenets.

In addition to the PBIS-MTSS investment related to operations and systems alignment for implementation, KHSD will work to add Teachers on Special Assignments (TOSA) or Program Specialists to sustain professional development and build capacity with scaled implementation. PBIS work will be in the Student Behavior and Supports Department so as to couple intervention and supports along-side student discipline.

KHSD will also use the Coordinated Early Intervening Services (CEIS) budget/plan to provide additional student-support mechanisms: KHSD will sustain the four On Campus Intervention pilots (OCI), sustain one PBIS Coordinator to facilitate and coordinate PBIS efforts, include site coaching and professional development, continue equity consultation work with school sites, technical and project assistance, and pilot a Tier III team to work on student wellness and mental health efforts.

Professional Development/Policy Overview for the 2017-18 school-year will include (partial list):

- PBIS Awareness
- Uniform Complaint Procedures

couple intervention and supports alongside student discipline.

KHSD will also continue the use of the Coordinated Early Intervening Services (CEIS) budget/plan to provide additional student-support mechanisms: KHSD will provide 5 On Campus Intervention (OCI) sections at each comprehensive site and 4 sections at each of the 5 alternative sites. A one-year pilot program will be implemented at South High School, the Student Resiliency Program. Five teaching sections will be funded by the LCAP.

Supports, so as to couple intervention and supports alongside student discipline.

KHSD will also continue the use of the Coordinated Early Intervening Services (CEIS) budget/plan to provide additional student-support mechanisms: KHSD will sustain the four On Campus Intervention pilots (OCI), sustain one PBIS Coordinator to facilitate and coordinate PBIS efforts, include site coaching and professional development, continue equity consultation work with school sites, technical and project assistance, and pilot a Tier III team to work on student wellness and mental health efforts.

- Sexual Harassment and Bullying
- Implicit/Unconscious Bias
- Social Emotional Learning
- Restorative Practices
- Trauma Informed Care
- Youth Mental Health 101

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$902,483 (b) \$187,953 (c) \$236,366 (d) \$310,000 (e) \$673,143 Total- \$2,309,945	(a) \$2,756,367 (b) \$144,740 (c) \$1,107,725 (d) \$230,000 (e) \$724,785 Total- \$4,980,207	(a) 3,214,509 (b) \$113,119 (c) \$1,371,811 (d) \$230,000 (e) \$724,785 Total- \$5,654,224
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures

Action 4.02

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Low income students, English Learners, and Foster Youth have high suspension rates (California School Dashboard). In order to implement interventions and social emotional learning supports, KHSD will provide 23 MTSS-PBIS Interventionists for Tier II small group support and direct student services.

2019-20 Actions/Services

Low income students, English Learners, and Foster Youth have high suspension rates (California School Dashboard). In order to implement interventions and social emotional learning supports, KHSD will provide 23 MTSS-PBIS Interventionists for Tier II small group support and direct student services.

intervention specialist will be assigned to two school sites.

In addition, KHSD will staff one Lead Intervention Specialist and one Student Behavior & Supports Program Coordinator to help manage professional development, evidence-based interventions, coordination, and framework implementation for all 23 sites.

Interventionists 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 Interventionist will be assigned to each school site. In addition, KHSD will staff one Lead Interventionist and one Student Support Coordinator and clerical staff to help manage professional development, evidence-based interventions, coordination, and framework implementation for all 23 sites.

Interventionists 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 Interventionist will be assigned to each school site. In addition, KHSD will staff one Lead Interventionist and one Student Support Coordinator and clerical staff to help manage professional development, evidence-based interventions, coordination, and framework implementation for all 23 sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$692,680 (b) \$390,310 Total- \$1,082,990	(a) \$1,296,653 (b) \$862,952 Total- \$2,159,605	(a) \$1,353,835 (b) \$924,386 Total- \$2,278,221
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Classified Salaries (b) Benefits	(a) Classified Salaries (b) Benefits	(a) Classified Salaries (b) Benefits

Action 4.03

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

Schoolwide

Comprehensive School Sites

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$281,931 (b) \$57,573 Total- \$339,504	(a) \$254,169 (b) \$97,328 Total- \$351,497	(a) \$265,378 (b) \$100,181 Total- \$365,559
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 3.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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 KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest “at risk” students first.

The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:

- Monitor student attendance.
- Analyze truancy and chronic absenteeism and truancy rates.
- Provide parents with up-to-date information on their student’s attendance.

Development and implementation of one-day intervention courses = \$25,000

2018-19 Actions/Services

Low income students, English Learners, and Foster Youth have higher chronic absenteeism rates compared to all students (California School Dashboard.)

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 KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest “at risk” students first.

The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:

- Monitor student attendance.
- Analyze truancy and chronic absenteeism and truancy rates.

2019-20 Actions/Services

Low income students, English Learners, and Foster Youth have higher chronic absenteeism rates compared to all students (California School Dashboard.)

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 KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest “at risk” students first.

The Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:

- Monitor student attendance.
- Analyze truancy and chronic absenteeism and truancy rates.

- Programs overview and intervention strategies for parents
- Used as a diversion for truancy court
- Parent engagement and education

- Provide parents with up-to-date information on their student's attendance.

- Provide parents with up-to-date information on their student's attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$115,834 (b) \$41,964 (c) \$221,000 Total- \$378,798	(a) \$121,058 (b) \$45,061 (c) \$232,000 Total- \$398,119	(a) \$126,397 (b) \$49,275 (c) \$232,000 Total- \$407,672
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures

Action 3.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Comprehensive School Sites

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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

- Administrative sections
- Classified sections, half FTE per site, 9 total

2018-19 Actions/Services

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.

- 3 Administrative sections (54 sections total)
- Classified sections, half FTE per site, 9 total

2019-20 Actions/Services

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.

- 3 Administrative sections (54 sections total)
- Classified sections, half FTE per site, 9 total

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$301,538 (b) \$219,777 (c) \$349,538 Total- \$870,853	(a) \$908,416 (b) \$218,751 (c) \$626,838 Total- \$1,754,005	(a) \$949,326 (b) \$228,398 (c) \$676,404 Total- \$1,854,128
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup./Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Classified Salaries (c) Benefits	(a) Certificated Salaries (b) Classified Salaries (c) Benefits	(a) Certificated Salaries (b) Classified Salaries (c) Benefits

Action 4.04

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Comprehensive School Sites

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Modified

2017-18 Actions/Services

KHSD will maintain 12 Parent & Family Centers (Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Mira Monte, North, Ridgeview, Shafter, South, and West) and will work to open 3 new centers at the following sites in the 2017-2018 school year.

- ✓ Kern Valley
- ✓ Independence
- ✓ Stockdale

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

2018-19 Actions/Services

KHSD will maintain 15 Parent & Family Centers (Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, Kern Valley, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West) and will work to open 3 new centers at the following sites in the 2018-2019 school year.

- ✓ Centennial
- ✓ Frontier
- ✓ Liberty

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

2019-20 Actions/Services

KHSD will maintain 18 Parent & Family Centers that are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:

- Support and monitor students' academic success
- Use technology to support student learning
- Learn how to promote positive behaviors in the home and at school
- Become an active volunteer/parent leader for KHSD

<p>topics:</p> <ul style="list-style-type: none"> • Support and monitor their student's academic success • Use technology to support student learning • Learn how to promote positive behaviors in the home and at school • Become an active volunteer/parent leader for KHSD • Learn how to navigate school, district, and community services and resources • Promote communication and collaboration between parents and school sites. 	<p>knowledge on an array of modules and topics:</p> <ul style="list-style-type: none"> ✓ Support and monitor students' academic success ✓ Use technology to support student learning ✓ Learn how to promote positive behaviors in the home and at school ✓ Become an active volunteer/parent leader for KHSD ✓ Learn how to navigate school, district, and community services and resources <p>Promote communication and collaboration between parents and school sites.</p>	<ul style="list-style-type: none"> • Learn how to navigate school, district, and community services and resources • Promote communication and collaboration between parents and school sites.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$541,172 (b) \$424,608 (c) \$181,016 Total- \$1,146,796	(a) \$680,314 (b) \$531,464 (c) \$174,523 Total- \$1,386,301	(a) \$710,014 (b) \$572,668 (c) \$90,000 Total- \$1,372,682
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Classified Salaries (b) Benefits (c) Books and Supplies	(a) Classified Salaries (b) Benefits (c) Books and Supplies	(a) Classified Salaries (b) Benefits (c) Books and Supplies

Action 4.05

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Provide funding at individual school sites for parent workshops such as PIQE (Parent Institute for Quality Education), Parent Project, Teen Project, Parent Promoters, enrichment and outreach projects, college-visit field trips for students and parents, and other supportive measures to enhance parent

and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include the following:

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

Funds will be allocated per site application in the form of mini-grants, with priority given to schools with the highest number of unduplicated pupils = \$125,000.

South, Mira Monte, Arvin, Foothill, West, East, and Golden Valley (\$7,500 per site = \$52,500)

Shafter, North, Ridgeview, Bakersfield, and Kern Valley (\$5,500 per site = \$27,500)

Highland, Independence, Stockdale, Centennial, Frontier and Liberty (\$3,500 per site = \$21,000)

Central Valley, Nueva, Tierra Del Sol, Vista and Vista West (\$1,600 per site = \$8,000)

Parent and Family Centers/Outreach for Students and Foster (\$16,000)

and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include the following:

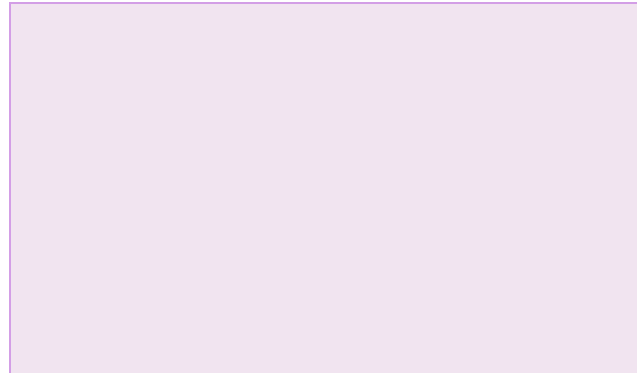
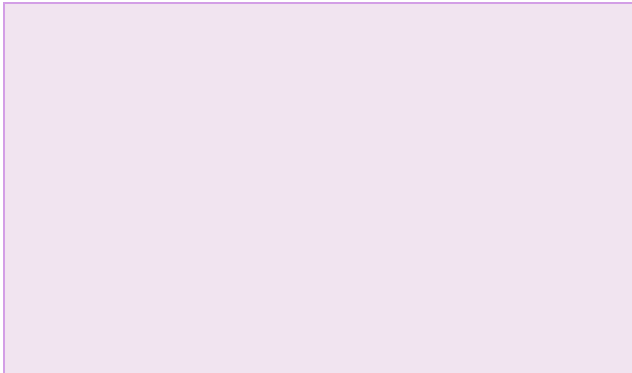
- Learning about college enrollment and career opportunities
- Learning to use Synergy ParentVUE to monitor student grades and academic progress
- Learning about Common Core and other curricular programs, including state testing, CTE, and other elective programs
- Learning how to set up an effective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

and family engagement and student outreach. In addition, the focus area and action would provide district and site support for workshops to include the following:

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

Sites may use the funding as deemed appropriate to fulfill the primary expectation of serving the students of the “unduplicated count.” Examples of funding use may include operational costs and purchase of supplies, providing additional staff to secure student safety, or provide bilingual literacy support for EL students.

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



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$83,042 (b) \$16,958 (c) \$25,000 Total- \$125,000	(a) \$71,942 (b) \$21,808 (c) \$31,250 Total- \$125,000	(a) \$70,497 (b) \$23,253 (c) \$31,250 Total- \$125,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies

Action 4.06

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

Schoolwide

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

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

Continue to provide 11 full-time counselors and 2 part-time counselors to begin in the 2017-18 school year. At the school sites listed below, the counselors will help to “increase and improve” services to students of the “unduplicated count.” Focus of services may include caseload reduction for general student support services, but will remain within the guidelines for the sites’ counseling programs and PBIS implementation, specific or co-facilitation of Tiers II and III

2018-19 Actions/Services

Continue to provide 11 full-time counselors and 2 part-time counselors that began in the 2017-18 school year. At the school sites listed below, the counselors will help to “increase and improve” services to unduplicated students. Focus of services may include caseload reduction for general student support services, but will remain within the guidelines for the sites’ counseling programs and PBIS implementation, specific or co-facilitation of Tiers II and III interventions

2019-20 Actions/Services

Continue to provide 11 full-time counselors and 2 part-time counselors that began in the 2017-18 school year. At the school sites listed below, the counselors will help to “increase and improve” services to unduplicated students. Focus of services may include caseload reduction for general student support services, but will remain within the guidelines for the sites’ counseling programs and PBIS implementation, specific or co-facilitation of Tiers II and III

interventions within the mentioned PBIS-MTSS, and FY and EL support.

School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West

within the mentioned PBIS-MTSS, and FY and EL support.

School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West

interventions within the mentioned PBIS-MTSS, and FY and EL support.

School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$1,044,274 (b) \$442,117 Total- \$1,486,391	(a) \$1,196,130 (b) \$483,535 Total - \$1,679,665	(a) \$1,273,857 (b) \$532,722 Total- \$1,806,579
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 4.07

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, Nueva, North, Ridgeview, Shafter, South, Stockdale, Tierra Del Sol, Vista, Vista West and West

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

KHSD will continue to maintain all staffing time for Community Specialists (as per 2013-2014 staffing level) at school sites to provide outreach to students of the “unduplicated count” and their families. Community Specialists (most sites include a full time community specialist and some include a part time employee) work with Guidance Counselors, Tier I PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).

2018-19 Actions/Services

KHSD will continue to maintain all staffing time for Community Specialists (as per 2013-2014 staffing level) at school sites to provide outreach to unduplicated students count” and their families. Community Specialists (most sites include a full time community specialist and some include a part time employee) work with Guidance Counselors, Tier I PBIS site teams, and other intervention staff to provide appropriate services to students – e.g., identifying “at risk” students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$713,541 (b) \$529,579 Total- \$1,243,120	(a) \$662,882 (b) \$528,438 Total- \$1,191,320	(a) \$705,957 (b) \$666,112 Total \$1,372,069
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Classified Salaries (b) Benefits	(a) Classified Salaries (b) Benefits	(a) Classified Salaries (b) Benefits

Action 4.08

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Continue to provide 2 district MTSS-PBIS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy.
- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.
- Participate in SARB.
- Lead parenting meetings and classes.
- Implement dropout recovery and prevention strategies.

Funding for parent engagement classes at the District Office on a continual basis = \$95,000

Funding for Parents on a Mission = \$35,000

- Parents on a Mission focuses on helping parents develop routines that prevent children from assuming negative lifestyles
- Funding includes staff training

2018-19 Actions/Services

Continue to provide 2 district MTSS-PBIS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy.
- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.
- Participate in SARB.
- Lead parenting meetings and classes.
- Implement dropout recovery and prevention strategies.

Funding for parent engagement classes at the District Office on a continual basis = \$30,000

- Funding for Parents on a Mission = \$15,000
- Funding includes staff training Parent Project = \$15,000

2019-20 Actions/Services

Continue to provide 2 district MTSS-PBIS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy.
- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.
- Participate in SARB.
- Lead parenting meetings and classes.
- Implement dropout recovery and prevention strategies.

Funding for parent engagement classes at the District Office on a continual basis = \$30,000

- Funding for Parents on a Mission = \$15,000
- Funding includes staff training Parent Project = \$15,000

Parent Project = \$35,000

- Parent Project gives parents tools and strategies to build strong home routines and positive child-parent relationships

Funding includes staff training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$119,395 (b) \$33,062 (c) \$95,000 Total- \$247,457	(a) \$97,398 (b) \$65,687 (c) \$30,000 Total- \$193,085	(a) \$101,693 (b) \$71,151 (c) \$30,000 Total- \$202,844
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Classified Salaries (b) Benefits (c) Books and Supplies	(a) Classified Salaries (b) Benefits (c) Books and Supplies	(a) Classified Salaries (b) Benefits (c) Books and Supplies

Action 4.09/4.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to the students of the “unduplicated count” and to foster their academic achievement through progress monitoring, as well as foster parent involvement.

The Student Outreach Liaison and Parent Education Liaison will work to achieve the following:

- Seek grant funding that improves academic achievement, enriches services that reinforce and complement the academic program, and provides family literacy and related educational services.

2018-19 Actions/Services

Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to unduplicated students and to foster their academic achievement through progress monitoring, as well as foster parent involvement.

Continue to fund ten comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs.

2019-20 Actions/Services

Continue to maintain district staff (Student Outreach Liaison and Parent Education Liaison) to promote and oversee the “increase and improvement” of services to unduplicated students and to foster their academic achievement through progress monitoring, as well as foster parent involvement.

Continue to fund ten comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs.

(California Department of Education [CDE] program description for 21st Century Community Learning Centers).

- “Increase and improve” services for Foster Youth that will include working closely with community and education agencies to coordinate delivery of appropriate services, monitor student progress and delivery of available services, determine needs, and provide smooth transitioning out of the FY system.

KHSD will fund 11 comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs (\$38,000.)

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$196,057 (b) \$76,088 (c) \$120,000 (d) \$31,081 (e) \$12,450 (f) \$62,163 (g) \$24,900 Total- \$523,539	(a) \$194,750 (b) \$79,562 (c) \$90,000 (d) \$60,000 (e) \$33,025 (f) \$13,763 (g) \$66,051 (h) \$27,527 Total- \$564,678	(a) \$203,338 (b) \$82,923 (c) \$90,000 (d) \$60,000 (e) \$36,274 (f) \$15,478 (g) \$72,548 (h) \$30,957 Total- \$591,518
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Title I (e) Title I (f) Base (g) Base	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Title I (f) Title I (g) Base (h) Base	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Title I (f) Title I (g) Base (h) Base
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Services and Operating Expenditures (d) Certificated Salaries (e) Benefits (f) Certificated Salaries (g) Benefits	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures (e) Certificated Salaries (f) Benefits (g) Certificated Salaries (h) Benefits	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures (e) Certificated Salaries (f) Benefits (g) Certificated Salaries (h) Benefits

Action 4.11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

Provide on-going training in implicit/unconscious bias, cultural responsiveness, and equity per CEIS plan and KHSD focus areas. In addition, this action will provide allocation for professional development in the following areas:

- Student Support Team(s)
- Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites.

2018-19 Actions/Services

Provide on-going training in implicit/unconscious bias, cultural responsiveness, and equity per CEIS plan and KHSD focus areas. In addition, this action will provide allocation for professional development in the following areas:

- Student Support Team(s)
- Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites.

2019-20 Actions/Services

Provide on-going training in implicit/unconscious bias, cultural responsiveness, and equity per CEIS plan and KHSD focus areas. In addition, this action will provide allocation for professional development in the following areas:

- Student Support Team(s)
- Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites.

- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.
- Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or Parent & Family center staff.)

- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.
- Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or Parent & Family center staff.)

- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.
- Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or Parent & Family center staff.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$78,890 (b) \$16,110 Total- \$95,000	(a) \$77,696 (b) \$17,304 Total- \$95,000	(a) \$76,538 (b) \$18,462 Total- \$95,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 4.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All schools

Actions/Services

2017-18

2018-19

2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

KHSD will maintain the currently employed KHSD School Social Workers (4) and plans to employ 3 or 4 additional KHSD School Social Workers in 2017-2018, for MTSS-PBIS Tiers II and III supports with progress monitoring and student case management. The three year LCAP plan would call for 12 total School Social Workers for the entire district, one assigned for two sites and one Lead School Worker in future years. Assignments will likely be based on site readiness for systems alignment and also

2018-19 Actions/Services

KHSD will maintain the currently employed KHSD School Social Workers (7 Social Workers and 1 Lead Social Worker), and hire an additional 5.5 social workers for MTSS-PBIS Tier II and III supports with progress monitoring and student case management. Assignments will continue to be based on site readiness for systems alignment and also consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and

2019-20 Actions/Services

KHSD will maintain the currently employed KHSD School Social Workers, for MTSS-PBIS Tiers II and III supports with progress monitoring and student case management. Assignments will continue to be based on site readiness for systems alignment and also consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions. In addition, KHSD will also retain their 3 district nurses one clerical staff

consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions. In addition, KHSD will also hire 3 district nurses to support overall student wellness support for KHSD, and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will be based at the school sites with the highest percentage students of the “unduplicated count” and assigned to regional coverage areas.

interventions. In addition, KHSD will also retain their 3 district nurses and one clerical staff to support overall student wellness for KHSD, and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will continue to be based at the school sites with the highest percentage unduplicated students and assigned to regional coverage areas.

to support overall student wellness for KHSD, and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will continue to be based at the school sites with the highest percentage unduplicated students and assigned to regional coverage areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$746,178 (b) \$395,366 Total- \$1,141,544	(a) \$191,190 (b) \$1,183,482 (c) \$732,929 Total- \$2,107,601	(a) \$199,621 (b) \$1,229,692 (c) \$772,118 Total- \$2,201,143
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Classified Salaries (b) Benefits	(a) Certificated Salaries (b) Classified Salaries (c) Benefits	(a) Certificated Salaries (b) Classified Salaries (c) Benefits

Action 4.14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Bakersfield, Foothill, Golden Valley, Mira Monte, North, South, and West

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

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:

- Lamont Family Resource Center; day and evening
- South Chester Partnership; day
- Stine Elementary; evening

2018-19 Actions/Services

Coordinate with Bakersfield Adult School to expand family literacy opportunities by increasing adult ESL classes to serve more areas.

2019-20 Actions/Services

Coordinate with Bakersfield Adult School to expand family literacy opportunities by increasing adult ESL classes to serve more areas.

- Paramount Farms, Lost Hills; evening
- Kern High School Sites:
 - Bakersfield
 - Foothill
 - Golden Valley
 - Mira Monte
 - North
 - South
 - West

\$100,000 (approximate cost) per teacher X 2
 =\$200,000



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$124,563 (b) \$39,157 (c) \$36,280 Total- \$200,000	(a) \$122,678 (b) \$38,673 (c) \$38,649 Total- \$200,000	(a) \$120,850 (b) \$38,229 (c) \$40,921 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated (b) Classified (c) Benefits	(a) Certificated (b) Classified (c) Benefits	(a) Certificated (b) Classified (c) Benefits

Action 4.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$8,304 (b) \$7,831 (c) \$3,865 (d) \$20,000 Total- \$40,000	(a) \$8,179 (b) \$7,734 (c) \$4,087 (d) \$20,000 Total- \$40,000	(a) \$8,057 (b) \$7,646 (c) \$4,297 (d) \$20,000 Total- \$40,000
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Services and Operating Expenditures	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Services and Operating Expenditures	(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Services and Operating Expenditures

Action 4.16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Unchanged

2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$5,000	(a) \$5,000	(a) \$5,000
Source	(a) Sup/Con	(a) Sup/Con	(a) Sup/Con
Budget Reference	(a) Books and Supplies	(a) Books and Supplies	(a) Books and Supplies

Action 4.17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain Supervising Administrator of Student Support Services & LCAP to supervise and manage the following operations of the Department of Student Support Services in the Instruction Division: <ul style="list-style-type: none"> • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Interagency Facilitation/Partnership • Local Control Accountability Plan (LCAP) 	Retain Supervising Administrator of LCAP to manage the following operations: <ul style="list-style-type: none"> • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Interagency Facilitation/Partnership • Local Control Accountability Plan (LCAP) • School improvement: Improving unduplicated student outcomes and increasing achievement as measured by the California School Dashboard 	Retain Supervising Administrator of LCAP to manage the following operations: <ul style="list-style-type: none"> • Parent & Family Engagement • School-Community Partnerships • Student Outreach & Engagement • Interagency Facilitation/Partnership • Local Control Accountability Plan (LCAP) • School improvement: Improving unduplicated student outcomes and increasing achievement as measured by the California School Dashboard

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$119,623 (b) \$42,738 Total- \$162,361	(a) \$125,678 (b) \$46,091 Total- \$171,769	(a) \$128,633 (b) \$49,814 Total- \$178,447
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits

Action 4.18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Modified

2017-18 Actions/Services

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

- AmeriCorps = \$110,000
- Latina Leaders = \$40,000
- Fine Art Projects = \$75,000
- Garden Pathways/Sons & Brothers = \$25,000
- School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000

AmeriCorps is currently serving students through mentoring (which includes Tier I, II and III for PBIS) and goal-setting at Golden Valley, Mira Monte, Nueva, South, and Tierra Del Sol and expansion to other Kern High School District school sites will be implemented in the 2017-18 school year.

AmeriCorps is a civil society/community-based mentoring program supported by the Kern High School District and Kern County Superintendent of Schools, engaging adults in involved public service work with a goal of "helping others and meeting critical needs in the community."

<http://www.nationalservice.gov/programs/amicops>

Latina Leaders funding will enable the program to expand to all school sites. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community. Participating students' academic progress will be monitored, particularly focusing on their college going-rates.

<http://kernlatinas.com/about/>

Fine Art Projects will be offered in the form of mini-

2018-19 Actions/Services

Continue to support the following leadership and mentoring programs, principally serving “at risk” youth:

- AmeriCorps = \$211,108
- Latina Leaders = \$40,000
- Fine Art Projects = \$75,000
- Garden Pathways/Sons & Brothers and Daughters = \$25,000
- School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000
- Young Women Empower Leadership = \$110,000

2019-20 Actions/Services

Continue to support the following leadership and mentoring programs, principally serving “at risk” youth:

- AmeriCorps = \$211,108
- Latina Leaders = \$40,000
- Fine Art Projects = \$75,000
- Garden Pathways/Sons & Brothers and Daughters = \$25,000
- School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000
- Young Women Empower Leadership = \$140,000

grants to school sites interested in developing fine arts projects that will enhance the enrichment of the unduplicated pupil.

Sons and Brothers funding will enable Garden Pathways to deliver a trauma-informed approach for “building community from the inside out,” incorporating prevention activities for high-risk youth (including mentoring, education, violence prevention, and career development). This program is currently serving students at Mira Monte, Arvin, Golden Valley and Nueva.

School Climate and Student Leadership and/or
ATS/OCI Projects

KHSD will offer mini grants and opportunities for Activity Directors and KHSD outreach staff to work with PBIS-MTSS site coordinators and PBIS site teams to increase and improve efforts related to campus climate, school connectedness, kindness and compassion projects, and engagement opportunities for all students, with a primary focus on unduplicated students in KHSD.

KHSD will explore Alternative to Suspension (ATS) or On Campus Intervention (OCI) student support-programs in 2017-2020 and will likely need start-up or seed money for curriculum and/or related supplies and equipment.

Year	2017-18	2018-19	2019-20
Amount	(a) \$37,369 (b) \$7,631 (c) \$225,000 Total- \$270,000	(a) \$36,257 (b) \$8,743 (c) \$436,108 Total- \$481,108	(a) \$36,257 (b) \$8,473 (c) \$466,108 Total- \$511,108
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	(a) Certificated Salaries (b) Benefits (c) Books and Supplies

Action 4.19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18	2018-19	2019-20
N/A	New	Changed
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Stakeholders have voiced a need for additional transportation/buses. Students report the lack of transportation as the number one reason for missing school and/or not participating in after-school activities and programs. Schools with low income students tend to have lower attendance rates, and the addition of buses will provide more access to school and school-related activities for our schools with the highest rate of unduplicated students.	Action 4.19 is one time funding only for 2018-19 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	(a) \$1,000,000	N/A
Source	N/A	(a) Sup/Con	N/A
Budget Reference	N/A	(a) Capital Outlay	N/A

Action Contingent Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Unchanged

2018-19

Modified

2019-20

Unchanged

2017-18 Actions/Services

Contingent upon receiving additional funding, KHSD will explore supporting the following existing actions.

- a) Additional 35 teaching sections for class size reduction for the 7 highest LCFF school sites.

2018-19 Actions/Services

Contingent Action items were embedded in the 2018-19 LCAP actions.

2019-20 Actions/Services

Contingent Action items were embedded in the 2019-20 LCAP actions.

(Please refer to action 1.01 for narrative on pages 144-146.)

- b) Reinstate action 1.12 to support standards and research-based professional development in order to increase college-going rates, particularly students of under-represented groups.

(Please refer to action 1.11/1.12 on pages 33-36.)

- c) Additional 15 teaching sections for On Campus Intervention Pilots (OCI) to support PBIS initiatives.

(Please refer to action 4.01 for narrative on pages 226-228.)

- d) Additional support for leadership and mentoring programs, principally serving unduplicated and “at risk” youth.

(Please refer to action 4.18 for narrative on pages 258-260.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$949,293 (b) \$375,707 (c) \$964,072 Total- \$2,289,072	N/A	N/A
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	N/A	N/A
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

[Estimated Supplemental and Concentration Grant Funds](#)

[Percentage to Increase or Improve Services](#)

\$ 70,437,338

20.23%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Kern High School District's (KHSD) 2017-18 enrollment of un duplicated students is 68.9%, with 8 of the 18 comprehensive sites at 80% or higher and 4 out of the 5 continuation sites at 80% or higher. The high unduplicated student count, districtwide, means students who are at risk and living below the poverty line attend all schools; hence, LCFF funding is used to provide all students access to the core curriculum and to advanced course work, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level.

A large expenditure of LCFF funding is class size reduction, a principal need continually expressed by all KHSD stakeholders. \$12,900,000 was allocated to class-size reduction in 2017-2018.

To continue promoting interest and success in science, 55 additional sections were given to reduce class size in science lab classes (\$1,182,500), and to respond to the literacy needs of the district, 70 sections (\$1,505,000) were allocated to Access (literacy/reading courses). The literacy/reading course provides targeted support and intervention to EL students who reclassify and to students reading between the 4th and 6th Instructional Reading Level (IRL).

To provide primary language support to the EL student, \$3,471,919 was allocated to retain support staff in the EL classroom, as well as all classrooms with EL students.

Nearly \$3 million was allocated for support and intervention classes, primarily in math and English and for credit recovery.

Another large expenditure was dedicated to strengthening the district's technology infrastructure so that it adequately supports and enhances learning in the classroom. \$2.5 million was allocated to this effort.

A significant amount (over \$9.3 million) of the district's LCFF allocation was directed to broadening Career and Technical Education (CTE), including expanding CTE pathways and the Regional Occupational Center (ROC). District stakeholders specifically spoke to the need for increasing CTE courses in order to balance college readiness with career readiness.

Finally, a significant amount of LCFF (over \$10 million) was allocated to the support and implementation of PBIS, the multi-tiered system of supports, to meet the social-emotional needs of the students.

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

Goal 1: Actions 1-15

Goal 2: Actions 1-3, and 7-13

Goal 3: Actions 1-15

Goal 4: Actions 1-13, and 16-19

*20.23% percentage is referred to as the minimum proportionality percentage (MPP). This percentage comes from the LCFF calculator and is the percentage increase in funding, and is not derived from the amounts specifically allocated to the unduplicated count in the budget.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 55,438,504

*17.02 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Kern High School District's (KHSD) enrollment of unduplicated students is 68.9%, with 8 of the 18 comprehensive sites at 80% or higher and 4 out of the 5 continuation sites at 80% or higher. The high unduplicated student count, districtwide, means students who are at risk and living below the poverty line attend all schools; hence, LCFF funding is used to provide all students access to the core curriculum and to advanced course work, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level.

A large expenditure of LCFF funding is class size reduction, a principal need continually expressed by all KHSD stakeholders. \$12,900,000 was allocated to class-size reduction in 2017-2018 and \$2,079,000 Supplemental and Concentration funds were allocated to restoration sections for a total of over \$15,000,000 million dedicated to reducing class size.

To continue promoting interest and success in science, 55 additional sections were given to reduce class size in science lab classes (\$1,155,000), and to respond to the literacy needs of the district, 70 sections (\$1,470,000) were allocated to Access (literacy/reading courses). The literacy/reading course provides targeted support and intervention to EL students who reclassify and to students reading between the 4th and 6th Instructional Reading Level (IRL).

To provide primary language support to the EL student, over \$2 million was allocated to retain support staff in the EL classroom, as well as all classrooms with EL students.

Nearly \$3 million was allocated for support and intervention classes, primarily in math and English and for credit recovery.

Another large expenditure was dedicated to strengthening the district's technology infrastructure so that it adequately supports and enhances learning in the classroom. \$2.5 million was allocated to this effort

A significant amount (over \$8 million) of the district's LCFF allocation was directed to broadening Career and Technical Education (CTE), including expanding CTE pathways and the Regional Occupational Center (ROC). District stakeholders specifically spoke to the need for increasing CTE courses in order to balance college readiness with career readiness.

Finally, a significant amount of LCFF (over \$10 million) was allocated to the support and implementation of PBIS, the multi-tiered system of supports, to meet the social-emotional needs of the students.

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

*17.02% percentage is referred to as the minimum proportionality percentage (MPP). This percentage comes from the LCFF calculator and is the percentage increase in funding, and is not derived from the amounts specifically allocated to the unduplicated count in the budget.