

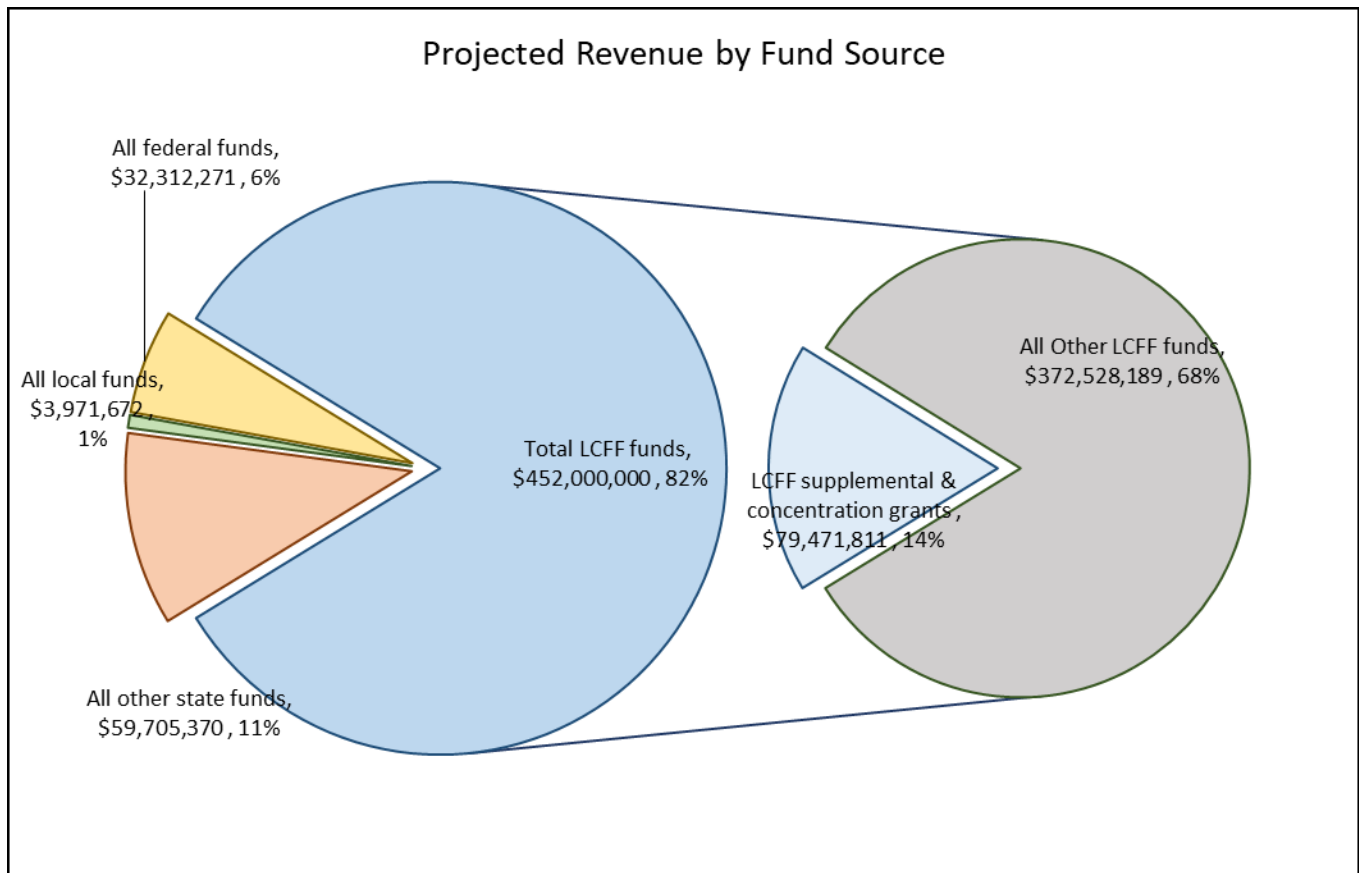
Local Educational Agency (LEA) Name: Kern High School District

CDS Code: 15-63529

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Brandi Ball, Supervising Administrator, LCAP  
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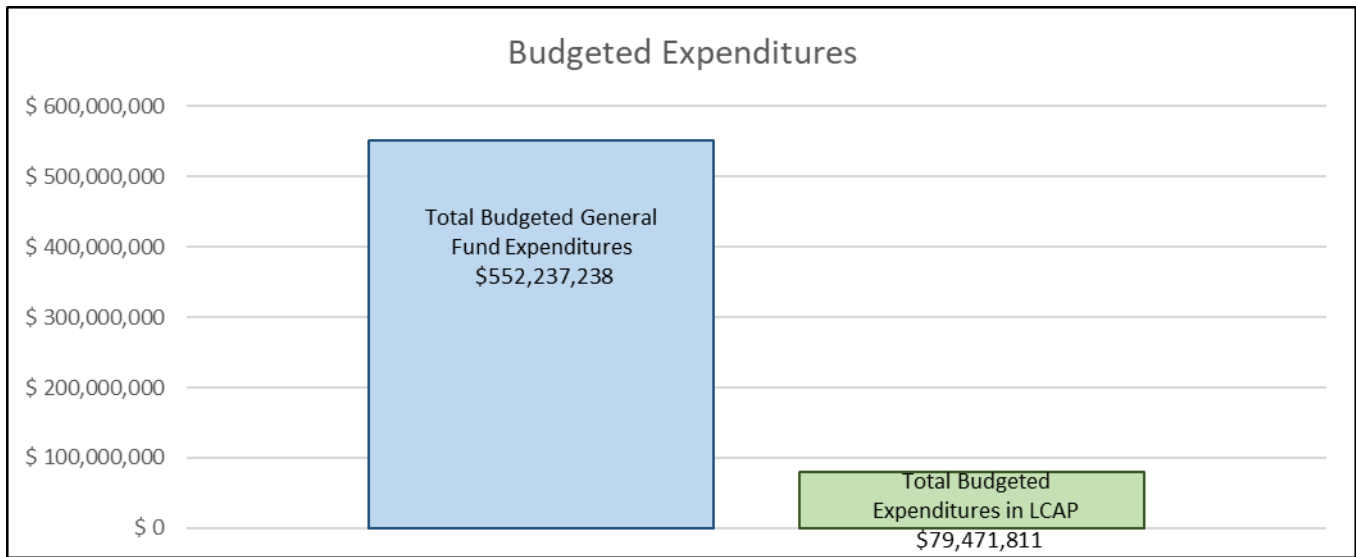
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).



This chart shows the total general purpose revenue Kern High School District expects to receive in the coming year from all sources.

The total revenue projected for Kern High School District is \$547,989,313.00, of which \$452,000,000.00 is Local Control Funding Formula (LCFF), \$59,705,370.00 is other state funds, \$3,971,672.00 is local funds, and \$32,312,271.00 is federal funds. Of the \$452,000,000.00 in LCFF Funds, \$79,471,811.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Kern High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

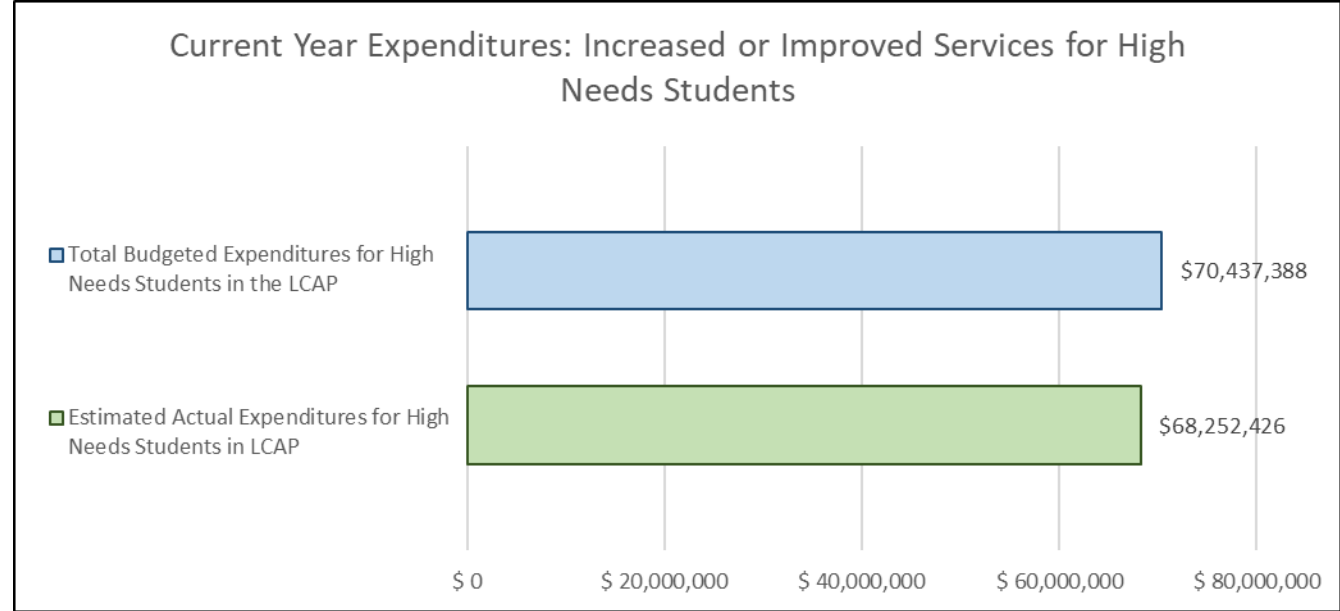
Kern High School District plans to spend \$552,237,238.00 for the 2019-20 school year. Of that amount, \$79,471,811.00 is tied to actions/services in the LCAP and \$472,765,427.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

None

### Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Kern High School District is projecting it will receive \$79,471,811.00 based on the enrollment of foster youth, English learner, and low-income students. Kern High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Kern High School District plans to spend \$79,471,811.00 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Kern High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kern High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Kern High School District's LCAP budgeted \$70,437,388 for planned actions to increase or improve services for high needs students. Kern High School District estimates that it will actually spend \$68,252,426 for actions to increase or improve services for high needs students in 2018-19. 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.

# 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)

[California School Dashboard](#): 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.

LEA Name

Contact Name and Title

Email and Phone

Kern High School District

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Serving 40,340 students (5.8% African American, 0.6% American Indian or Alaska Native, 2.9% Asian, 67.3% Hispanic or Latino, 1.4% Filipino, 0.3% Pacific Islander, 20.2% 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, 5 Special Education centers, 2 Career and Technical Education (CTE) sites, a blended learning program (Kern Learn), the Bakersfield Adult School, and 1 charter school (Kern Workforce 2000 Academy). The Bakersfield Adult School serves 6,000 annually; over 19,000 students participate in the district's CTE programs; and 466 students are served in the district's charter school. While neither the adult school nor the charter school are 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.

KHSD has the following percentages of the three 'high need' student groups, as selected by the state:

- ✓ English Learners (6.6%)
- ✓ Foster Youth (0.7%)
- ✓ Socioeconomically Disadvantaged (70.8%)

Counting each student once, even if the student meets more than one of these criteria, forms the "unduplicated count." The KHSD unduplicated count is 70.8%. Following are distinctions that refine the composition of the district's students:

- ✓ The Reclassified Fluent English population is 35.3%.
- ✓ The Homeless population is 0.5%.
- ✓ The Migrant population is 2.3%.
- ✓ 8 of the 18 sites (Arvin, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West) are comprised of, at minimum, 80% unduplicated students.

- ✓ 5 of the 5 alternative education sites (Central Valley, Nueva, Tierra Del Sol, Vista and Vista West) have a student population of, at minimum, 80% unduplicated students.

These figures reflect the level of challenge to be met in order to ensure that all students are successful in school and validate LCAP funding allocations 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 as well as allows students to access higher-level course work. Intervention programs include Access, the redesigned literacy program; a focus on Foundations Mathematics classes; and Positive Behavior and Intervention Supports, which supports the social and emotional learning of the student; and Multi-Tiered System of Supports, a framework to provide targeted support to struggling students. In addition, the district provides on-going professional development to all teachers, in order for the state standards to be implemented 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 2018-19 school year, 636 teaching sections were allocated specifically to class-size reduction. In addition, the district values an ethnically-diverse and experience-rich teaching staff that reflects the composition of its student body. It searches for teachers in various areas of the United States, including Historically Black Colleges and Universities (HBCUs), to meet the hiring demands as well as increase the diversity of the district. This year the district, in partnership with California State University, Bakersfield (CSUB), launched a new teacher residency program to attract more teachers of color so that students have “sufficient role models” and aspire to enter the teaching profession themselves (EdSource, 2018). The Kern High Teacher Residency (KHTR) program graduated 18 credentialed teachers, mostly of Hispanic backgrounds, who, if hired, are prepared to teach in KHSD. Launched this school year were two education pathways at Bakersfield and West High.

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), Cerro Coso College, and 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 18 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.

## LCAP Highlights

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

KHSD employs 1,998 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 40 teacher recruitment sites and attended teacher fairs in 15 states and 13 in California (Goal 1)

Class-size average (number of classes below 34 students) was reduced for core classes (English, Math, Social Studies and Science), from 20.3% (2016-17) to 16.1% (2018-19). LCAP provided 1,146 additional sections above the base formula to help further reduce class size.

- ✓ 636 LCFF sections (Goal 1)
- ✓ 35 Class Size Reduction for Core classes (Goal 1)
- ✓ 55 Science sections (Goal 1)
- ✓ 70 Access sections (literacy classes) (Goal 1)
- ✓ 11 Sections for continuation sites (Goal 1)
- ✓ 42 Apex sections earmarked for credit recovery (Goal 1)
- ✓ 79 Intervention sections (Goal 2)
- ✓ 31 Summer EL intervention sections (Goal 2)
- ✓ 97 Summer School sections (Goal 2)
- ✓ 90 On Campus Intervention sections (Goal 4 and 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)
- ✓ District Teachers on Special Assignment (Goals 1 and 4)
- ✓ 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)
- ✓ Multi-Tiered System of Supports (MTSS) 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)
- ✓ Young Women Empowered for Leadership Program (Goal 4)
- ✓ 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”):

- ✓ 18 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)
- ✓ English as Second Language classes (Goal 4)

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

Finally, the LCAP continues to be a collaborative effort between the Kern High School District and its valued stakeholders. The LCAP Advisory Council, comprised of individuals who represent the district's stakeholders, meets monthly, and the LCAP Student Advisory Council, comprised of 4 students from each comprehensive and alternative site, meets 4 times a year. 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.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

## Greatest Progress

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 671 teaching sections, a 5% 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 "doing of more science" through inquiry-based, three-dimensional learning, as per Generation Science Standards.

- The district will continue to provide funding for class-size reduction. (Goal 1, Action 1.01)
- The district is committed to supporting Access in order to increase literacy rates. It will do this by funding Access teaching sections, providing teaching and student materials, and providing professional development to ensure program fidelity. (Goal 1, Actions 1.04, 1.08 and 1.11; Goal 2, Action 2.09)
- The district will continue to support implementation of NGSS through teaching-section allocation, STEM to STEAM mini grants, funding to replenish lab materials, and professional development. (Goal 1, Actions 1.01, 1.04, 1.09)

The district values an ethnically-diverse, experience-rich, and well-qualified teaching staff, so it has broadened its recruitment efforts to search for diversity and talent. The district visited 40 teacher recruitment fairs, an increase of 11% from last year, in 15 states (Alabama, Arizona, California, Colorado, Georgia, Illinois, Louisiana, Michigan, Montana, New York, Oregon, Ohio, Texas, and Virginia). It visited HBCUs; publicized in various media, including EdJoin (an education job board), Education Week, minority-related journals and websites; and connected with prospective teachers through TeachBakersfield.com, KHSD's own informational and contact site. KHSD also continued to work with the local colleges to

encourage qualified and talented individuals to follow a teaching pathway. It also co-launched a teacher residency program with CSUB to better equip and train teachers to serve KHSD students as well as further expand the district's diversity needs.

- The district plans to continue its recruitment strategy to hire the best teachers and ensure 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)
- The district will continue to fund the Kern High Teacher Residency Program to train teachers to specifically work with the unique needs of KHSD students and to build diversity, teaching excellence, and commitment to the district and community. (Goal 1, Action 1.14)
- The district will continue offering Educators Pathway courses, a teacher-pathway curriculum piloted at 2 school sites (Bakersfield and West) this year. The mission is to cultivate highly-skilled educators by guiding young people onto a teaching pathway. (Goal 1, Action 1.14)

KHSD serves 2,432 English Learners (EL), who have access to the full curriculum spectrum – that is, core and elective courses. From 2016-2017 to 2017-18, there was a reduction of the district's Long-Term English Learners (LTEs) from 11.1% to 8.8% and reclassification rates increased from 31.5% (902 EL students) to 40.1% (1,048 EL students).

- The district provided 31 additional LCFF sections in Summer School for EL support. (Goal 2, Action 2.01)
- 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 hired a Supervising Administrator to oversee the EL program, monitor student growth and intervention needs, and provide appropriate professional and curriculum development. (Goal 2, Action 2.05)

Access, the district's redesigned literacy course, serves 1,928 students. Students are assessed and identified for enrollment in Access because they read below grade level.

- The district contracted Dr. Jill Hamilton Bunch for literacy training and to oversee the Literacy Council, 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 coordinated with the Bakersfield Adult School to expand its English-as-a-Second-Language program from 7 to 10 sites, offering 13 classes each semester. (Goal 4, Action 4.14)

Providing adequate intervention programs remains a district priority in order to ensure graduation and access into higher level, college preparatory courses. These programs include Access (previously mentioned), Advancement Via Individual Determination (AVID), 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 rated as Standard Exceeded or Standard Met on the English Language Arts (ELA) standards for the California Assessment of Student Performance and Progress (CAASPP), the California testing program for grade 11 students.
- 51% of students scored "ready" or "conditionally ready" on the Early Assessment Program (EAP) that indicates college preparedness for ELA.



- On the AP exam taken in 2017-2018, 603 students scored a 5. 1,115 scored a 4. 1,659 scored a 3.

Graduation progress as measured by the California School Dashboard is noted as follows:

- 89.1% of “ALL” students graduated, receiving a yellow student performance rating, outperforming the state average rate of 83.5%, a difference of 5.6%.
- 95.0% of students identified as “Asian” graduated receiving a blue student performance rating, outperforming the state average rate of 93.4%, a difference of 1.6%.
- 97.3% of students identified as “Filipino” graduated, receiving a blue student performance rating, outperforming the state average rate of 92.7%, a difference of 4.6%.
- 86.1% of students identified as “African American” graduated, receiving a yellow student performance rating, outperforming the state average rate of 72.1%, a difference of 14.0%.
- 89.0% of students identified as “Hispanic” graduated, receiving a yellow student performance rating, outperforming the state average rate of 81.2%, a difference of 7.8%.
- 91.1% of students identified as “Two or More Races” graduated, receiving a yellow student performance rating, outperforming the state average rate of 84.7%, a difference of 6.4%.
- 87.6% of students identified as “Socioeconomically Disadvantaged” graduated, receiving a yellow student performance rating, outperforming the state average rate of 80.8%, a difference of 6.8%.

As per the California School Dashboard, college and career readiness data is reported as follows:

- 42.4% of “ALL” students were prepared for college and career, an increase of 9.7%, receiving a green student performance rating and slightly outperforming the state rate of 42.2%.
- 74.0% of students identified as “Filipino” were prepared for college and career, receiving a blue student performance rating and outperforming the state rate of 62.7%, a difference of 11.3%.
- 38.2% of students identified as “American Indian” were prepared for college and career, receiving a green student performance rating and outperforming the state rate of 25.2%, a difference of 13.0%.
- 39.8% of students identified as “Hispanic” were prepared for college and career, receiving a green student performance rating and outperforming the state rate of 33.8%, a difference of 6%.
- 37.4% of students identified as “Socioeconomically Disadvantaged” were prepared for college and career, receiving a green student performance rating and outperforming the state rate of 33.7%, a difference of 3.7%.

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 continues to further its Career and Technical Education (CTE) programs. KHSD reported to CALPADS that in 2017-18, 9,781 students enrolled in a concentrator course, an increase of 46.6% from the previous year. 2,709 students completed a pathway, an increase of 40.3% from the previous year. 134 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 many are articulated with the local community colleges – Bakersfield College (BC) and Cerro Coso 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, Cerro Coso College, and CSUB to develop and expand its Dual Enrollment (DE) program. Students enrolled in DE courses receive high school and college credit simultaneously. DE courses offer university transferrable credit.

- 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 served 1,407 students this year at 11 comprehensive sites. 72% of the participating students were unduplicated pupils. (Goal 3, Action 3.07)
- AVID college tutors (52) were placed at 16 comprehensive sites to support academic progress. (Goal 3, Action 3.07)
- 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 255 students by providing mentoring, academic and social-emotional support, and career exploration. North High piloted a Youth 2 Leaders (Y2L) program with 2 Y2L mentors, which served Foster Youth students. The district will continue to fund Americorps, which currently serves 5 sites, two of which are alternative education schools. (Goal 4, Action 4.18)

The district will also continue to fund the following programs: (Goal 4, Action 4.18)

- Young Women Empowered for Leadership, a mentoring program for African American females, was launched this year. Over 265 girls participated from the following school sites: Bakersfield, East, Highland, North, Ridgeview, South and West High Schools. (Goal 4, Action 4.18)
- Project Black Excellence in Scholarship and Teaching (BEST) served 680 total students last year, grades 9–12. Over 92% graduated from high school and are either enrolling in college or entering the workforce. (Goal 3, Action 3.05)
- Latina Leaders, a leadership program for young Hispanic women, served 152 students, grades 10-12. 100% of the seniors graduated and 90% completed their a-g requirements.
- Garden Pathways (Sons, Brothers and Sisterhood Rising) actively engaged with 150 students from Arvin, Golden Valley, and Mira Monte. Attendance increased by an average of 8 days per student, resulting in an annual increase in ADA of \$28,160. Of the 64 students, 75% demonstrated an increase in GPA and disciplinary actions decreased by 52%.

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. 815 students earned the State Seal of Biliteracy in 2017-18, a 15.3% increase from the 2016-2017 school year.

- The district will continue to support an EL Administrator who oversees the EL 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 Positive Behavioral Intervention and Supports (PBIS) 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 from 25% in 2013 to 14% in 2018.
- 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 all comprehensive sites 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 Parent and Family Centers and other coordinating parent-support mechanisms. (Goal 4, Actions 4.04 and 4.05)
- Provide on-going training in unconscious bias, cultural responsiveness, and equity. (Goal 4, Action 4.11)

## Greatest Needs

Referring to the California School Dashboard, 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 orange or red for “ALL” students for the following:

Academic Performance “ALL STUDENTS”		
English Language Arts (ELA)	Number of Students	8,678
	Performance Color	Orange
	Points below standard	8.4
	Declined	9 points
Mathematics	Number of Students	8,637
	Performance Color	Orange
	Points below standard	96.4
	Maintained	-0.3

During the 2018-19 school year, KHSD focused on academic areas and initiatives that would equip district staff to assist students in meeting academic challenges and maintaining academic rigor, as per the Strategic Priorities and LCAP Goals.

### **English Language Arts**

- The adoption of the Literacy Council will achieve the following outcomes:
  - Equip content teachers with literacy approaches in reading, writing and vocabulary
  - Develop a district wide “literacy plan” that includes individual school site literacy tenets
  - 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
- Refining curriculum
- Academic Conversations
- Language and Literacy
- Content Understanding
- Common Formative Assessments
- Developing a common instructional language across school sites
- Strengthening the use of rubrics for assessment and feedback purposes
- Increasing communication and collaboration across the district
- Professional development
  - Grade level district professional learning communities
  - GATE/Honors/AP level meetings
- Summer curriculum teams

### **Mathematics**

The goals of the Mathematics Department include the following:

- Implementing effective mathematics teaching practices through Lesson Study
- Developing Common Formative Assessments (CFAs)
- Increasing communication and collaboration across the district
- Supporting PLC meeting time and creating CFAs
- Providing Mindset Math trainings
- Offering Mindset Math courses at each school site
- Increasing communication and collaboration across the district
  - 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 also been proactive in addressing the highest student needs. It participated in the Continuous Improvement Process (CIP) facilitated by the Kern County Superintendent of Schools (KCSOS). The KHSD CIP team consisted of the Assistant Superintendent of Instruction, Directors (Special Education, Instruction, Research and Planning, and Student Support and Behavior, as well as other district and site administrators, certificated teaching staff, Foster Youth Liaison, classified staff and parents. During the CIP process, a root cause analysis was conducted and action steps were initiated.

## **Performance Gaps**

Referring to the California School Dashboard, 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.

According to the California School Dashboard (CSD), the KHSD received two or more performance levels below the “all student performance” for the following:

<b>Suspension</b>		
“Two or more performance levels below the “all student performance”		
<b>Foster Youth</b>	Number of Students	84
	Performance Color	Red
	Suspended at least once	31.8%
	Increased	4.8%
<b>Students with Disabilities</b>	Number of Students	4,197
	Performance Color	Red
	Suspended at least once	16.9%
	Increased	2.4%

<b>College/Career</b>		
“Two or more performance levels below the “all student performance”		
<b>Foster Youth</b>	Number of Students	119
	Performance Color	Red
	Prepared	6.7%
	Maintained	1.1%

KHSD is committed to ensuring students with disabilities have access to grade level standards and the core curriculum through age 21, as 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, school sites are implementing Multi-Tiered Systems of Support (MTSS), providing support and intervention to help students with academic or social difficulties. Students with an Individual Educational Plan (IEP) have 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 ensuring progress toward transition goals.

KHSD Foster Youth Liaison is dedicated to foster youth district-wide. School sites have assigned a counselor to monitor and assist foster youth on their campus. Ten comprehensive school sites and 5 alternative school sites operate The Youth Empowering Success (YES) program. YES is a foster youth outreach program and mentoring club. A pilot program was launched in Fall 2018 at North High School to provide one-to-one academic tutoring and college and career readiness with Y2L mentoring staff for foster youth students. The success of the program has prompted KHSD to provide Y2L mentors at other sites for the 2019-20 school year. In addition, school sites continue to implement MTSS to support students with academic or social difficulties. KHSD will continue to address performance gaps for Students with Disabilities and Foster Youth through LCAP goals and actions.



# Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

## Schools Identified

Identify the schools within the LEA that have been identified for CSI.

The following school sites have been identified as Comprehensive Support and Improvement (CSI) sites.

- ✓ Central Valley Continuation
- ✓ Nueva Continuation
- ✓ Tierra Del Sol Continuation
- ✓ Vista Continuation
- ✓ Vista West Continuation
- ✓ Kern Workforce 2000 Academy

## Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

KHSD administrators representing Alternative Education which includes Kern Workforce 2000 Academy (KHSD charter school), Innovative Programs, Instruction, and the LCAP worked and will continue to work alongside schools identified for CSI. Each of the identified CSI schools conducted an internal needs assessment, which is outlined in their School Plan for Student Achievement (SPSA). The CSI school sites examined various surveys (LCAP annual Parent and Staff Survey, Student Climate Survey, Direction Survey, and Healthy Kids Survey that were administered to their staff, students and stakeholders.

KHSD attended the Continuous Improvement Process (CIP) and will continue to attend KCSOS workshops with identified schools as well as hosted and will continue to host workdays to work alongside CSI sites to analyze data and develop CSI plans. KHSD utilized strategies learned in the Continuous Improvement Process to assist CSI sites with the creation of their CSI plans. A root cause analysis will be done by the individual school sites to pinpoint site needs, CSI schools have identified resource inequities such as additional literacy classes, and additional intervention staff. All CSI school sites will continue to utilize evidence-based intervention strategies such as PBIS-MTSS.

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

KHSD worked and will continue to work alongside CSI sites to determine, reflect upon, and modify data-based metrics and data from the California School Dashboard in order to align with KHSD LCAP goals for measuring progress and improvement to monitor the implementation of CSI plans as well as the effectiveness of processes and activities. KHSD will continue to build capacity of identified CSI site administrators to access data in order to drive decisions and determine effectiveness of processes and activities. Stakeholder groups will be included throughout this process.



# Annual Update

LCAP Year Reviewed: 2018-19

## 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

## Annual Measurable Outcomes

Expected

Actual

### (Priority 1a)

Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2018-2019.

### (Priority 1a) MET

KHSD has 100% of their teaching staff that are credentialed or authorized to teach with Provisional Internship Permits (PIP) and Short-Term Permits (STSP) and no teacher is mis-assigned. In fall 2018, 43 teachers were identified as teaching with a PIP and 33 with STSP. This is partly due to California's teacher shortage. All affected employees are enrolled in the PIP and STSP programs provided by KHSD. All teachers are appropriately assigned with English Learner (EL) authorization.

- ✓ As measured by the California Commission on Teacher Credentialing and KHSD Oracle PeopleSoft Enterprise reporting system.
- ✓ Zero teachers are mis-assigned; all EL teachers are teaching with EL authorization.

<http://www.kernhigh.org/apps/pages/SARCs>

## Expected

## Actual

**(Priority 1a)**

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

<https://www.caschooldashboard.org/reports/15635290000000/2018>

<https://www.caschooldashboard.org>

**(Priority 1a) MET**

School Year	KHSD Certificated Teaching Staff EL Authorized
2016-17	100%
2017-18	100%
2018-19	100%

Data was obtained from KHSD Management System.

**(Priority 1b)**

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

**(Priority 1b) MET**

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 deemed compliant. All sites provided adequate and appropriate instructional materials for all students.

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

<https://www.caschooldashboard.org/reports/15635290000000/2018>

**(Priority 1c)**

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

**(Priority 1c) MET**

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/reports/15635290000000/2018>

Ratings	2016-17	2017-18	2018-19
Exemplary / Good	23 School Sites	23 School Sites	23 School 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

**(Priority 2a) NOT MET**

The adopted California State Board of Education Self-Reflection Tool

## Expected

measured by the State Board of Education Adopted Reflection Tool.

## Actual

was utilized to measure the Implementation of State Academic Standards. The goal is to continue growth towards full implementation for each of the content standards. A baseline was established in 2018-19.

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	3 (Initial Development)
English Language Development	3 (Initial Development)
Mathematics	2 (Beginning Development)
Next Generation Science	2 (Beginning Development)
History-Social Studies	2 (Beginning Development)

**\* Based on 781 responses from the 2018 LCAP Staff Survey  
(Percentage favorable responses for this question)**

### Other Adopted Standards

Standard	Rating
Career Technical Education	3 (Initial Implementation)
Health Education Content Standards	3 (Initial Implementation)
Physical Education Model Content Standards	1 (Exploration and Research Phase )
Visual and Performing Arts	3 (Initial Implementation)
World Language	3 (Initial Implementation)

## Expected

## Actual

**(Priority 2b)**

100% of EL students are able to access the Common Core State Standards (CCSS) and English Language Development (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.

**(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<sup>th</sup> grade students in Access Literacy 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 enrolled in Foundation classes.

\* Based on 781 responses from the 2018 LCAP Survey  
(Percentage favorable responses for this question)

**(Priority 2b) NOT MET**

English Learners (EL) level 1 students are enrolled in 2 periods of ELD daily and EL levels 3 and 4 are enrolled on their appropriate ELD level for one period daily and in a grade level English class. District and site administrators ensure and monitor that all EL students have access to CCSS and ELD standards which are reflected in school sites master schedule.

Standard	Rating
English Language Development	3 (Initial Development)

\*

**(Priority 8) NOT MET**

9th grade students were assessed utilizing the STAR Renaissance Reading exam to gauge their Instructional Reading Level (IRL) prior to entering KHSD. This data was utilized to enrolled students that scored between 4th and 6th IRL in Access and 3.9 or below for Pre-Access to provide these students with an intervention course, Access or Pre-Access. Students were monitored regularly.

STAR Renaissance Reading Instructional Reading Level (IRL)		
Years	Fall 2018	Spring 2019
9 <sup>th</sup> Grade IRL enrolled in Access course	4.49	4.58
Number of Students	1685	1146

**(Priority 8) NOT MET**

Students enrolled in Math Foundation classes are assessed at least 3 times a year.

## Expected

## Actual

STAR Renaissance Math 2018 Quarter 1 Assessment 1 Window			
FNDATNSMATH 1, Foundation 2-9, Foundation 2-10	Number of Students Tested	STAR Math Scaled Score Average	STAR Math Enterprise Benchmarks and Cut Scores Percentile
9 <sup>th</sup> Grade	1830	657.8	20
10 <sup>th</sup> Grade	406	655.8	20
11 <sup>th</sup> Grade	217	670.4	20
12 <sup>th</sup> Grade	181	681.7	10
12* Grade	5	670.8	10

The Star Math benchmarks are based on 2017 norms.

STAR Renaissance Math 2019 Quarter 3 Assessment 3 Window			
FNDATNSMATH 1, Foundation 2-9, Foundation 2-10	Number of Students Tested	STAR Math Scaled Score Average	STAR Math Enterprise Benchmarks and Cut Scores Percentile
9 <sup>th</sup> Grade	1524	666.9	10
10 <sup>th</sup> Grade	332	657.5	10
11 <sup>th</sup> Grade	104	668.4	10
12 <sup>th</sup> Grade	71	669.2	10
12* Grade	0	0	0

Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark.

The Star Math benchmarks are based on 2017 norms.

Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark.

### (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.

### (Local Priority 1a) NOT MET

The chart below reflects the ethnicity of the 271 certificated teaching staff hired for the 2018-19 school year. KHSD is continuously committed to hiring highly qualified staff that reflects the demographics of their students.

Expected

Actual

	<b>Kern High School District Certificated Teaching Staff Hired 2018-19</b>			
	<b>Ethnicity</b>	<b>2017-18 (190 Certificated Teaching Staff)</b>	<b>2018-19 (271 Certificated Teaching Staff)</b>	<b>Percentage Increase / Decrease</b>
	African American	2.6%	4.4%	+1.8%
	African American (Students)	6.0%	5.82%	
	Hispanic	26.3%	25.4%	-0.9%
	Hispanic (Students)	62.6%	67.3%	
	White	62.6%	69.7%	+7.1%
	White (Students)	20.7%	20.1%	
	Not Specified	8.50%	0%	-8.5%

## Actions / Services

### Action 1.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Class-size reduction commenced in the 2014-15 school year. In the 2018-19 school year, sites were allocated 671 teaching sections. The total section allocation 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	a) \$10,636,962 b) \$4,796,038 Total- \$15,433,000  a) Sup/Con b) Sup/Con  a) Certificated Salaries	a) \$9,820,853 b) \$4,388,131 Total- \$14,208,984  a) Sup/Con b) Sup/Con  a) Certificated Salaries b) Benefits



Planned  
Actions/Services

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
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

Actual  
Actions/Services

35 sections allocated to class size reduction (CSR) for the core classes.

Kern High School District Class Size Reduction % All Courses			
Year	2016-17	2017-18	2018-19
# of Courses Below 34	4,168 (64.3%)	4,342 (66.5%)	4,652 (69%)
# of Courses Above 35	2,310 (35.7%)	2,186 (33.5%)	2,093 (31%)

Budgeted  
Expenditures

b) Benefits

Estimated Actual  
Expenditures

## Action 1.02/1.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																												
<p>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:</p> <ul style="list-style-type: none"><li>- 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).</li><li>- The sections, both teaching and administrative, will be distributed according to need of the unduplicated population and in coordination with the Supervising Administrator.</li><li>- 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 deliver improved and increased services to at risk students.</li></ul> <p>This increase of teaching and administrative sections will improve unduplicated student outcomes including state assessments and graduation rates.</p>	<p>KHSD maintained teaching and administrative sections. The sites utilized their administrative sections in the implementation of PBIS-MTSS and the 11 teaching sections were used for class size reduction. Nueva, Vista West, Vista and Tierra Del Sol continuation school sites received the honorable distinction of being amongst the top 20 continuation school sites in California.</p> <table><tr><th>Sites</th><th>Graduation Percentage</th><th>Status Change</th></tr><tr><td>Central Valley (46 Students)</td><td>63.0%</td><td>-5.0% (Declined)</td></tr><tr><td>Nueva (70 Students)</td><td>78.6%</td><td>+21.2% (Increased)</td></tr><tr><td>Vista (156 Students)</td><td>46.8%</td><td>1.9% (Maintained)</td></tr><tr><td>Vista West (146 Students)</td><td>56.8%</td><td>-3.5% (Declined)</td></tr><tr><td>Tierra Del Sol (169 Students)</td><td>60.4%</td><td>+4.9% (Increased)</td></tr></table> <table><tr><td>4</td><td>CTE sections</td></tr><tr><td>2</td><td>Miscellaneous sections</td></tr><tr><td>3</td><td>Math sections</td></tr><tr><td>1</td><td>Physical Education section</td></tr><tr><td>1</td><td>Fine Arts</td></tr></table>	Sites	Graduation Percentage	Status Change	Central Valley (46 Students)	63.0%	-5.0% (Declined)	Nueva (70 Students)	78.6%	+21.2% (Increased)	Vista (156 Students)	46.8%	1.9% (Maintained)	Vista West (146 Students)	56.8%	-3.5% (Declined)	Tierra Del Sol (169 Students)	60.4%	+4.9% (Increased)	4	CTE sections	2	Miscellaneous sections	3	Math sections	1	Physical Education section	1	Fine Arts	<p>a) \$616,986 b) \$250,501 Total- \$867,487</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>	<p>a) \$581,599 b) \$230,337 Total- \$811,936</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>
Sites	Graduation Percentage	Status Change																													
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Tierra Del Sol (169 Students)	60.4%	+4.9% (Increased)																													
4	CTE sections																														
2	Miscellaneous sections																														
3	Math sections																														
1	Physical Education section																														
1	Fine Arts																														

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Continuation Site 2017-18	% of Unduplicated Students
Nueva	92.8%
Central Valley	91.8%
Vista	88.1%
Tierra Del Sol	85.7%
Vista West	68.0%

## Action 1.04

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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.

STEM to STEAM mini grants were available to KHSD Science, Mathematics, and Visual and Performing Arts teachers in two rounds of “mini grant” applications. 22 grants were awarded. Each awarded grant is in a different phase of implementation, but all are slated to be completed by June 30, 2019, as well as all funds expended.

**Grants Awarded for the  
2018-19 School Year**

**Geology/Art – (Highland, \$5,000)**

Sketching and modeling to improve observation and technical skills.

**Music/ Mathematics – (Highland \$5,000)**

This project will study the interplay between wave theory, engineering, musical theory, and mathematics using ukuleles and wind chimes.

**Physical Science/Arts – (Ridgeview, \$5,000)** In this project Students in the Bridge Introduction to Physical Science course of study will work with students in the

a) \$9,812  
b) \$2,188  
c) \$88,000  
Total- \$100,000

a) Sup/Con  
b) Sup/Con  
c) Sup/Con

a) Certificated  
Salaries  
b) Benefits  
c) Books and  
Supplies

a) \$0  
b) \$0  
c) \$99,680  
Total- \$99,680

a) Sup/Con  
b) Sup/Con  
c) Sup/Con

a) Certificated  
Salaries  
b) Benefits  
c) Books and  
Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Moderate/Severe special education class to design and build solar-powered vehicles.</p> <p><b>Physics/Music (Ridgeview, \$5,000)</b> Students will analyze and manipulate the properties of a wave to find optimal locations for speakers in public locations to find optimal acoustics.</p> <p><b>Advanced Biology/Arts (Ridgeview, \$5,000)</b> Biology students will monitor the physiological response to the bodies of student athletes during various forms of athletic activity and events.</p> <p><b>Environmental Science /Arts (Ridgeview, \$5,000)</b> The focus of the project for Advanced Placement (AP) Environmental Science students will be an analysis of the creation of waste through pens, pencils, and paintbrushes associated with the art industry and to design more environmentally friendly mediums.</p> <p><b>Physics/Construction (Ridgeview, \$5,000)</b> Physics and Design students will collaborate to create a set design.</p> <p><b>Physics/Construction (Ridgeview, \$5,000)</b> This project will feature a collaboration between Physics students and special education students to build blades for a windmill.</p> <p><b>Chemistry/Art (Ridgeview \$5,000)</b> Chemistry and Art students will create art out of beach trash and analyze the properties of plastic that make it non-degradable.</p> <p><b>Green Technology/Guitar/Choir/Leadership (Ridgeview, \$5,000)</b> Students use laptops, audio recording interfaces, and dynamic instrument microphones to capture and record sound waves to design their own investigation on wave functions.</p> <p><b>Physics/Art (Highland, \$5,000)</b> The students will use ripple tanks to investigate how waves propagate and interact. Art students will apply</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>that knowledge to design a clay cell phone holder and sound amplifier.</p> <p><b>Biology/Art (Vista, \$2,080)</b> In the art class, students will make plaster sea urchins using science as their guide. Science students will investigate the adaptations of the sea urchin.</p> <p><b>Environmental Science/Art (Foothill, \$5,000)</b> Students will tour museums and zoos and create animal and botanical illustrations on their life cycles for display.</p> <p><b>Biology/Art (Ridgeview \$5,000)</b> Students will travel to the Channel Islands to study marine mammal migrations and terrestrial native species and participate in science journaling to document their experience.</p> <p><b>Biology/Art/ELA (Foothill, \$5,000)</b> Students will visit the Long Beach Aquarium and CSULB in order to study, collect data, journal, write essays, and create illustrations of the Sharks of the Southern California Coastline, specifically the Great White Shark.</p> <p><b>Biology/Art (Independence, \$2,600)</b> Students will use an Oculus Rift system in the library with the app Tilt Brush in order to create and walk through digital 3D images of DNA.</p> <p><b>Chemistry/Photography (Frontier, \$5,000)</b> Film students use slow motion digital photography to capture chemical reactions produced by Chemistry students to capture phenomena.</p> <p><b>GEMS Club/Art (Liberty, \$5,000)</b> Students will design, plant and care for a sustainable garden on campus.</p> <p><b>Chemistry/Biology/ELA/Photography (Ridgeview, \$5,000)</b> Enrich student background knowledge about prominent California scientists, writers and artists by visiting Central California aquariums and</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>museums and creating a video diary of their experience.</p> <p><b>Chemistry/Advanced Art (Ridgeview, \$5,000)</b> Students will interview a museum curator on the means of preservation used in the museum so that students can design their own preservative.</p> <p><b>Anatomy &amp; Physiology/Advanced Art (Ridgeview, \$5,000)</b> Students will use mannequins to accurately model human anatomy in clay.</p>		

## Action 1.05

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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"> <li>• Test grade 9 students in English and math.</li> <li>• Test twice annually, once at the beginning of year and once at the end of the year.</li> </ul> <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. The number of sections is determined per the site's</p>	<p>Access sections were allocated as described in Action 1.05. Enrollment in Access was focused on the students reading between the 4th and 6th IRL and Pre-Access students with a 3.9 IRL score or below according to STAR Renaissance assessment. Students are monitored quarterly for both STAR reading and math.</p> <p>LCFF funded 70 sections of Access, as described in the original action with additional sections funded by Title I (1) and regular staffing formula (32). There are 1,928 students enrolled in Access or Pre-Access. Of those, 1,728 (90%) were identified as unduplicated students, including 152 (8%) identified as English Learners and 8 (&lt;1%) Foster Youth students.</p>	<p>a) \$1,109,640 b) \$500,360 Total- \$1,610,000</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>	<p>a) \$1,030,565 b) \$460,718 Total- \$1,491,283</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>projected total enrollment and proportionately to its LCFF unduplicated pupil count.</p> <p>6 sections each: Arvin, Bakersfield, Mira Monte</p> <p>5 sections each: East, Foothill, Golden Valley, Ridgeview, South</p> <p>4 sections each: Highland, North, West</p> <p>3 sections each: Independence, Shafter</p> <p>2 sections each: Centennial, Frontier, Liberty, Stockdale</p> <p>1 section each: Kern Valley</p>			

## Action 1.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures															
<p>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:</p> <ul style="list-style-type: none"><li>- 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 on-going assessment for instructional intervention.</li></ul> <p>The STAR Renaissance screening and progress monitoring will better inform intervention and instruction to increase</p>	<p>The STAR Renaissance contract was renewed. STAR Renaissance Reading was administered to 33,925 (85.1%) students and STAR Math was administered to 28,386 (71%) during the first quarter. Every certificated teacher has access to their students Instructional Reading Level (IRL).</p> <table><tr><th colspan="3">STAR Renaissance Reading Implementation Progress Update for Kern High School District January 2019</th></tr><tr><th>Grade</th><th>Current Percentile</th><th>Projected Percentile</th></tr><tr><td>9<sup>th</sup></td><td>28%</td><td>36%</td></tr><tr><td>10<sup>th</sup></td><td>30%</td><td>37%</td></tr><tr><td>11<sup>th</sup></td><td>34%</td><td>40%</td></tr></table>	STAR Renaissance Reading Implementation Progress Update for Kern High School District January 2019			Grade	Current Percentile	Projected Percentile	9 <sup>th</sup>	28%	36%	10 <sup>th</sup>	30%	37%	11 <sup>th</sup>	34%	40%	<p>a) \$315,112</p> <p>a) Sup/Con</p> <p>a) Services and Operating Expenditures</p>	<p>a) \$322,201</p> <p>a) Sup/Con</p> <p>a) Services and Operating Expenditures</p>
STAR Renaissance Reading Implementation Progress Update for Kern High School District January 2019																		
Grade	Current Percentile	Projected Percentile																
9 <sup>th</sup>	28%	36%																
10 <sup>th</sup>	30%	37%																
11 <sup>th</sup>	34%	40%																

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																					
unduplicated students' reading and math levels.	<table><tr><td>12<sup>th</sup></td><td>31%</td><td>34%</td></tr></table> <p>Performance in grades 9-12; of students tested, % at/above benchmark (40PR) [%predicted to be in the Level 3 and Level 4 category on the 2019 CAASPP test].</p> <table><tr><th colspan="3">STAR Renaissance Math Implementation Progress Update for Kern High School District January 2019</th></tr><tr><th>Grade</th><th>Current Percentile</th><th>Projected Percentile</th></tr><tr><td>9<sup>th</sup></td><td>37%</td><td>19%</td></tr><tr><td>10<sup>th</sup></td><td>47%</td><td>25%</td></tr><tr><td>11<sup>th</sup></td><td>55%</td><td>31%</td></tr><tr><td>12<sup>th</sup></td><td>45%</td><td>24%</td></tr></table>	12 <sup>th</sup>	31%	34%	STAR Renaissance Math Implementation Progress Update for Kern High School District January 2019			Grade	Current Percentile	Projected Percentile	9 <sup>th</sup>	37%	19%	10 <sup>th</sup>	47%	25%	11 <sup>th</sup>	55%	31%	12 <sup>th</sup>	45%	24%		
12 <sup>th</sup>	31%	34%																						
STAR Renaissance Math Implementation Progress Update for Kern High School District January 2019																								
Grade	Current Percentile	Projected Percentile																						
9 <sup>th</sup>	37%	19%																						
10 <sup>th</sup>	47%	25%																						
11 <sup>th</sup>	55%	31%																						
12 <sup>th</sup>	45%	24%																						

## Action 1.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Unduplicated Students perform below all students on the Grade 11 Math state assessment. In order to improve math student outcomes, the KHSD will provide:</p> <ul style="list-style-type: none"> <li>Edmentum, an online learning program that provides computer-adaptive assessments to target areas for intervention and provides individualized learning plans in all core subjects.</li> </ul> <p>Edmentum will specifically be used in math courses to fill in gaps in students' math</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"> <li>Standards-based practices and instruction that monitor progress during the learning process</li> <li>Actionable results that provide detailed feedback</li> </ul>	<p>a) \$143,892</p> <p>a) Sup/Con</p> <p>a) Services and Operating Expenditures</p>	<p>a) \$159,380</p> <p>a) Sup/Con</p> <p>a) Services and Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
knowledge so they will be successful in meeting the California math standards. The implementation of Edmentum will increase unduplicated students' math performance.	<ul style="list-style-type: none"> <li>Flexible tools and resources that allow for differentiated approaches that target individual students.</li> </ul>		

## 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. Dr. Jill Hamilton Bunch was contracted as a literacy consultant to provide professional development and to facilitate the newly formed KHSD Literacy Council that is comprised of administrators and teachers throughout the district.</p> <table><tr><th colspan="2">Access / Pre-Access Professional Development 2018-19</th></tr><tr><td>Access Curriculum Meetings</td><td>Access Planning Days</td></tr><tr><td>Access Team Meetings</td><td>Access Touchstones</td></tr><tr><td>Access Training for New Teachers</td><td>Pre-Access Planning</td></tr><tr><td>Pre-Access Workday</td><td>Access and Pre-Access Summer Planning</td></tr></table>	Access / Pre-Access Professional Development 2018-19		Access Curriculum Meetings	Access Planning Days	Access Team Meetings	Access Touchstones	Access Training for New Teachers	Pre-Access Planning	Pre-Access Workday	Access and Pre-Access Summer Planning	<p>a) \$69,505 b) \$15,495 Total- \$85,000</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>	<p>a) \$185,231 b) \$38,769 Total- \$224,000</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>
Access / Pre-Access Professional Development 2018-19													
Access Curriculum Meetings	Access Planning Days												
Access Team Meetings	Access Touchstones												
Access Training for New Teachers	Pre-Access Planning												
Pre-Access Workday	Access and Pre-Access Summer Planning												

## Action 1.09

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p>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> <p><u>LCFF Sections</u> 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</p>	<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. 72% (1,774) of students enrolled in science classes were unduplicated students. All schools were allocated additional sections for CSR in science, to be used according to their site needs: Biology, Chemistry, Earth Science, Physical Science, Chemistry and Integrated Science.</p> <table><tr><th colspan="3">KHSD 2018-19 55 Science Sections LCFF Funded</th></tr><tr><th>Course</th><th># of Students</th><th>% of LCFF</th></tr><tr><td>Earth Science</td><td>282</td><td>82.2%</td></tr><tr><td>Earth Science GATE</td><td>30</td><td>86.5%</td></tr><tr><td>Integrated Science</td><td>255</td><td>43.0%</td></tr><tr><td>Physical Science</td><td>391</td><td>71.4%</td></tr><tr><td>Physical Science GATE</td><td>40</td><td>90%</td></tr><tr><td>Biology</td><td>550</td><td>81.8%</td></tr></table>	KHSD 2018-19 55 Science Sections LCFF Funded			Course	# of Students	% of LCFF	Earth Science	282	82.2%	Earth Science GATE	30	86.5%	Integrated Science	255	43.0%	Physical Science	391	71.4%	Physical Science GATE	40	90%	Biology	550	81.8%	<p>a) \$871,860 b) \$393,140 Total- \$1,265,000</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>	<p>a) \$786,389 b) \$359,220 Total- \$1,145,609</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>
KHSD 2018-19 55 Science Sections LCFF Funded																											
Course	# of Students	% of LCFF																									
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Physical Science	391	71.4%																									
Physical Science GATE	40	90%																									
Biology	550	81.8%																									

Planned Actions/Services	Actual Actions/Services			Budgeted Expenditures	Estimated Actual Expenditures						
	<table><tr><td>Agriculture Soil Science</td><td>100</td><td>72.0%</td></tr><tr><td>Chemistry</td><td>126</td><td>75.8%</td></tr></table>			Agriculture Soil Science	100	72.0%	Chemistry	126	75.8%		
Agriculture Soil Science	100	72.0%									
Chemistry	126	75.8%									

## Action 1.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>The funding is principally directed to low income students to increase their success in science.</p>	<p>A precise inventory was taken in the 2018-19 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) \$400,000</p> <p>a) Sup/Con</p> <p>a) Books and Supplies</p>	<p>a) \$400,000</p> <p>a) Sup/Con</p> <p>a) Books and Supplies</p>

## Action 1.11/1.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Retain district Teachers on Special Assignment (TOSAs) in English, Math, Science, Literacy and AVID. An additional TOSA will be hired for Social Studies.</p> <ul style="list-style-type: none"> <li>• Provide professional development for certificated and classified, focusing on intervention strategies for unduplicated pupils.</li> <li>• Continue professional development for Access and EL implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).</li> </ul> <p>Continue to refine Access 2 and Pre-Access, anchor tasks for English Language Arts (ELA), Science, and Math.</p>	<p>The district Resource Teachers have developed and coordinated professional development for the 2018-19 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 1,582 teachers participated in at least one professional development activity in the fall of 2018. Professional development is offered throughout the school year and resources and supplies are provided for teachers to implement the standards of their curriculum.</p> <p><b>KHSD 2018-19 Professional Development Fall Semester</b></p> <ul style="list-style-type: none"> <li>• One Book One Bakersfield Rollout</li> <li>• Access/Pre-Access</li> <li>• Advanced Placement/Honors Courses - (English, Biology, Government, Spanish, AP Boot Camp)</li> <li>• Advancement Via Individual Determination (AVID) – (Site, District, Tutoring, Digital Teaching and Learning)</li> <li>• Biology - (Biomed, Sequence/Pacing, MiniOne Biology Demo)</li> <li>• Business Leadership Ethics Meetings (BLE)</li> <li>• Building Bridges</li> </ul>	<p>a) \$984,714 b) \$346,039 Total- \$1,330,753</p> <p>a) Sup/Con b) Sup/Con</p> <p>a) Certificated Salaries b) Benefits</p>	<p>a) \$799,218 b) \$254,163 c) \$100,000 Total- \$1,153,381</p> <p>a) Sup/Con b) Sup/Con c) Sup/Con</p> <p>a) Certificated Salaries b) Benefits c) Books and Supplies</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• California Academic Partnership Program (CAPP)</li> <li>• Collaborative Common Assessments (CCA)</li> <li>• Chemistry- (Sequence/Pacing)</li> <li>• College Tutoring</li> <li>• Conscious Classroom Management</li> <li>• Content Area Planning</li> <li>• Cyber High</li> <li>• Dance</li> <li>• Digital Training</li> <li>• Earth and Space Training</li> <li>• Edmentum Training</li> <li>• English Learner (EL)/English Language – (Development (ELD) - Coordinator Meeting,</li> <li>• Rosetta Stone, Department Meeting, Strategies for Social Studies, ELD Curriculum, Bilingual Technicians)</li> <li>• English Language Arts (ELA) -</li> <li>• Backward Mapping, Curriculum Team, Department Chair, Gifted and Talented Education, Grade Level Meetings, ELA Honors, Summer Curriculum Team</li> <li>• English Language Proficiency Assessment of California (ELPAC)</li> <li>• Expository Reading and Writing Course (ERWC)</li> <li>• Professional Learning Communities (PLC)</li> <li>• Modern Language, Health, Physical Science</li> <li>• Google APPs for Education (GAPE) Summit</li> <li>• Get Curious Not Furious</li> <li>• Gizmos Training</li> <li>• Illuminate / NGSS Bundles</li> <li>• Implicit Bias Training (Classified/Certificated)</li> <li>• Teachers on Special Assignment Meeting (TOSA)</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Kern High Induction Program (KHIP) – (Collaboration Day, Mentor Training, Career</li> <li>• Technical Education (CTE), Workday, PIP/STSP)</li> <li>• Literacy Council</li> <li>• Mathematics - (Pre-Calculus,</li> <li>• Council Collaboration, Algebra, Foundation, Professional Learning Network, Math Summer Work, Math Technology, TI Strategies, Statistics)</li> <li>• Academic Multi-Tier Systems of Support (MTSS) Inventory Meeting</li> <li>• New Teachers - (Google. Illuminate, LanSchool, Teacher Meet –Up, Orientation, Pear Deck, Synergy)</li> <li>• Physical Education (Welnet, PE Grant)</li> <li>• Project Lead the Way - Biomedical</li> <li>• Rebel with Applause</li> <li>• Restorative Justice</li> <li>• Reading Institute for Academic Progress (RIAP)</li> <li>• Science - (Course Model Policy, Department Chair, Flinn Safety, Summer Team, Project WET Training, Introduction to Physical Science)</li> <li>• Social and Emotional Learning (SEL)</li> <li>• Social Studies- (Leadership Team, Economics, Government, United States History, Collaboration, Framework, Summer Team)</li> <li>• Chromebooks</li> <li>• Turnitin Training</li> </ul>		

## 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) 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 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.</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"><li>• Support teachers to obtain their advanced/clear credential.</li><li>• Focus on providing cultural proficiency training to effectively teach the diverse student populations at KHSD schools.</li><li>• Support new teachers by providing a mentor (to ensure individualized support and assistance).</li><li>• Provide targeted professional development.</li></ul> <p>Provisional Internship Permits (PIP) and Short Term Staff Permits (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.</p> <table><tr><th colspan="2">Kern High School District New Teachers Hired</th></tr><tr><th>2017-18</th><th>2018-19</th></tr><tr><td>199</td><td>271</td></tr></table>	Kern High School District New Teachers Hired		2017-18	2018-19	199	271	<p>a) \$698,442 b) \$191,558 c) \$30,000 d) \$30,000 Total- \$950,000</p> <p>a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>	<p>a) \$814,131 b) \$205,152 c) \$30,000 d) \$30,000 Total- \$1,079,283</p> <p>a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures</p>
Kern High School District New Teachers Hired									
2017-18	2018-19								
199	271								

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Kern High School Induction Program (KHIP) 2018-19 Participants	
KHIP-General Ed	76
KHIP-Special Ed	13
Intern General Education	33
Intern Special Education	11
Career Technical Education	35
PIP/STSP	43 (PIP) / 33 (STSP)

## Action 1.14/1.15

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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.

KHSD employs 1,998 certificated staff. Recruitment efforts include 37 education related job fairs that focused on seeking qualified candidates in 14 states (Alabama, Arizona, California, Colorado, Georgia, Illinois, Louisiana, Michigan, Montana, New York, Oregon, Ohio, Texas, and Virginia.) Recruitment efforts also include the following:

- Easy access to applications on [www.teachbakersfield.com](http://www.teachbakersfield.com)
- On-line advertisements
- Quarterly journal minority educators-national minority report
- Promotional materials from Bakersfield Chamber of Commerce
- Early Signing Bonus and Relocation Allowances

(a) \$561,232  
(b) \$146,804  
(c) \$6,000  
(d) \$269,000  
Total- \$983,036

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

(a) Certificated Salaries  
(b) Benefits  
(c) Books and Supplies  
(d) Services and Operating Expenditures

(a) \$418,220  
(b) \$106,821  
(c) \$0  
(d) \$245,000  
Total- \$770,041

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

(a) Certificated Salaries  
(b) Benefits  
(c) Books and Supplies  
(d) Services and Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Educators Rising, a student club, will be piloted at several school sites.</li> <li>• KHSD Teacher Residency Program with California State University, Bakersfield.</li> <li>• Education Pathway – At three comprehensive high schools.</li> </ul> <p>These efforts will increase the diversity of the teaching staff, resulting in improved student outcomes.</p>	<ul style="list-style-type: none"> <li>• Twitter and KHSD web page</li> </ul> <p>KHSD is also establishing the school-to-teacher pipeline with the following programs:</p> <ul style="list-style-type: none"> <li>• KHSD Residency Program with California State University Bakersfield (CSUB)</li> </ul> <p>The Kern High Teacher Residency (KHTR) Program began in the spring of 2018, a collaborative endeavor between the Kern High School District and California State University, Bakersfield. Its main purpose is to strengthen teacher preparation by boosting classroom readiness, expanding teacher diversity, filling subject-area shortages, and increasing commitment to the district, particularly at sites with high poverty, low literacy and algebra success, and lagging college completion rates.</p> <p>Research suggests that the residency model supports student learning by ensuring new teachers are well prepared to meet the specific demands of the district. In addition, residency programs “bring greater gender and racial diversity into the teaching workforce” (“The Teacher Residency,” Learning Policy Institute, 2016). 47% of the current KHTR residents are Hispanic/Latinos. Recruitment efforts</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>continue to focus on attracting more African American candidates by participating in more job fairs, expanding searches in mid-Atlantic and southern states, publicizing in various minority-related journals and websites, and urging local minority students to become teachers. 88% of the current residents are KHSD graduates.</p> <p>Currently, there are 18 residents in the program: 6 in English, 4 in math, 2 in science, and 6 in social science. They receive \$15,000 per year in tuition support in exchange for a 3-year commitment to teaching at a high-need KHSD site. 94% of the residents are placed at sites with a high unduplicated count: East, 82.1%; Foothill, 85.3%; Golden Valley, 87.8%; Independence, 57.1%; South, 91.8%; and West, 82.4%. Each mentor receives \$2,000 per year to work alongside the residents in order to prepare them to become effective teachers for KHSD.</p> <ul style="list-style-type: none"> <li>Partnership with Cal Poly (Science, Technology, Engineering and Math (STEM) and Agriculture Teachers)</li> </ul> <p>This grant is still awaiting access to grant funds and approval from the U.S. Department of Education for the requested match waiver for the first year of the grant. The grant's main purpose is to "recruit teachers from</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>under-represented populations and teacher shortage areas (STEM, special education, agriculture, and bilingual education) so that eligible partnerships can hire highly-qualified teachers” (“Projected Outcomes” as per the Cal Poly Corporation, the entity that applied for this grant).</p> <ul style="list-style-type: none"> <li>• Pathway Development between KHSD, Bakersfield College (BC) and CSUB. Bakersfield College is developing an Education Department, which will offer transferable courses in the teacher-preparation pathway. BC continues to meet with CSUB and KHSD to align the expectations and coursework for this pathway. In addition, all 3 institutions are working to promote an education career, emphasizing the need for high-quality and diverse teachers who will commit to teaching the students in KHSD and the community at large.</li> <li>• Educators Rising was piloted at 2 school sites (Bakersfield and West). Mira Monte will pilot program in the fall of 2019. The mission of Educator Rising is to cultivate highly skilled educators by guiding young people on a path to become accomplished teachers.</li> </ul>		



## 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, 2019, the School Accountability Report Card (SARC) verified that all students at KHSD have access to their own textbook(s) and instructional materials. The SARC provides the following information relevant to Basic State Priority 1: Pupils have access to standards-aligned instructional materials, which comply with the Williams Act. School site SARCs can be viewed at <a href="http://www.kernhigh.org/apps/pages/SARCs">http://www.kernhigh.org/apps/pages/SARCs</a> . The Williams Act Fall 2019 school site visits found no school site out of compliance.	N/A	N/A

## Action 1.17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	Feb 1, 2019 School Accountability Report Card (SARC) verified that all school sites maintained 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 SARCs can be viewed at: <a href="http://www.kernhigh.org/apps/pages/SARCs">http://www.kernhigh.org/apps/pages/SARCs</a>	N/A	N/A

## Analysis

All 17 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 17 actions under this goal have been implemented effectively. The district will continue its commitment to reducing class size at all schools, prioritizing its efforts to serve the schools with the highest number of unduplicated students first. Class size reduction is addressed in the following actions in Goal 1: Actions 1.01, 1.02, 1.03, 1.05, and 1.09.

- ✓ Action 1.01 provided 671 teaching sections.
- ✓ Actions 1.02 and 1.03 provided 11 teaching sections and 20 administrative sections for continuation schools which includes 3 full-time Deans of Discipline to assist in the implementation of PBIS-MTSS. The 11 teaching sections were utilized for class size reduction. Nueva, Vista West, Vista and Tierra Del Sol continuation school sites received the honorable distinction of being amongst the top 20 continuation school sites in California.
- ✓ Action 1.05 provided 70 Access and/or Pre-Access classes. These courses provide targeted literacy support for 9<sup>th</sup> grade students reading below grade level.
- ✓ Action 1.09 provided 55 science sections to meet the Next Generation Science Standards, which require the “doing of more science.”

Goal 1: Actions 1.08, 1.11, 1.12, 1.13 and 1.14/1.15 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 500 professional development workshops have been scheduled for KHSD staff in the fall 2018 semester, spring 2019 and summer 2019.
- ✓ KHSD participated in 40 teacher education job fairs.
- ✓ KHSD recruited in 14 states (Alabama, Arizona, California, Colorado, Georgia, Illinois, Louisiana, Michigan, Montana, New York, Oregon, Ohio, Texas, and Virginia.)
- ✓ KHSD recruited in 13 California teacher job fairs Bakersfield (2), Fresno (2), Fullerton, La Verne, Long Beach (2), Northridge, Pomona, Sacramento, San Luis Obispo and San Marco).
- ✓ Kern High Induction Program (KHIP) mentored 244 teachers in the 2018-19 school year. Kern High Induction Program provided teacher training, mentoring, and credential certification through the California Commission on Teacher Credentialing (CCTC.)

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 administered to students (28,386 in fall 2018) to determine appropriate intervention and placement, especially for students struggling in algebra or pre-algebra.
- ✓ STAR Renaissance reading was regularly administered to students (33,925 in fall 2018) 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.

- ✓ \$400,000 of science supplies were purchased so that students could do more hands on science and labs, per the NGSS standards. Purchases were focused on the highest LCFF sites first.

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

All 17 actions were deemed to be effective.

- ✓ Action 1.01 allocated 671 teaching sections for class size reduction. Data from Synergy (KHSD student information system) verified that in 2018-19, 69.0% of all courses had less than 34 students, compared to 66.5% in 2017-18 and core classes (English, Math, Social Studies and Science) also decreased from 46.2% to 44.1%.
- ✓ Actions 1.01, 1.02, 1.03, 1.05 and 1.09 provided 737 teaching sections and 20 administrative sections that were principally directed to the unduplicated students to increase their academic success. There was a 24% (710) increase in the number of students who graduated from the 5 continuation sites since 2017-18. Nueva, Tierra Del Sol, Vista and Vista West continuation school sites received the honorable distinction 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.
- ✓ Action 1.04 - 21 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 33,925 (85.1%) students were administered the STAR reading assessment and 28,386 (71%) students were administered the STAR Math assessment. This is an increase of 4.1% (1,402 students) for the STAR Reading assessment and an increase 2,311 students (8.1%) for the STAR Math assessment.
- ✓ Action 1.07 - All KHSD Math and Special Education staff has access to Edmentum 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 on-going 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. 1,538 teachers have participated in professional development at the district level for the fall 2018. 10 Access workshops were held with over 250 participants.
- ✓ Action 1.10 and 1.13 - In the hiring of 271 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 in 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- ✓ Action 1.01 - Certificated salaries and benefits were overestimated due to a higher average projected cost per section.
- ✓ Action 1.02/1.03 - Certificated salaries and benefits were overestimated.
- ✓ Action 1.05 - Certificated salaries and benefits were overestimated due to a higher average projected cost per section.
- ✓ Action 1.06 - More licenses were purchased than anticipated.

- ✓ Action 1.07 - The cost for the Edmentum software was underestimated.
- ✓ Action 1.08 - The additional cost was utilized for a Literacy consultant.
- ✓ Action 1.09 - Certificated salaries and benefits were overestimated due to a higher average projected cost per section.
- ✓ Action 1.11 - The salaries and benefits for this action were overestimated due to funding for the Literacy TOSA that was moved to Action 1.08.
- ✓ Action 1.13 - The costs associated with KHIP were underestimated.
- ✓ Action 1.14/1.15 - Allocated funding included a student conference that was not attended and Educators Rising only piloted at 2 school sites instead of three school sites.
- ✓ Action 1.17 - Cost of this item was funded by another funding source.

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 2a and 2b - Metric will be re-written to clarify measurable outcome.
- ✓ Action 1.08 - TOSA Literacy salary (Action 1.11) was allocated in this action.
- ✓ Action 1.09 - An extra section (55 sections to 56 sections) was allocated to meet enrollment needs.
- ✓ Action 1.10 - One-time funding allocation of \$200,000 was only for 2018-19 school year.
- ✓ Action 1.11 - Funding allocation for Literacy TOSA will be allocated to Action 1.08.
- ✓ Action 1.12 - One-time funding allocation for Summer EL Task Force (\$6,500) was only for 2018-19 school year.
- ✓ Action 1.14/1.15 – Funding will decrease from \$715,036 to \$580,000. Over estimation of the cost of Educators Rising and reduction in the Residency program to only fund residents' salary and mentors' stipends.

**LCAP Year Reviewed: 2018–19**

## **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

## Annual Measurable Outcomes

Expected

Actual

### (Local Priority 2a)

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.

### (Local Priority 2a) NOT MET

KHSD serves 2,637 EL students, with 94% 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.

### (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).

### (Local Priority 2b) MET

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

KHSD 2018-19 Number of Assigned Bilingual Instructional Assistants / Instructional Assistants Daily Hours	
Bilingual Instructional Assistants	Instructional Assistants
334	47

### (Priority 4d)

English Language Proficiency Assessment of California (ELPAC.)

### (Priority 4d) BASELINE ESTABLISHED in 2018-19

For 2018 California Department of Education (CDE) reported one year of ELPAC summative results from the spring 2018 administration.

Expected

Actual

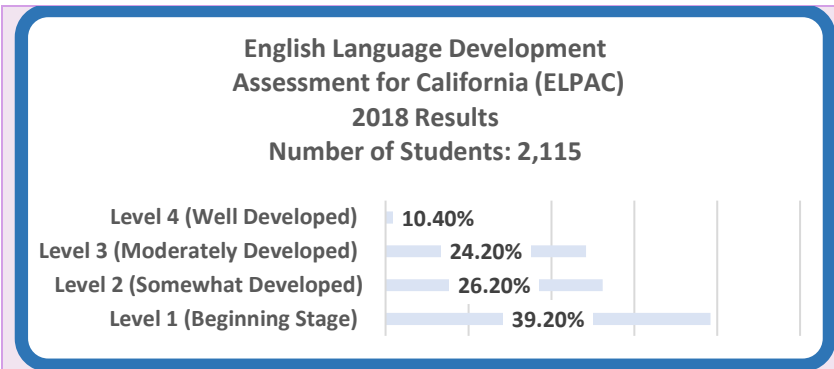
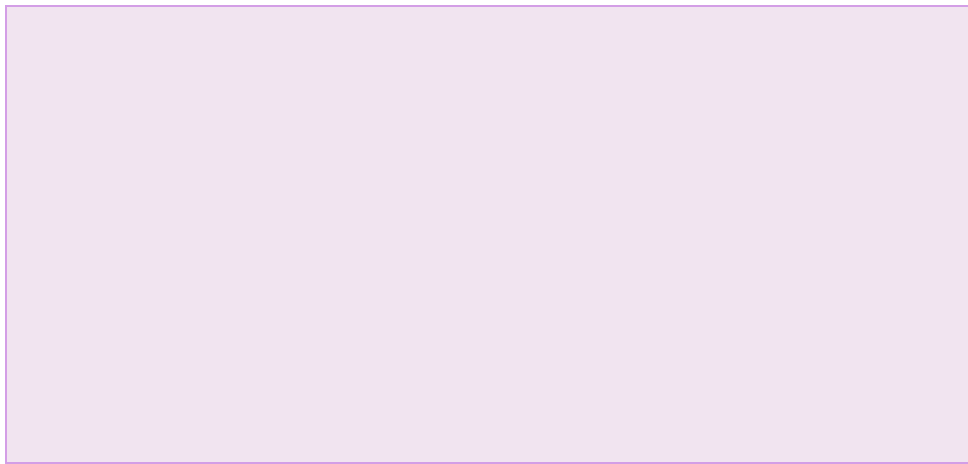


Chart reflects the percentage of EL students in each of the ELPAC's four overall performance levels.

**(Priority 4e)**

Increase the reclassification rate of EL students by 0.5% each year, based on previous year's reclassification rate.

**(Priority 4e) MET**

Kern High School District English Learner Student Reclassification Rates	
2017-18	2018-19
902 (31.5%)	1,048 (40.1%)

**(Priority 4g)**

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

**(Priority 4g) NOT MET**

## Expected

Actual

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

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%

**(Priority 5e)**

Increase graduation rate by 1%, districtwide and for all significant student groups, as measured by previous year's graduation rate. (DataQuest)

**(Priority 5e) NEW BASELINE**

A new baseline will be established for graduation rates to coincide with the data reported on the California School Dashboard in the fall of 2019.



Expected

Actual

	<b>KHSD</b> <b>Four-Year Adjusted Cohort Graduation Rate</b> <b>2016-17 / 2017-18</b>		
	Ethnicity	2016-17	2017-18
	African American	85.8%	86.2%
	American Indian or Alaska Native	82.5%	76.4%
	Asian	94.2%	95.3%
	Filipino	97.5%	97.3%
	Hispanic or Latino	89.2%	88.5%
	Pacific Islander	81.3%	81.0%
	White	90.0%	88.1%
	Two or More Races	96.0%	89.8%
	Not Reported	63.2%	90.3%
	All	89.4%	88.6%

## Actions / Services

### Action 2.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	In the summer of 2018, 282 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	(a) \$563,396 (b) \$125,604 Total- \$689,000  (a) Sup/Con	(a) \$569,751 (b) \$119,249 Total- \$689,000  (a) Sup/Con

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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 4<sup>th</sup> year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.

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
- 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

West. Of the 282 EL students, 281 (99%) EL students received a passing grade. In the summer of 2018, 3,187 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 3,187 students enrolled, 98% (3,114) students enrolled received a passing grade.

EL Summer 2018 Intervention Classes	
Sites	Classes
Arvin	5
East	2
Foothill	2
Highland	2
Mira Monte	8
Ridgeview	2
Shafter	4
South	2
West	4

Summer Intervention Classes 2018 Sub-group Enrollment	
EL	126
RFEP	1172
Unduplicated	1655
Foster Youth	39

(b) Sup/Con

(a) Certificated  
Salaries

(b) Benefits

(b) Sup/Con

(a) Certificated  
Salaries

(b) Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																				
<ul style="list-style-type: none"><li>Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and Dual Enrollment courses.</li></ul>	<table><tr><th colspan="2">Summer 2018 Intervention Classes</th></tr><tr><th>Sites</th><th>Classes</th></tr><tr><td>Arvin</td><td>8</td></tr><tr><td>Bakersfield</td><td>3</td></tr><tr><td>East</td><td>13</td></tr><tr><td>Foothill</td><td>9</td></tr><tr><td>Frontier</td><td>8</td></tr><tr><td>Golden Valley</td><td>2</td></tr><tr><td>Highland</td><td>5</td></tr><tr><td>Independence</td><td>3</td></tr><tr><td>Kern Valley</td><td>2</td></tr><tr><td>Liberty</td><td>2</td></tr><tr><td>Mira Monte</td><td>9</td></tr><tr><td>North</td><td>6</td></tr><tr><td>Ridgeview</td><td>8</td></tr><tr><td>South</td><td>5</td></tr><tr><td>Stockdale</td><td>6</td></tr><tr><td>West</td><td>8</td></tr></table>	Summer 2018 Intervention Classes		Sites	Classes	Arvin	8	Bakersfield	3	East	13	Foothill	9	Frontier	8	Golden Valley	2	Highland	5	Independence	3	Kern Valley	2	Liberty	2	Mira Monte	9	North	6	Ridgeview	8	South	5	Stockdale	6	West	8		
Summer 2018 Intervention Classes																																							
Sites	Classes																																						
Arvin	8																																						
Bakersfield	3																																						
East	13																																						
Foothill	9																																						
Frontier	8																																						
Golden Valley	2																																						
Highland	5																																						
Independence	3																																						
Kern Valley	2																																						
Liberty	2																																						
Mira Monte	9																																						
North	6																																						
Ridgeview	8																																						
South	5																																						
Stockdale	6																																						
West	8																																						

## 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 academic advancement. The purchase of Apex licenses, resources and professional development are also included in this action.	KHSD purchased 2,500 Apex and Cyber High (300) licenses in the fall semester of 2018, APEX and Cyber High licenses were utilized for credit recovery. It has been recommended by stakeholders that the 42 teaching sections no longer be funded out of the LCAP. LCAP will	(a) \$665,784 (b) \$300,216 (c) \$344,250 Total- \$1,310,250  (a) Sup/Con (b) Sup/Con	(a) \$783,391 (b) \$322,100 (c) \$274,400 Total- \$1,379,891  (a) Sup/Con (b) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Cyber High (a one year pilot program) is an online program that provides credit recovery and remediation, acceleration, and targeted intervention classes that will be available to English Learners and Migrant students.</p> <p>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.</p>	<p>continue to purchase the APEX and Cyber High licenses. School sites will fund APEX teaching sections via other funding.</p>	<p>(c) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Benefits</p> <p>(c) Services and Operating Expenditures</p>	<p>(c) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Benefits</p> <p>(c) Services and Operating Expenditures</p>

## Action 2.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>	<p>The 79 Intervention sections continue to support academic progress for students who are at risk academically. For the fall 2018, 1,603 students (not including the number of students enrolled in APEX classes) were enrolled in the 79 Intervention sections. Of the 1,603 students 73.9% enrolled in the fall 2018 were unduplicated students compared to 71.0% in the fall 2017. In the fall 2018 semester 87% received a passing grade for their completed coursework. (26% “A”, 25% “B”, 21% “C” and 15% “D”).</p>	<p>(a) \$1,252,308</p> <p>(b) \$564,692</p> <p>Total- \$1,817,000</p> <p>(a) Sup/Con</p> <p>(b) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Benefits</p>	<p>(a) \$1,165,527</p> <p>(b) \$562,820</p> <p>Total- \$1,728,347</p> <p>(a) Sup/Con</p> <p>(b) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Benefits</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Course	Number of Sections
Mathematics	25
Access	3
English	20
Apex	7
AVID	14
Academic Achievement	10
Total	79 Sections

## Action 2.04/2.05/2.06

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

**(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 2 students first.

**(2.05)** Provide 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 on-going literacy/language support, and improve

**(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.

**(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. A Supervising Administrator was hired in the spring 2019 to replace EL TOSA position per stakeholder recommendation.

**(2.06)** Bilingual Technicians (BT) were retained to support the EL program at the

(a) \$1,892,674  
(b) \$1,372,015  
(c) \$450,306  
Total- \$3,714,995

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

(a) Classified Salaries  
(b) Benefits  
(c) Certificated Salaries

(a) \$1,935,485  
(b) \$1,522,050  
(c) \$435,001  
Total- \$3,892,536

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

(a) Classified Salaries  
(b) Benefits  
(c) Certificated Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures						
<p>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.</p> <p><b>(2.06)</b> Retain Bilingual Technicians (BT). District BT may also assist in completing state and local reports and monitoring progress data.</p> <p>Continuation of the EL Task Force will continue in 2018-19 school year.</p>	<p>site and to meet state-required reporting criteria. No district BT was hired. KHSD EL Supervising Administrator meets with BIAs, IAs, and BTs as a professional learning community and attends district professional development workshops.</p> <ul style="list-style-type: none"><li>• EL Coordinators and Bilingual Techs meet on a monthly basis.</li><li>• BIAs and IAs meet with their assigned teachers, site EL Coordinator and District.</li><li>• EL Supervising Administrator provides strategies to improve instructional support practices in the classroom.</li></ul> <table><tr><th colspan="2">2018-19 Instructional Assistant (IAs) Bilingual Instructional Assistant (BIAs) Class Periods</th></tr><tr><td>Instructional Assistant (Only assigned in English Language Development (ELD) Classes)</td><td>47</td></tr><tr><td>Bilingual Instructional Assistant (Assigned in Core classes: Math, Science and Social Studies)</td><td>334</td></tr></table>	2018-19 Instructional Assistant (IAs) Bilingual Instructional Assistant (BIAs) Class Periods		Instructional Assistant (Only assigned in English Language Development (ELD) Classes)	47	Bilingual Instructional Assistant (Assigned in Core classes: Math, Science and Social Studies)	334		
2018-19 Instructional Assistant (IAs) Bilingual Instructional Assistant (BIAs) Class Periods									
Instructional Assistant (Only assigned in English Language Development (ELD) Classes)	47								
Bilingual Instructional Assistant (Assigned in Core classes: Math, Science and Social Studies)	334								

## Action 2.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	(a) \$1,571,150 (b) \$671,963 Total- \$2,243,113  (a) Sup/Con (b) Sup/Con  (a) Certificated Salaries (b) Benefits	(a) \$1,535,252 (b) \$644,548 Total- \$2,179,800  (a) Sup/Con (b) Sup/Con  (a) Certificated Salaries (b) Benefits



## Action 2.08

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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)</p> <p>North, Ridgeview, Bakersfield, Kern Valley, Highland, and Independence (\$10,000 per site = \$60,000)</p> <p>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 unduplicated students. 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 2018-19 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, Saturdays or summer school. The library was supervised by classified and certificated staff who assisted the students with their academic needs. It has been reported by the school sites that the number of students participating and utilizing the resources and technology available in the library is increasing.</p> <div data-bbox="764 829 1199 1010"> <p><b>Extended Library Hours Student Participation Fall 2018-19</b></p> <p><b>15,019</b></p> </div>	<p>(a) \$163,540 (b) \$36,460 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$165,385 (b) \$34,615 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>

## Action 2.09

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	(a) \$60,000  (a) Sup/Con  (a) Books and Supplies	(a) \$60,000  (a) Sup/Con  (a) Books and Supplies

## Action 2.10/2.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Technology integration in a classroom moves through different levels. The higher the levels 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.</p> <p>Continue to fund an operational budget for Software Coordinator to provide district wide professional development and</p>	<p>District wide and site professional development was offered throughout the school year for teachers to enhance their utilization of site level technology, student devices, and software programs that provide student engagement and learning. The following professional development opportunities were offered multiple times throughout the school year. For the fall 2018, 351 teachers participated in the following professional development. An Informational System Technician was hired in the spring 2019 to meet the needs at the school sites.</p> <p>Fall/Spring 2018- 2019 Workshops</p> <ul style="list-style-type: none"> <li>• APEX</li> <li>• Combining Terms</li> <li>• Draw Your Own Anything</li> <li>• EdPuzzle</li> </ul>	<p>(a) \$130,832 (b) \$29,168 Total- \$160,000</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$102,669 (b) \$22,331 (c) \$35,000 Total - \$160,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
specific trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.	<ul style="list-style-type: none"> <li>• Gamification</li> <li>• Going Paperless Using Technology</li> <li>• Google Advanced</li> <li>• Jamboard</li> <li>• Screencastify</li> <li>• Synergy Gradebook</li> <li>• Spheros</li> <li>• Surface Pro</li> <li>• Webmaster Synergy</li> </ul>		

## Action 2.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>This action may include the following sub-actions:</p> <ul style="list-style-type: none"> <li>○ Replacing server equipment, switches and other hardware</li> <li>○ Increasing computer access</li> </ul>	<p>KHSD is committed to developing students and staff who are effective in the use of technology and recognize 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"> <li>• Increasing computer access (replacing all outdated computers for students and staff)</li> <li>• Dell monitors</li> <li>• Computers</li> <li>• Mice</li> </ul>	<p>(a) \$3,275,940 (b) \$28,040 (c) \$1,073,664 Total- \$4,377,644</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Books and Supplies (b) Services and Operating Expenditures (c) Capital Outlay</p>	<p>(a) \$3,275,940 (b) \$28,040 (c) \$1,073,664 Total- \$4,377,644</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Books and Supplies (b) Services and Operating Expenditures (c) Capital Outlay</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>○ Supporting Science, Technology, Engineering, and Math (STEM) classes</li> <li>○ Expanding labs</li> <li>○ Increasing the use of portable devices in the classroom (Chromebooks)</li> <li>○ Supporting the use of instructional technologies</li> <li>○ Expanding bandwidth to support a robust network.</li> </ul>	<ul style="list-style-type: none"> <li>● Computer Labs / Expanding</li> <li>● Headphones</li> <li>● Supporting Science, Technology, Engineering, and Math (STEM) classes (priority given to the highest LCFF sites)</li> <li>● Nspire docking stations</li> <li>● TI Nspire</li> <li>● TI Navigator</li> <li>● Increasing the use of portable devices in the classroom (Chromebooks)</li> <li>● Chromebooks (5,000)</li> <li>● Chromebook Carts</li> </ul> <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"> <li>● Expanding bandwidth to support a robust network</li> <li>● Wireless Network: campus wide coverage at each site (1,550 access points have been installed)</li> <li>● Maintenance and acquisition of Bus Wi-Fi (17 Wi-Fi modems) and Kajeet hotspots (100)</li> <li>● MAN (Metropolitan Area Network) upgrade to 1 gigabit per site with</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	the ability to increase up to 20 gigabits Per stakeholder recommendation one-time funding will be allocated for the 2019-20 school year.		

## Action 2.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.13 is longer funded out of the LCAP.	N/A	N/A	N/A

## Analysis

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 unduplicated students. 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, 2.06 and 2.09 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 2.10, 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 actions 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 - 1,405 credits were earned by EL students enrolled in the EL summer intervention classes and 15,570 credits were earned by students enrolled in the summer intervention courses.
- ✓ Action 2.02 – 1,272 students completed an APEX course and 124 students completed a Cyber High course.
- ✓ Action 2.03 - 1,603 students (71% which were unduplicated students) were enrolled in Mathematics, Access, English, Apex, AVID and Academic Achievement intervention courses. 1403 (87.5%) received a passing grade, and 7,015 credits were earned.
- ✓ Actions 2.04/2.05/2.06 - The success of the EL students is highlighted in Priority 4e. The reclassification rate increased from 902 (31.5%) students to 1,048 (40.1%) students in 2018-19. For 2018 California Department of Education (CDE) reported one year of ELPAC summative results from the spring 2018 administration. California School Dashboard reported that 10.4% of KHSD EL students were assessed in Level 4 (Well Developed), 24.2% in Level 3 (Moderately Developed), 26.2% in Level 2 (Somewhat Developed) and 39.2% in Level 1 (Beginning Stage.)
- ✓ Action 2.07 and 2.08 - In the fall 2018, 15,019 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, leveled books, which encourage students to read to improve their reading skills.
- ✓ Actions 2.10 and 2.11 - Synergy staff visited school sites to provide hands-on technology training for classified and certificated staff. On-going training and support was provided throughout the year.
- ✓ Action 2.12 – School sites with the highest number of unduplicated pupils were served first and over 5,000 Chromebooks were purchased. The infrastructure was strengthened to meet the needs of students and staff.

School sites with the highest number of unduplicated pupils were served first. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- ✓ Action 2.02 - Certificated salaries and benefits were underestimated.
- ✓ Action 2.03 - Certificated salaries and benefits were overestimated.
- ✓ Action 2.04/2.06 - Certificated salaries and benefits were underestimated.
- ✓ Action 2.05 - Funding allocation was increased to hire a Supervising Administrator to replace EL TOSA position per stakeholder recommendation.
- ✓ Action 2.07 - Certificated salaries and benefits were overestimated.

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 4e - A new baseline will be established to reflect the ELPAC summative results. Baseline data was updated to coincide with the California School Dashboard.
- ✓ Priority 5e - A new baseline will be established for graduation rates to coincide with the data reported on the California School Dashboard.

- ✓ Action 2.02 - Apex teaching sections will no longer be funded out of LCAP.
- ✓ Action 2.05 - A Supervising Administrator was hired in the spring 2019 to replace EL TOSA position per stakeholder recommendation.

LCAP Year Reviewed: 2018–19

## 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

## Annual Measurable Outcomes

Expected

### (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."

Actual

### (Local Priority 3a) MET

KHSD LCAP Parent Survey "My student's school is preparing my student for a future career path." Based on 2,912 responses			
Year	2016-17	2017-18	Percentage Increase / Decrease
Agree or Strongly Agree	77%	81%	+4%



Expected

Actual

**(Local Priority 3b)**

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

**(Local Priority 3b) Not MET for Graduation Rate  
MET for Participation**

Project BEST participants have a higher graduation rate (92.1%) than "All" KHSD African American students (86.2%) and higher rate than "Male" African American (83.2%).  
The participation rate for Project BEST increased by 17.3%. The graduation rate for participants increased 0.1%.

Project BEST Participants 2017 / 2018		
Grade	2017-18	2018-19
9 <sup>th</sup>	122	168
10 <sup>th</sup>	129	154
11 <sup>th</sup>	174	177
12 <sup>th</sup>	115	181
Total	540	680

Project BEST Graduates 2018	
2017-18	106 (92.1%)
2016-17	160 (92.0%)

**(Priority 4a)**

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

**(Priority 4a) NOT MET**

California Assessment of Student Performance and Progress (CAASPP)  
Students Exceeded or Standards Met

All Students English Language Arts 2016 Baseline	All Students English Language Arts 2017	All Students English Language Arts 2018	Percentage Increase/ Decrease 2016-2017, 2017-2018
52%	51%	49%	-2%
Mathematics 2016	Mathematics 2017	Mathematics 2018	

Expected

Actual

23%

21%

21%

-0%

**California Assessment of Student Performance and Progress  
(CAASPP)  
2017/2018**

All  
11<sup>th</sup> Grade Students  
8,942 Students Tested in 2017  
9,163 Students Tested in 2018

Standards	English Language Arts / Literacy 2017	English Language Arts / Literacy 2018	Mathematics 2017	Mathematics 2018
Standards Exceeded:	19%	20%	6%	7%
Standards Met:	32%	29%	15%	15%
Standards Nearly Met:	25%	25%	23%	22%
Standards Not Met:	24%	26%	55%	56%

Economically Disadvantaged Students  
11<sup>th</sup> Grade Students  
6,071 Students Tested in 2017  
6,291 Students Tested in 2018

Standards	English Language Arts / Literacy 2017	English Language Arts / Literacy 2018	Mathematics 2017	Mathematics 2018
Standards Exceeded:	13%	14%	3%	4%
Standards Met:	31%	28%	12%	12%
Standards Nearly Met:	27%	27%	22%	21%
Standards Not Met:	29%	30%	62%	62%

Expected

Actual

<b>English Learners</b> <b>11<sup>th</sup> Grade Students</b> <b>623 Students Tested in 2017</b> <b>494 Students Tested in 2018</b>				
Standards	English Language Arts / Literacy 2017	English Language Arts / Literacy 2018	Mathematics 2017	Mathematics 2018
Standards Exceeded:	0%	1%	0%	0%
Standards Met:	4%	2%	1%	1%
Standards Nearly Met:	18%	15%	4%	4%
Standards Not Met:	77%	83%	94%	95%
<b>Reclassified-Fluent Proficient (R-FEP)</b> <b>11<sup>th</sup> Grade Students</b> <b>2,797 Students Tested in 2017</b> <b>3,326 Students Tested in 2018</b>				
Standards	English Language Arts / Literacy 2017	English Language Arts / Literacy 2018	Mathematics 2017	Mathematics 2018
Standards Exceeded:	15%	17%	4%	5%
Standards Met:	37%	33%	14%	14%
Standards Nearly Met:	30%	28%	26%	24%
Standards Not Met:	18%	22%	56%	58%
<b>Students with Disabilities</b> <b>689 Students Tested in 2017</b> <b>696 Students Tested in 2018</b>				
Standards	English Language Arts / Literacy 2017	English Language Arts / Literacy 2018	Mathematics 2017	Mathematics 2018

Expected

Actual

<b>Standards Exceeded:</b>	<b>2%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>
<b>Standards Met:</b>	<b>6%</b>	<b>5%</b>	<b>1%</b>	<b>2%</b>
<b>Standards Nearly Met:</b>	<b>17%</b>	<b>17%</b>	<b>4%</b>	<b>5%</b>
<b>Standards Not Met:</b>	<b>76%</b>	<b>77%</b>	<b>95%</b>	<b>93%</b>
<b>Ethnicity: African American</b> <b>11<sup>th</sup> Grade Students</b> <b>459 Students Tested in 2017</b> <b>513 Students Tested in 2018</b>				
<b>Standards</b>	<b>English Language Arts / Literacy 2017</b>	<b>English Language Arts / Literacy 2018</b>	<b>Mathematics 2017</b>	<b>Mathematics 2018</b>
<b>Standards Exceeded:</b>	<b>11%</b>	<b>13%</b>	<b>3%</b>	<b>4%</b>
<b>Standards Met:</b>	<b>26%</b>	<b>20%</b>	<b>9%</b>	<b>8%</b>
<b>Standards Nearly Met:</b>	<b>26%</b>	<b>28%</b>	<b>19%</b>	<b>16%</b>
<b>Standards Not Met:</b>	<b>37%</b>	<b>40%</b>	<b>70%</b>	<b>72%</b>
<b>Ethnicity: American Indians or Alaska Native</b> <b>11<sup>th</sup> Grade Students</b> <b>53 Students Tested in 2017</b> <b>63 Students Tested in 2018</b>				
<b>Standards</b>	<b>English Language Arts / Literacy 2017</b>	<b>English Language Arts / Literacy 2018</b>	<b>Mathematics 2017</b>	<b>Mathematics 2018</b>
<b>Standards Exceeded:</b>	<b>19%</b>	<b>17%</b>	<b>8%</b>	<b>8%</b>
<b>Standards Met:</b>	<b>38%</b>	<b>40%</b>	<b>15%</b>	<b>20%</b>
<b>Standards Nearly Met:</b>	<b>25%</b>	<b>15%</b>	<b>23%</b>	<b>30%</b>
<b>Standards Not Met:</b>	<b>19%</b>	<b>28%</b>	<b>55%</b>	<b>43%</b>

Expected

Actual

<b>Ethnicity: Asian</b> <b>11<sup>th</sup> Grade Students</b> <b>249 Students Tested in 2017</b> <b>250 Students Tested in 2018</b>				
<b>Standards</b>	<b>English Language Arts / Literacy 2017</b>	<b>English Language Arts / Literacy 2018</b>	<b>Mathematics 2017</b>	<b>Mathematics 2018</b>
<b>Standards Exceeded:</b>	<b>41%</b>	<b>43%</b>	<b>26%</b>	<b>26%</b>
<b>Standards Met:</b>	<b>27%</b>	<b>29%</b>	<b>18%</b>	<b>25%</b>
<b>Standards Nearly Met:</b>	<b>16%</b>	<b>15%</b>	<b>23%</b>	<b>24%</b>
<b>Standards Not Met:</b>	<b>16%</b>	<b>13%</b>	<b>33%</b>	<b>25%</b>
<b>Ethnicity: Native Hawaiian or Pacific Islander</b> <b>11<sup>th</sup> Grade Students</b> <b>18 Students Tested in 2017</b> <b>14 Students Tested in 2018</b>				
<b>Standards</b>	<b>English Language Arts / Literacy 2017</b>	<b>English Language Arts / Literacy 2018</b>	<b>Mathematics 2017</b>	<b>Mathematics 2018</b>
<b>Standards Exceeded:</b>	<b>12%</b>	<b>36%</b>	<b>6%</b>	<b>13%</b>
<b>Standards Met:</b>	<b>44%</b>	<b>29%</b>	<b>11%</b>	<b>7%</b>
<b>Standards Nearly Met:</b>	<b>11%</b>	<b>15%</b>	<b>33%</b>	<b>13%</b>
<b>Standards Not Met:</b>	<b>33%</b>	<b>22%</b>	<b>50%</b>	<b>67%</b>
<b>Ethnicity: Filipino</b> <b>11<sup>th</sup> Grade Students</b> <b>141 Students Tested in 2017</b> <b>141 Students Tested in 2018</b>				
<b>Standards</b>	<b>English Language Arts / Literacy 2017</b>	<b>English Language Arts / Literacy 2018</b>	<b>Mathematics 2017</b>	<b>Mathematics 2018</b>

Expected

Actual

<b>Standards Exceeded:</b>	<b>46%</b>	<b>43%</b>	<b>22%</b>	<b>29%</b>
<b>Standards Met:</b>	<b>38%</b>	<b>38%</b>	<b>30%</b>	<b>25%</b>
<b>Standards Nearly Met:</b>	<b>11%</b>	<b>14%</b>	<b>28%</b>	<b>24%</b>
<b>Standards Not Met:</b>	<b>4%</b>	<b>4%</b>	<b>20%</b>	<b>22%</b>
<b>Ethnicity: Hispanic</b> <b>11<sup>th</sup> Grade Students</b> <b>5,793 Students Tested in 2017</b> <b>6,093 Students Tested in 2018</b>				
<b>Standards</b>	<b>English Language Arts / Literacy 2017</b>	<b>English Language Arts / Literacy 2018</b>	<b>Mathematics 2017</b>	<b>Mathematics 2018</b>
<b>Standards Exceeded:</b>	<b>15%</b>	<b>16%</b>	<b>4%</b>	<b>4%</b>
<b>Standards Met:</b>	<b>33%</b>	<b>30%</b>	<b>13%</b>	<b>13%</b>
<b>Standards Nearly Met:</b>	<b>26%</b>	<b>27%</b>	<b>23%</b>	<b>22%</b>
<b>Standards Not Met:</b>	<b>26%</b>	<b>28%</b>	<b>60%</b>	<b>61%</b>
<b>Ethnicity: White</b> <b>11<sup>th</sup> Grade Students</b> <b>1,816 Students Tested in 2017</b> <b>1,933 Students Tested in 2018</b>				
<b>Standards</b>	<b>English Language Arts / Literacy 2017</b>	<b>English Language Arts / Literacy 2018</b>	<b>Mathematics 2017</b>	<b>Mathematics 2018</b>
<b>Standards Exceeded:</b>	<b>29%</b>	<b>30%</b>	<b>10%</b>	<b>13%</b>
<b>Standards Met:</b>	<b>32%</b>	<b>30%</b>	<b>22%</b>	<b>21%</b>
<b>Standards Nearly Met:</b>	<b>21%</b>	<b>21%</b>	<b>25%</b>	<b>24%</b>
<b>Standards Not Met:</b>	<b>19%</b>	<b>19%</b>	<b>44%</b>	<b>43%</b>

## Expected

## Actual

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Ethnicity: Two or More Races 11 <sup>th</sup> Grade Students 123 Students Tested in 2017 105 Students Tested in 2018				
Standards	English Language Arts / Literacy 2017	English Language Arts / Literacy 2018	Mathematics 2017	Mathematics 2018
Standards Exceeded:	35%	30%	16%	11%
Standards Met:	36%	27%	14%	20%
Standards Nearly Met:	19%	22%	33%	25%
Standards Not Met:	10%	20%	37%	44%

**(Priority 4b)**

Academic Performance Index (API) - N/A

**(Priority 4b)**

N/A

**(Priority 4c)**

Career and Technical Education (CTE) Concentrators will increase by 1%.

**(Priority 4c) MET**

KHSD Career Technical Concentrator CALPADS Academic Year 2016-17 / 2017-18			
Year	2016-17	2017-18	Percentage Increase / Decrease
Concentrators Only	13.63% (5,277)	24.75% (9,781)	+11.15%

**(Priority 4c)**

Increase CTE completion rate by 1% for all levels and all categories, as measured by previous year's participation rate.

**(Priority 4c) MET**

KHSD Career Technical Completers CALPADS Academic Year 2016-17 / 2017-18 Count by Pathways			
Year	2016-17	2017-18	Percentage Increase / Decrease

Expected

Actual

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<b>Completers (excludes Concentrators)</b>	0.5% (1,617)	6.93% (2,709)	+6.43%
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**(Priority 4f)**

AP scores 3 or better will increase by 1%.

**(Priority 4f) MET**

Kern High School District 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	3,991	3,196 (48%)
2017-18	3,946	3,377 (50%)

**(Priority 7a)**

All students will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).

**(Priority 7a) MET**

There are 2,033 class sections offered to students at KHSD sites. These sections include 671 section funded by LCAP based on the highest need schools first.



## Expected

## Actual

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KHSD Course Offering 2018-19	Number of Sections
Business/CTE	315
English	156
Foreign Language	60
Health	19
Mathematics	124
Miscellaneous	723
Physical Education	77
Science	163
Social Studies	85
Special Education	29
Visual and Performing Arts	282

**(Priority 7b)**

All unduplicated students will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).

**(Priority 7b) MET**

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)**

All students with exceptional needs will have access to a broad course of studies as described under EC sections 51210 and 51220(a)-(i).

**(Priority 7c) MET**

Case Managers 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 8)**

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

**(Priority 8) MET**

There was a 0.8% decrease of Ds and Fs from fall 2017 to fall 2018.

Expected

Actual

--

Fall Grade Distribution (All Students) Fall Semester 2017/2018		
Grades	2017-18	2018-19
As	34.2%	36.2%
Bs	27.0%	26.6%
Cs	19.0%	19.4%
Ds	10.1%	9.7%
Fs	8.5%	8.1%

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

**(Priority 8)**

A-G completion rates will increase by 1% and African American and Hispanic student group completion rates will increase by 2%.

**(Priority 8) NOT MET**

Growth targets were not met for African Americans (decline of 1.5%), and Hispanics (increase of 0.60%) subgroups. Growth target was met for White subgroup (increase of 2.1%). Progress of student groups is closely monitored by staff, which reviews students' 4-year plan, quarterly progress reports, quarterly and semester grades and Synergy (KHSD online student information system).

Kern High School District A-G Completion Rates Four-Year Adjusted Cohort Rate			
Year	2016-17	2017-18	Percentage Increase / Decrease
African American	32.9%	31.4%	-1.50%
Hispanic	34.8%	35.4%	+0.60%
White	43.1%	45.2%	+2.10%
KHSD	38.6%	39.1%	+0.50%
County	37.6%	37.8%	+0.20%
State	49.5%	49.6%	+0.10%

This report displays the four-year adjusted cohort graduation rate % (ACGR) by Race/Ethnicity or Program Subgroup for the selected year.

## Actions / Services

### Action 3.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 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.</p> <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 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</p>	<p>The Regional Occupational Center (ROC) is the career training school for the Kern High School District (KHSD). The ROC offers 30 high-quality career training programs in a variety of industry sectors. All programs are founded on partnerships with industry and postsecondary education schools. Program curriculum is designed to both meet the demands of industry and help prepare students for postsecondary education.</p> <p>All counselors and program specialists have taken into consideration the unduplicated students who have applied from their school site to give them preferential enrollment to ROC.</p> <p>In fall of 2018, 1,211 students were enrolled in ROC classes. Students enrolled either in a morning or afternoon class session. Of the 1,211 students enrolled in ROC 67.5% are classified as unduplicated students, 2.3% EL, 36.2% RFEP, 10.8% Special Education, and 0.3% Foster Youth students. Career Technical Education Center (CTEC) will open adjacent to Independence High School in August of 2020.</p>	<p>(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</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures (f) Capital Outlay</p>	<p>(a) \$4,535,564 (b) \$1,116,081 (c) \$2,443,219 (d) \$1,011,561 (e) \$760,045 (f) \$112,033 Total- \$9,978,503</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures (f) Capital Outlay</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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.

KHSD Career Technical Concentrator and Completers CALPADS Academic Year 2016-17 / 2017-18 Count by Pathways		
	2016-17	2017-18
<b>Concentrators Only</b>	5,277	9,781
<b>Completers (excludes Concentrators)</b>	1,617	2,709

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

- There are 63 articulation programs, based at the community colleges located at Bakersfield College (BC) and Cerro Coso; they are an integral part of CTE. The program encourages high school students to continue technical training and education at the college level by offering college credit for students while in high school.
- Dual Enrollment:  
Kern Community College District
  - 223 Dual Enrollment Courses
  - 2,995 students enrolled
  - 9,106 Credits were earned
- Cal State University Bakersfield (CSUB)
  - 21 Dual Enrollment Courses
  - 527 Students Enrolled
  - 1,928 Credits were earned

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>Professional development for dual enrollment is on-going with BC and CSUB.</li> <li>California Career Pathways Trust and local industry partnerships are offered at all 18 comprehensive school sites.</li> <li>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 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.</li> </ul> <p>California Career Pathways Trust and local industry partnerships are offered at 18 comprehensive school sites.</p> <p><b><u>Arvin High School</u></b>            Ag &amp; Natural Resources            Arts, Media &amp; Entertainment            Building &amp; Construction Trades            Business &amp; Finance            Engineering &amp; Architecture            Health Science &amp; Medical Technology            Manufacturing &amp; Product Development            Transportation</p> <p><b><u>Bakersfield High School</u></b>            Ag &amp; Natural Resources            Arts, Media &amp; Entertainment</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Building & Construction Trades Business & Finance Engineering & Architecture Fashion & Interior Design <u><b>Centennial</b></u> Arts, Media & Entertainment Business & Finance Engineering & Architecture Health Science & Medical Technology <u><b>East High School</b></u> Arts, Media & Entertainment Building & Construction Trades Business & Finance Engineering & Architecture Health Science & Medical Technology Information & Communication Technologies Manufacturing & Product Development <u><b>Foothill High School</b></u> Ag & Natural Resources Arts, Media & Entertainment Building & Construction Trades Engineering & Architecture <u><b>Frontier</b></u> Ag & Natural Resources Arts, Media & Entertainment Engineering & Architecture Information & Communication Technologies <u><b>Golden Valley</b></u> Ag & Natural Resources Arts, Media & Entertainment Building & Construction Trades Engineering & Architecture <u><b>Highland</b></u> Ag & Natural Resources Arts, Media & Entertainment Engineering & Architecture Health Science & Medical Technology Information & Communication Technologies		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p><b><u>Independence</u></b>  Ag &amp; Natural Resources  Arts, Media &amp; Entertainment  Energy Environment &amp; Utilities  Health Science &amp; Medical Technology  Information &amp; Communication Technologies</p> <p><b><u>Kern Valley</u></b>  Ag &amp; Natural Resources  Hospitality, Tourism &amp; Recreation</p> <p><b><u>Liberty</u></b>  Arts, Media &amp; Entertainment  Business &amp; Finance  Engineering &amp; Architecture  Health Science &amp; Medical Technology  Information &amp; Communication Technologies</p> <p><b><u>Mira Monte</u></b>  Ag &amp; Natural Resources  Business &amp; Finance  Engineering &amp; Architecture  Information &amp; Communication Technologies</p> <p><b><u>North</u></b>  Ag &amp; Natural Resources  Arts, Media &amp; Entertainment  Building &amp; Construction Trades  Business &amp; Finance  Engineering &amp; Architecture  Transportation</p> <p><b><u>ROC</u></b>  Ag &amp; Natural Resources  Arts, Media &amp; Entertainment  Business &amp; Finance  Engineering &amp; Architecture  Health Science &amp; Medical Technology  Manufacturing &amp; Product Development  Education, Child Development &amp; Family Services  Engineering &amp; Architecture  Fashion &amp; Interior Design</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Health Science & Medical Technology Information & Communication Technologies Manufacturing & Product Development Marketing, Sales & Service Public Services Transportation <u><b>Ridgeview</b></u> Ag & Natural Resources Arts, Media & Entertainment Business & Finance <u><b>Shafter</b></u> Ag & Natural Resources Arts, Media & Entertainment Building & Construction Trades Engineering & Architecture Health Science & Medical Technology Information & Communication Technologies <u><b>South</b></u> Arts, Media & Entertainment Engineering & Architecture Information & Communication Technologies Public Services <u><b>Stockdale</b></u> Arts, Media & Entertainment Business & Finance Engineering & Architecture Health Science & Medical Technology Information & Communication Technologies <u><b>West</b></u> Ag & Natural Resources Arts, Media & Entertainment Business & Finance Energy, Environment & Utilities  134 KHSD CTE courses currently meet University of California (UC) and		



Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

California State University (CSU)  
approval on one of the a-g areas.

**Classes that are offered at ROC**

3D Animation a-g course	Administrative Office Assistant a-g course Articulation with Bakersfield College	Advanced Cinema Film and Video Production a-g course
Ag/Diesel Mechanic Articulation with Bakersfield College	Auto Body and Fender	Auto Technology Articulation with Bakersfield College
Bookkeeping / Accounting a-g course Articulation with Bakersfield College	Business, Banking & Finance a-g course	CISCO Networking Academy a-g course Articulation with Bakersfield College
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 Articulation with Bakersfield College
Pharmacy Tech a-g course	Plant Production a-g course Dual Enrollment Bakersfield College	Retail Sales a-g course
Robotics Engineering a-g course Articulation with Bakersfield College	Small Business Entrepreneurship a-g course	Sports Medicine a-g course Dual Enrollment Cal State University Bakersfield

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<div> <div>Veterinary Technology a-g course Dual Enrollment Bakersfield College</div> <div>Video Game Design a-g course</div> <div>Welding &amp; Fabrication Articulation with Bakersfield College</div> </div>		

## Action 3.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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>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 2018-19.</p> <p>The curriculum includes the following:</p> <ul style="list-style-type: none"> <li>• Development of a 10-year career and educational plan</li> <li>• Career identification and planning</li> <li>• Life skills, including decision making, perseverance, and goal setting</li> <li>• Study skills</li> </ul> <p>There are only 4 comprehensive site and 1 continuation sites that have not yet implemented Career Choices.</p>	<p>(a) \$235,000 Total- \$235,000</p> <p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>	<p>(a) \$235,000 Total- \$235,000</p> <p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>

### Action 3.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	<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 are evidence-based, and include comprehensive college-search tools to assist students in academic planning, career preparation, and college placement. Naviance is currently provided at all school sites. In 2017-18 there were 44,147 KHSD student log-ins to Naviance. In the fall 2018, 5,201 (50.4%) sophomore students were administered the Pre American College Test (PreACT.) The Pre-ACT assessment was available to all sophomores attending the KHSD with no cost to the students.</p> <p>Benefits of taking the PreACT:</p> <ul style="list-style-type: none"> <li>• Identifies student's current readiness for college and career.</li> <li>• Predicts performance on the ACT.</li> <li>• Determines skills the student can improve.</li> <li>• Explores how student's career aspirations align with their interests.</li> </ul>	<p>(a) \$410,832 Total- \$410,832</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditures</p>	<p>(a) \$410,832 Total- \$410,832</p> <p>(a) Sup/Con</p> <p>(a) Services and Operating Expenditures</p>

## 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"><li>• 6 weeks of career development</li><li>• 6 weeks of paid work experience (15 hours)</li></ul>	<p>Quest for Success was offered at the 5 KHSD Continuation sites. 84 students were enrolled in Quest for Success classes in fall 2018. 90% 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> <table><tr><th colspan="3">KHSD Quest for Success Work Sites Fall 2018</th></tr><tr><td>Markets: Apple Market and La Hacienda Market</td><td>Eateries: Del Taco, Tin Cup, La Fogota, La Mina, Papa Murphy's and Subway</td><td>Retail Stores: Floyd's, CVS, Factory 2 U, Fallas, Party City, Kid's Footlocker, WSS and Torrid</td></tr><tr><td>After School Programs: Golden Oak Redwood Lamont Vineland Alicante Sequoia</td><td>School Districts: Richland. KHSD, Lamont, Vineland</td><td>Community Sites: Shafter Parks &amp; Recreation, Shafter Youth Center</td></tr></table>	KHSD Quest for Success Work Sites Fall 2018			Markets: Apple Market and La Hacienda Market	Eateries: Del Taco, Tin Cup, La Fogota, La Mina, Papa Murphy's and Subway	Retail Stores: Floyd's, CVS, Factory 2 U, Fallas, Party City, Kid's Footlocker, WSS and Torrid	After School Programs: Golden Oak Redwood Lamont Vineland Alicante Sequoia	School Districts: Richland. KHSD, Lamont, Vineland	Community Sites: Shafter Parks & Recreation, Shafter Youth Center	<p>(a) \$18,000 (b) \$150,000 (c) \$28,000 (d) \$4,000 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies</p>	<p>(a) \$18,000 (b) \$150,000 (c) \$28,000 (d) \$4,000 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies</p>
KHSD Quest for Success Work Sites Fall 2018												
Markets: Apple Market and La Hacienda Market	Eateries: Del Taco, Tin Cup, La Fogota, La Mina, Papa Murphy's and Subway	Retail Stores: Floyd's, CVS, Factory 2 U, Fallas, Party City, Kid's Footlocker, WSS and Torrid										
After School Programs: Golden Oak Redwood Lamont Vineland Alicante Sequoia	School Districts: Richland. KHSD, Lamont, Vineland	Community Sites: Shafter Parks & Recreation, Shafter Youth Center										

## Action 3.05

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support the efforts of Project BEST (Black Excellence in Scholarship and Teaching) to strengthen college-going	Project BEST is a partnership between the Kern High School District, California State University, the local business	<p>(a) \$4,661 (b) \$1,458 (c) \$1,481</p>	<p>(a) \$4,661 (b) \$1,458 (c) \$1,481</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																
<p>culture among African American male students and increase their college-going rate.</p> <ul style="list-style-type: none"><li>➤ Provide district BEST facilitator = \$1,500 per month X 10 months = \$15,000 per year</li><li>➤ Transportation allotment (districtwide) = \$15,000</li><li>➤ 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.</li></ul> <p>Provide incentives and resources, support mentoring, and coordinate services.</p>	<p>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 2018 semester, 653 students participated in Project BEST. A Project BEST facilitator was hired in the spring 2018. All 16 (Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West) school sites received their site allocation and funding for transportation was provided.</p> <table><tr><th colspan="2">Project BEST Activities 2018-19</th></tr><tr><td>Regularly held meetings</td><td>Educational Workshops</td></tr><tr><td>University of Davis Presentation</td><td>College Tours</td></tr><tr><td>UCLA Tour and Football Game</td><td>Parent and Student Orientation</td></tr><tr><td>Motivational Speakers</td><td>Court Day</td></tr><tr><td>Wendale Davis Leadership Conference</td><td>African American Museum</td></tr><tr><td>Alpha Kappa Alpha Student Recognition Luncheon</td><td>West High School's Black Student Union Conference</td></tr><tr><td colspan="2">Project BEST Senior Awards</td></tr></table>	Project BEST Activities 2018-19		Regularly held meetings	Educational Workshops	University of Davis Presentation	College Tours	UCLA Tour and Football Game	Parent and Student Orientation	Motivational Speakers	Court Day	Wendale Davis Leadership Conference	African American Museum	Alpha Kappa Alpha Student Recognition Luncheon	West High School's Black Student Union Conference	Project BEST Senior Awards		<p>(d) \$167,400 (e) \$15,000 Total- \$190,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures</p>	<p>(d) \$167,400 (e) \$15,000 Total- \$190,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures</p>
Project BEST Activities 2018-19																			
Regularly held meetings	Educational Workshops																		
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UCLA Tour and Football Game	Parent and Student Orientation																		
Motivational Speakers	Court Day																		
Wendale Davis Leadership Conference	African American Museum																		
Alpha Kappa Alpha Student Recognition Luncheon	West High School's Black Student Union Conference																		
Project BEST Senior Awards																			

## Action 3.06

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Low-socioeconomic status (SES) students are less likely to complete their college education. (National Center for Education Statistics, 2015)</p> <p>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.</p> <p>A 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.</p>	<p>Maintained District Resource Counselor who facilitated the following support actions:</p> <ul style="list-style-type: none"> <li>Coordinated counseling services and planned training workshops for head counselors, new counselors, and guidance technicians as well as organized four different counseling symposiums</li> <li>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, ACT, and Kern County Superintendent of Schools</li> <li>Provided and supported training in college preparation and career exploration through the Career Choices program and Naviance</li> <li>Worked to update the new website for students</li> <li>Examined and promoted the following intervention strategies: <ul style="list-style-type: none"> <li>--Restorative Practices</li> <li>--Social-Emotional Learning</li> <li>--Adverse Childhood Experiences Training</li> <li>--Small Group Work</li> <li>--Suicide Prevention</li> </ul> </li> </ul> <p>The Resource Counselor also assisted the social-emotional/restorative counselor in</p>	<p>(a)\$103,303 (b)\$41,047 Total- \$144,350</p> <p>(a)Sup/Con (b)Sup/Con</p> <p>(a)Certificated Salaries (b)Benefits</p>	<p>(a)\$100,828 (b)\$38,481 Total- \$139,309</p> <p>(a)Sup/Con (b)Sup/Con</p> <p>(a)Certificated Salaries (b)Benefits</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	meeting with the intervention counselors to assist in providing support to our at-risk youth.		

### Action 3.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development to further support Advancement Via Individual Determination (AVID) 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.	<p>There are 1,407 students participating in Advancement Via Individual Determination (AVID) at 11 comprehensive school sites (Arvin, Bakersfield, Centennial, East, Foothill, Highland, Independence, Mira Monte, North, Stockdale, and West) and 1 alternative school site (Kern Learn.)</p> <ul style="list-style-type: none"> <li>1,017 (72.3%) students enrolled in AVID are designated unduplicated students.</li> <li>5 (&lt;1%) students enrolled in AVID are designated English Learners.</li> <li>5 (&lt;1%) students enrolled in AVID are designated Foster Youth.</li> <li>21(1.5%) students enrolled in AVID are designated Special Needs.</li> <li>563 (40.0%) students enrolled in AVID are designated Reclassified Fluent English Proficient.</li> </ul> <p><u>KHSD AVID Achievements</u></p> <ul style="list-style-type: none"> <li>AVID strategies were integrated across the curriculum, increasing rigor and college readiness school wide. This was done through regular</li> </ul>	(a) \$8,177 (b) \$153,475 (c) \$48,348 (d) \$10,000 (e) \$80,000 Total- \$300,000  (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con  (a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures	(a) \$8,177 (b) \$153,475 (c) \$48,348 (d) \$10,000 (e) \$80,000 Total- \$300,000  (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con  (a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Books and Supplies (e) Services and Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>professional development and through coaching of AVID elective teachers, who then shared AVID teaching skills and strategies with other staff.</p> <ul style="list-style-type: none"> <li>Over 100 teachers continue to be trained in AVID strategies per year. School sites fund their teachers' training.</li> </ul> <p>There are 52 college tutors that are located at 16 comprehensive sites (Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, South, Stockdale and West) and 4 continuation sites (Central Valley, Nueva, Tierra Del Sol and Vista West.) Tutors were assigned to tutor in AVID classes and tutor before school, during lunch and afterschool.</p>		

### 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.</p> <p>Students who score "conditionally ready" on the EAP (Early Assessment Program) may take an ERWC class their senior year, and if they receive a C or better, they may waive remediation English in their first year of college and immediately</p>	<p>4,050 students were enrolled in ERWC fall 2018. Classes were 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> <ul style="list-style-type: none"> <li>2,794 (69.0%) students enrolled in ERWC classes were designated unduplicated students.</li> </ul>	<p>(a) \$24,531 (b) \$5,469 (c) \$90,000 (d) \$160,000 Total- \$280,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p>	<p>(a) \$24,531 (b) \$5,469 (c) \$90,000 (d) \$160,000 Total- \$280,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• 50 (1.2%) students enrolled in ERWC classes were English Learners.</li> <li>• 1,729 (43.0%) students enrolled in ERWC classes were Reclassified Fluent English Proficient.</li> <li>• 93 (2.3%) students enrolled in ERWC classes were Special Needs.</li> <li>• 12 (<math>\leq</math>1.0%) students enrolled in ERWC classes were Foster Youth.</li> <li>• 3,348 (83.0%) of ERWC students received a “C” or better in their class for the fall semester.</li> </ul> <p>Supplies and curriculum were purchased to enhance ERWC curriculum.</p>	<p>(d) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Benefits</p> <p>(c) Books and Supplies</p> <p>(d) Services and Operating Expenditures</p>	<p>(d) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Benefits</p> <p>(c) Books and Supplies</p> <p>(d) Services and Operating Expenditures</p>

### Action 3.09

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.09 will no longer be funded out of the LCAP.	N/A	N/A	N/A

### Action 3.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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</p>	<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</p>	<p>(a) \$408,851</p> <p>(b) \$91,149</p> <p>(c) \$302,000</p> <p>Total- \$802,000</p> <p>(a) Sup/Con</p> <p>(b) Sup/Con</p>	<p>(a) \$408,851</p> <p>(b) \$91,149</p> <p>(c) \$185,000</p> <p>Total- \$685,000</p> <p>(a) Sup/Con</p> <p>(b) Sup/Con</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>the Smarter Balanced assessments in English and math. Continue to provide professional development in the effective teaching of the Common Core State Standards.</p> <ul style="list-style-type: none"> <li>Continue aligning current practices in instruction and assessment to Smarter Balanced.</li> <li>Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.</li> <li>Providing online simulation software for Science standards.</li> <li>Purchase an online subscription providing social science teachers with innovative lessons, activities, videos and primary sources.</li> </ul>	<p>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 and curriculum. These efforts will continue with summer professional development at the district and at the school sites. 508 teachers have participated in Solution Tree's professional development for the 2018-19 school year.</p>	<p>(c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Services and Expenditures</p>	<p>(c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Services and Expenditures</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" students.</p> <ul style="list-style-type: none"> <li>Determine students with the greatest intervention need</li> <li>Provide graduation options for 5th year seniors</li> </ul> <p>\$7,500 each for South, Mira Monte, Arvin, Foothill, West and East</p>	<p>During the summer 2018 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 5<sup>th</sup> year seniors. Funding focus typically included recovering out of school youth, ensuring that seniors take appropriate courses in summer to graduate immediately after</p>	<p>(a) \$375,685 (b) \$83,755 Total- \$459,440</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries</p>	<p>(a) \$375,685 (b) \$83,755 Total- \$459,440</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>\$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</p> <p>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</p>	<p>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"> <li>Office Visits 681</li> <li>Home Visits 163</li> <li>Telephone Calls 1,133</li> </ul> <p>KHSD Migrant Community Specialists /Recruiters completed the following summer outreach tasks from August 8 to 14, 2018.</p> <ul style="list-style-type: none"> <li>Home Visits – Recruitment. Certificates of Eligibility (COE), summer services to students</li> <li>Phone - Migrant families to establish possibility of program qualification and provide migrant program information</li> <li>Delivering REACH books and hygiene kits to students</li> <li>School Contacts – Assisting parents, interviewing parents registering children- new migrant family pre-identification, new school year schedule and bus information</li> </ul>	(b) Benefits	(b) Benefits

## 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 unduplicated students first.</p> <p>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 December 2018, the 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens Program grant was submitted on behalf of the following school sites: Arvin East, Foothill, Golden Valley, Mira Monte, North and Shafter High School. Results of submission will be available April 2019.</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 providing up-to-date data for the LCAP via the LCAP annual update and 3-year plan. In the fall of 2018, KHSD applied for the following grants.</p> <table><tr><th colspan="2">Grants 2018-19</th></tr><tr><th>Name of Grant</th><th>Status</th></tr><tr><td>California Energy Commission School Bus Replacement</td><td>Award Announcement To Be Determined</td></tr><tr><td>Student Support and Academic Enrichment Program</td><td>Awarded \$668,097</td></tr><tr><td>21<sup>st</sup> Century Community Learning Center ASSETs</td><td>Award Announcement April 2019</td></tr><tr><td>Learning Communities for School Success</td><td>Award \$1,800,000</td></tr></table> <p>KHSD contracted with Panorama Education for survey data for staff and parents. Each school site will have a team that will review data from the survey results to determine areas for growth.</p>	Grants 2018-19		Name of Grant	Status	California Energy Commission School Bus Replacement	Award Announcement To Be Determined	Student Support and Academic Enrichment Program	Awarded \$668,097	21 <sup>st</sup> Century Community Learning Center ASSETs	Award Announcement April 2019	Learning Communities for School Success	Award \$1,800,000	<p>(a) \$111,545 (b) \$42,940 (c) \$227,000 Total- \$381,485</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$114,515 (b) \$41,345 (c) \$227,000 Total- \$382,860</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>
Grants 2018-19															
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Learning Communities for School Success	Award \$1,800,000														

# Analysis

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, 3.03, 3.04 and 3.10 provide KHSD students opportunities to explore job readiness skills. Actions 3.05, 3.06, 3.07, 3.08 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 effective.

- ✓ Action 3.01 - Highlights CTE course enrollment, which currently offers 134 a-g courses. KHSD reported to CALPADS in 2017-18 that 9,781 (an increase of 46.1% from last year) students completed a CTE concentrator class and 2,709 (an increase of 40.3% from last year) students completed a CTE completer course. Dual Enrollment courses, offered through California State University, Bakersfield, and Kern Community College District, are provided at all 18 school sites and 1 continuation site. 9,106 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 all comprehensive sites and alternative sites. In 2017-18 there were 44,147 KHSD student log-ins to Naviance.
- ✓ Action 3.04 - Quest for Success is serving 80 students, and 90% of students participants are unduplicated students. Students enrolled in the Quest for Success program experienced a 90% completion rate.
- ✓ Action 3.05 - The participation rate for Project BEST increased by 17.3%. The graduation rate for participants increased 0.1%. Project BEST participants have a higher graduation rate (92.1%) than “All” KHSD African American (86.2%) and higher rate than “Male” African American, which is 83.2%.
- ✓ 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-MTSS counseling teams and served as a liaison for our post-secondary partners and other inter-agency partners.
- ✓ Action 3.07 - 1,407 students were enrolled in AVID courses. 72.3% (1,017) of AVID students were unduplicated and 11 comprehensive sites included AVID in their curriculum and master schedule.

- ✓ Action 3.08 - The Expository Reading and Writing Course (ERWC) served 4,050 students, of which 69% were unduplicated. ERWC is an intervention course to eliminate the need for remediation in college English. 83% of students enrolled in ERWC received a “C” or better in the fall of 2018 ERWC, which means they may be enrolled in a credit-bearing English class in their first year of college.
- ✓ 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. 508 teachers have participated in Solution Tree’s professional development for the 2018-19 school year.
- ✓ 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, California Energy Commission School Bus Replacement, Student Support and Academic Enrichment Program (awarded) and Learning Communities for School Success awarded. Results of submission will be available May 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- ✓ Action 3.01 - Certificated salaries and benefits were overestimated.
- ✓ Action 3.06 - Certificated salaries and benefits were overestimated.
- ✓ Action 3.10 – Gizmos for science was not paid (\$117,000) because the contract was modified to be paid in August 2019.
- ✓ Action 3.14 - Salaries and benefits for LCAP Program Coordinator were underestimated.

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 3.10 - History TCI on-line subscriptions (\$185,000) will not be renewed until 2022-2023 school year.
- ✓ Action 3.10 - One-time funding for professional development will be extended for the 2019-20 school year.
- ✓ Action 3.11 - One-time funding for migrant summer outreach will be extended for the 2019-20 school year.
- ✓ Action 3.15 - One-time funding for site team analysis for surveys will be extended for the 2019-20 school year.

## 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

Local Priorities: 8

### 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) MET**

KHSD LCAP Parent Survey Parent Responses (2,912)			
“Parents that feel welcomed and connected to their student’s school”			
Year	Spring 2018	Spring 2019	Percentage Increase / Decrease
“Not a problem at all” or “Small Problem”	85%	87%	+2%

**(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) MET**

## Expected

## Actual

### (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 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.

### (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.

KHSD LCAP Parent Survey Parent Responses (2,912)			
Parents feel that they have opportunities to take part in decisions made at their child's school.			
Year	Spring 2018	Spring 2019	Percentage Increase / Decrease
Agree or Strongly Agree	80%	84%	+4%

### (Priority 3b) MET

KHSD LCAP Parent Survey Unduplicated Students Parent Responses (1,172)			
Parents feel that they have opportunities to take part in decisions made at their child's school.			
Year	Spring 2018	Spring 2019	Percentage Increase / Decrease
Agree or Strongly Agree	85%	86%	+1%

### (Priority 3b)

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

### (Priority 3c) MET

KHSD LCAP stakeholder engagement is on-going.

- Monthly LCAP Advisory Council meetings
- Bi-monthly Student Advisory Council meetings
- Community Public Forums
- LCAP Annual Survey
  - Certificated and classified responses (1,719)
  - Parent/stakeholder responses (2,912)
  - Student responses
    - Semester 1 Climate Survey (28,412)
- Faculty Association and other faculty groups



## Expected

## Actual

- 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 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.

**(Priority 3c) MET**

KHSD LCAP Parent Survey Exceptional Needs Students Parent Responses (216)			
Parents feel that they have opportunities to take part in decisions made at their child's school.			
Year	Spring 2018	Spring 2019	Percentage Increase / Decrease
Agree or Strongly Agree	80%	84%	+4%

**(Priority 5a)**

Maintain attendance rate of 96% or higher.

**(Priority 5a) NOT MET**

KHSD Annual Attendance Percentage	
2016-17	96.65%
2017-18	95.37%

**(Priority 5b)**

Decrease chronic absenteeism rate by 0.5% or lower than the state average.

**(Priority 5b) NOT MET**

Expected

Actual

<b>Kern High School District 2016-17 / 2017-18 Chronic Absenteeism Rate</b>				
Ethnicity	2016-17	2017-18	State Average 2017-18	Percentage Increase / Decrease
African American	18.3%	19.3%	20.1%	+1.0%
American Indian or Alaska Native	22.4%	20.2%	21.0%	-2.2%
Asian	5.6%	6.2%	3.8%	+0.6%
Filipino	2.7%	3.6%	5.2%	+0.9%
Hispanic or Latino	11.9%	13.5%	12.1%	+1.6%
Pacific Islander	18.6%	16.7%	17.4%	-1.9%
White	14.4%	15.4%	9.7%	+1.0%
Two or More Races	16.9%	16.2%	10.6%	-0.7%
Not Reported	11.9%	14.1%	14.9%	+2.2%
Kern High	12.7%	14.0%		+1.3%
Kern County	12.1%	12.2%		+.1%
Statewide	10.8%	11.1%		+.3%

<b>Kern High School District 2016-17 / 2017-18 Chronic Absenteeism Rate</b>				
Subgroup	2016-17	2017-18	State Average 2017-18	Percentage Increase / Decrease
English Learners	17.5%	18.9%	11.1%	+1.4%

Expected

Actual

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Foster Youth	28.4%	36.6%	26.2%	+8.2%
Homeless	49.9%	50.2%	23.1%	+3%
Migrant Education	10.9%	55.6%	9.1%	+44.7%
Socioeconomically Disadvantaged	20.7%	16.0%	13.9%	-4.70%
Students with Disabilities		22.4%	18.4%	N/A

**(Priority 5b)**

Decrease truancy rate by 1% from previous year's rate.

**(Priority 5b) N/A**

Truancy is no longer reported by California Department of Education. See Goal 4, Priority 5b (Chronic Absenteeism Rates)

**(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) NOT MET**

Kern High School District 2017-18 Four-Year Adjusted Cohort Outcome Dropout Rate			
	2016-17	2017-18	Increase/ Decrease
African American (506 Students)	85.8%	86.2%	+0.4%
Hispanic (6,065 Students)	89.2%	88.5%	-0.7%

**(Priority 5e)**

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

**(Priority 5e) NOT MET**

See Goal 2, Priority 5e

**(Priority 6a)**

**(Priority 6a) MET –Districtwide, Hispanic, African American,**

## Expected

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.

## Actual

**African American Male, and American Indian/Alaska Native, Hispanic/Latino  
NOT MET-African American Male with Special Needs**

Kern High School District 2016-17 / 2017-18 Suspension Rate			
Kern High School District	2016-17	2017-18	Increase / Decrease
All	9.6%	8.8%	-0.8%
African American	22.3%	19.0%	-3.3%
African American Males	26.1%	23.1%	-3.0%
African American Males with Special Needs	30.0%	32.7%	+2.7%
American Indian / Alaska Native	13.7%	9.3%	-4.4%
Asian	3.9%	3.6%	-0.3%
Filipino	2.5%	2.4%	-0.1%
Hispanic or Latino	9.2%	8.4%	-0.8%
Pacific Islander	11.4%	8.7%	-2.7%
White	8.5%	8.4%	-0.1%
Two or More Races	9.6%	9.5%	-0.1%
Not Reported	6.5%	6.0%	-0.5%

**(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.

**(Priority 6b) NOT MET – All, White, African Males  
MET – 5 Subgroups had 0.0% Expulsion Rates**

Expected

Actual

**American Indians / Alaska Native, Asian, Filipino, Two or More Races and Not Reported**

Kern High School District 2016-17 / 2017-18 Expulsion Rate			
Kern High School District	2016-17	2017-18	Increase / Decrease
All	0.06%	0.07%	+0.01%
African American	00.25%	0.24%	-0.01%
African American Males	0.25%	0.25%	0.00%
African American Males with Special Needs	0.00%	0.36%	+0.36%
American Indian / Alaska Native	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.05%	0.05%	0.00%
Pacific Islander	0.00%	0.00%	0.00%
White	0.07%	0.11%	+0.04%
Two or More Races	0.00%	0.00%	0.00%
Not Reported	0.00%	0.00%	0.00%

**(Priority 6c)**

Increase by 2% students' responses: "I am happy to be at this school."

**(Priority 6c) MET**

## Expected

## Actual

	<table><tr><td>Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses</td><td>% of Total Yes 2017-2018</td><td>% of Total Yes 2018-2019</td><td>Increase / Decrease</td></tr><tr><td>I am happy to be at school.</td><td>68%</td><td>70%</td><td>+2%</td></tr></table>	Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease	I am happy to be at school.	68%	70%	+2%			
Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease									
I am happy to be at school.	68%	70%	+2%									
<b>(Priority 6c)</b> Increase by 2% students’ responses: “The teachers at the school treat me fairly.”	<b>(Priority 6c) MET</b> <table><tr><td>Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses</td><td>% of Total Yes 2017-2018</td><td>% of Total Yes 2018-2019</td><td>Increase / Decrease</td></tr><tr><td>The teachers at this school treat students me fairly.</td><td>64%</td><td>66%</td><td>+2%</td></tr></table>				Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease	The teachers at this school treat students me fairly.	64%	66%	+2%
Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease									
The teachers at this school treat students me fairly.	64%	66%	+2%									
<b>(Priority 6c)</b> Increase by 2% students’ responses: “Students on my campus care about me.”	<b>(Priority 6c) MET</b> <table><tr><td>Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses</td><td>% of Total Yes 2017-2018</td><td>% of Total Yes 2018-2019</td><td>Increase / Decrease</td></tr><tr><td>Students on my campus care about me.</td><td>70%</td><td>72%</td><td>+2%</td></tr></table>				Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease	Students on my campus care about me.	70%	72%	+2%
Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease									
Students on my campus care about me.	70%	72%	+2%									
<b>(Priority 6c)</b> Increase by 2% students’ responses: “I feel as though activities I participate in at school make the school or community a better place.”	<b>(Priority 6c) MET</b> <table><tr><td>Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses</td><td>% of Total “Yes” 2017-2018</td><td>% of Total “Yes” 2018-2019</td><td>Increase / Decrease</td></tr><tr><td>I feel as though the activities I participate in at school make the school or community a better place.</td><td>65%</td><td>67%</td><td>+2%</td></tr></table>				Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total “Yes” 2017-2018	% of Total “Yes” 2018-2019	Increase / Decrease	I feel as though the activities I participate in at school make the school or community a better place.	65%	67%	+2%
Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total “Yes” 2017-2018	% of Total “Yes” 2018-2019	Increase / Decrease									
I feel as though the activities I participate in at school make the school or community a better place.	65%	67%	+2%									
<b>(Priority 6c)</b> Increase by 2% students’ responses: “I know where to go for help with my problems at this school.”	<b>(Priority 6c) MET</b> <table><tr><td>Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses</td><td>% of Total Yes 2017-2018</td><td>% of Total Yes 2018-2019</td><td>Increase / Decrease</td></tr><tr><td>I know where to go for help with my problems at this school.</td><td>74%</td><td>76%</td><td>+2%</td></tr></table>				Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease	I know where to go for help with my problems at this school.	74%	76%	+2%
Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease									
I know where to go for help with my problems at this school.	74%	76%	+2%									

## Expected

## Actual

**(Priority 6c)**

Decrease by 2% students' responses:

"I felt unsafe at school within the last 60 days."

**(Priority 6c) MET**

Kern High School Climate Survey 2017-2018 to 2018-2019 Semester 1 28,412 Responses	% of Total Yes 2017-2018	% of Total Yes 2018-2019	Increase / Decrease
"I felt unsafe at school within the last 60 days."	18%	16%	-2%

**(Priority 8)**

Increase course completion rate with a "C" or better by 0.5% or as compared to previous year's completion rate.

**(Priority 8) MET**

See Goal 3, Priority 8

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 4.01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>"The fundamental purpose of PBIS-MTSS is to make schools more effective, efficient and equitable learning environments for all students." (Rob Horner)</p> <p>KHSD will continue district-wide implementation of Positive Behavior Intervention and Supports and Multi-Tiered Systems of Support at all KHSD school sites.</p> <p>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-MTSS work in the</p>	<p>Kern High School District is implementing PBIS-MTSS, an evidence-based program that is being implemented district-wide (18 comprehensive and 5 continuation school sites). This LCAP action provides fiscal support for professional development, site coaching (6 TOSAs), technical assistance and related data reports and structures for school climate and student wellness. The Department of Student Behavior and Support Services is working closely with school sites in KHSD, and focus areas are centered on the following main ideas:</p> <ul style="list-style-type: none"> <li>School sites (and District Office) will work to implement PBIS-MTSS evidence-based tenets, and strive</li> </ul>	<p>(a) \$2,772,956 (b) \$144,741 (c) \$1,107,725 (d) \$230,000 (e) \$724,785 Total- \$4,980,207</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con</p> <p>(a) Certificated Salaries</p>	<p>(a) \$2,746,347 (b) \$144,740 (c) \$1,074,500 (d) \$230,000 (e) \$724,785 Total- \$4,920,372</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con</p> <p>(a) Certificated Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>newly formed Department of Student Behavior and Supports, so as to couple intervention and supports alongside student discipline.</p> <p>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.</p>	<p>to create more restorative spaces on campus when possible, within a preventative and proactive framework for student support structures.</p> <ul style="list-style-type: none"> <li>• There is a collective commitment to coordinate services and align systems and professional development (eliminate barriers to learning and break down silos when possible.)</li> <li>• Data is used to guide decisions and monitor significant disproportionate patterns/trends (academic and behavior) on campus.</li> <li>• PBIS-MTSS sites are working on professional development and structural alignment to support Tiers 1-3 for intervention and supports.</li> </ul> <p>The sites have been given an allocation for professional development (site leadership teams and Tier I teams comprised of classified and certificated faculty) and also signage, incentives, supplies and equipment. Extensive training has been provided to school sites to help the implementation of PBIS-MTSS.</p> <p><b>PBIS-MTSS Workshops</b></p> <ul style="list-style-type: none"> <li>• Trauma Informed Care</li> <li>• Youth Level of Service</li> <li>• Adolescent Brain/Cognitive Research Theory</li> </ul>	<p>(b) Classified Salaries</p> <p>(c) Benefits</p> <p>(d) Books and Supplies</p> <p>(e) Services and Operating Expenditures</p>	<p>(b) Classified Salaries</p> <p>(c) Benefits</p> <p>(d) Books and Supplies</p> <p>(e) Services and Operating Expenditures</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Social Emotional Learning</li> <li>• Tier II Intervention &amp; Support with Collaborative Learning Solutions (CLS)</li> <li>• Aggression Replacement Therapy</li> <li>• West Ed Equity Exchange for MTSS</li> <li>• Parent and Family Engagement</li> <li>• Forward Thinking/Interactive Journaling</li> <li>• Youth Level of Service/Case Management Inventory (YLS/CMI) for at risk student youth inventory</li> <li>• Small groups/facilitation in coping skills, grief, anxiety, substance abuse, etc.</li> <li>• Mindfulness Training</li> <li>• Restorative Practices</li> <li>• Anxiety Disorders in Children &amp; Adolescents</li> <li>• Brief Intervention</li> <li>• 8 Hour Mental Health</li> </ul> <p>In August 2018, the California PBIS-MTSS Coalition recognized 18 KHSD schools for Outstanding Achievement.</p> <p><b>Silver Level:</b> Arvin, Bakersfield, Centennial, Central Valley, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, North, Nueva, Shafter, South, Stockdale and Tierra De Sol, Vista and Vista West</p> <p>The PBIS-MTSS Administrators (Supervising Administrator and Coordinator) work closely with PBIS-MTSS sites and provide technical</p>		

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

assistance, direction, and site coaching expertise working collaboratively with our consultant. On Campus Intervention (OCI) is implemented at the 23 school sites. Funding is provided for 18 comprehensive school sites (5 sections per site) and 5 continuation sites (4 sections per site). OCI is an alternative to suspension that provides evidence-based curriculum.

Kern High School District On Campus Intervention (OCI) Year to Date February 2019	
Total Number Students Participating in OCI	1786
Number of Students Repeating OCI (for the same violation)	53
Number of Students Repeating OCI (for different violation)	86

The South High Student Resiliency Program was piloted in 2018-19. In the fall semester 54 students were trained to assist in the Rebel Advocacy Center (RAC). The RAC will open in the spring 2019. (Rebels are the mascot for South High School.)

KHSD also utilized the CEIS budget/plan to provide additional student-support mechanisms.

## Action 4.02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 PBIS-MTSS Interventionists for Tier II small group support and direct student services. Interventionists may provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment of CEIS and PBIS-MTSS 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.</p>	<p>PBIS-MTSS is now implemented at all 23 school sites with numerous sites in implementation years 3 and 4; the need for intensive daily Intervention by the 23 PBIS-MTSS Specialists has become a necessity.</p> <p>The Lead Intervention Specialist and Student and Behavior Support Coordinator collaborate with the Interventionist to work as Tier II small group intervention specialists and use evidence based-interventions to help establish and lead small groups on campus.</p> <p>In addition, they act as liaisons between the school sites, facilitate student support teams at the sites, and provide district leadership for PBIS-MTSS 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:</p> <ul style="list-style-type: none"> <li>Expand and sustain implementation of Multi-Tiered System of Student Support (MTSS) and Positive Behavior Intervention and Support throughout Kern High School District and/or sites.</li> <li>Work with data teams and PBIS-MTSS support/leadership teams at all KHSD sites.</li> </ul>	<p>(a) \$1,296,653 (b) \$862,952 Total- \$2,159,605</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits</p>	<p>(a) \$1,281,412 (b) \$822,294 Total- \$2,103,706</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

- Assess training needs and connect with district and school sites.
- Synthesize and report on student support, restoration practices, MTSS and PBIS-MTSS research, and provide technical assistance and intervention to PBIS-MTSS site teams.

Kern High School District Intervention Groups Districtwide Fall 2018	
Groups	Number of Students
Check In/ Check Out	105
Social Skills Streaming	52
Forward Thinking	137
Cognitive Behavioral Treatment of Anxious Adolescents (C.A.T.) Project Anxiety	107
My Journey Grief	73
Why Try	197
Brief Intervention	69
Girls Only	5
Restorative Circles/Practices (RP)	63

## Action 4.03

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS-MTSS 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.	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 worked at their site to promote and establish the determined PBIS-MTSS practices.	(a) \$254,169 (b) \$97,328 Total- \$351,497  (a) Sup/Con (b) Sup/Con  (a) Certificated Salaries (b) Benefits	(a) \$244,445 (b) \$90,261 Total- \$334,706  (a) Sup/Con (b) Sup/Con  (a) Certificated Salaries (b) Benefits

## Action 3.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Low income students, English Learners, and Foster Youth have higher chronic absenteeism rates compared to all students (California School Dashboard.)</p> <p>Retain district Education Options Administrator who coordinates truancy-prevention programs with Kern County Superintendent of Schools, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites.</p>	Retained Education 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 Education Options Administrator also oversaw the operation of Kern Learn, attendance and accounting, parent classes and Independent Studies Program (ISP). A2A was purchased in the 2018-19 school year and will be renewed for the 2019-20 school year. The A2A program provides	(a) \$121,058 (b) \$45,061 (c) \$232,000 Total- \$398,119  (a) Sup/Con (b) Sup/Con (c) Sup/Con  (a) Certificated Salaries (b) Classified Salaries (c) Benefits	(a) \$120,514 (b) \$42,601 (c) \$232,000 Total- \$395,115  (a) Sup/Con (b) Sup/Con (c) Sup/Con  (a) Certificated Salaries (b) Classified Salaries (c) Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 Education Options Administrator will utilize the Attention 2 Attendance (A2A) Program to fulfill the following sub-actions:</p> <ul style="list-style-type: none"> <li>• Monitor student attendance.</li> <li>• Analyze truancy and chronic absenteeism and truancy rates.</li> <li>• Provide parents with up-to-date information on their student’s attendance.</li> </ul>	<p>timely notification to parents on student’s excessive absenteeism and identifies students that might benefit from PBIS-MTSS Tier I and II intervention.</p>		

### 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"> <li>• 3 Administrative sections (54 sections total)</li> <li>• Classified sections, half FTE per site, 9 total</li> </ul>	<p>The 54 administrative sections (3 sections per comprehensive school site) and the classified sections (4.375 FTE) were utilized by school sites to assist in the implementation of PBIS-MTSS. Not all FTE were utilized for the classified position. Stakeholders have voiced that PBIS-MTSS implementation is a KHSD priority. Stakeholders have also recommended that there be a reduction of classified FTE.</p>	<p>(a) \$908,416 (b) \$218,751 (c) \$626,838 Total- \$1,754,005</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries</p>	<p>(a) \$875,730 (b) \$209,521 (c) \$551,664 Total- \$1,636,915</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(c) Benefits	(c) Benefits

## Action 4.04

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>KHSD will maintain 15 Parent &amp; 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.</p> <ul style="list-style-type: none"> <li>Centennial</li> <li>Frontier</li> <li>Liberty</li> </ul> <p>KHSD School Site Parent &amp; Family Centers are designed to provide KHSD Parent/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent &amp; Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:</p> <ul style="list-style-type: none"> <li>Support and monitor students' academic success</li> <li>Use technology to support student learning</li> <li>Learn how to promote positive behaviors in the home and at</li> </ul>	<p>Kern High School District is operating 18 Parent &amp; Family Centers in KHSD, with 3 opening in the 2018-19 school year. All sites have hired a School Community Specialist to oversee the Parent &amp; Family Centers. There have been 12,723 visitors at the 18 Parent and Family Centers from August 15, 2018 to April 30, 2019.</p>	<p>(a) \$680,314 (b) \$531,464 (c) \$174,523 Total- \$1,386,301</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$710,312 (b) \$518,306 (c) \$178,704 Total- \$1,407,322</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Classified Salaries (b) Benefits (c) Books and Supplies</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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.

**Kern High School District (KHSD)  
Families Served at Parent and Family Centers  
April 30, 2019**

Assistance with School Forms and Information	25.76% (8,380)
Technology	14.96% (4,868)
Translation	14.78% (4,810)
Attendance	11.03% (3,587)
College/University/FAFSA	8.43% (2,742)
Home Visit/Transportation	2.00% (650)
Budget/Finance	1.26% (410)
English As A Second Language	7.14% (2,322)
Health & Nutrition	3.16% (1,029)
Community Referrals	3.00% (976)
Job/Search/Resume	0.45% (148)
Immigration Information	1.29% (419)
Other Services	6.74% (2,192)

**Kern High School District (KHSD)  
Parent Center Activities**

- ParentVue Instruction
- Parent Link Crew
- Workforce Academy Presentations
- Spanish Parent Orientation
- Health Fairs



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Weekly Classes Provided By Site Counselors</li> <li>• FAFSA Workshops</li> <li>• Eat Healthy And Be Healthy Classes</li> <li>• Parent Project Program</li> <li>• Diabetes – Self Management Workshops</li> <li>• Paper Flower Workshop</li> <li>• Parents On A Mission Program In Spanish And English</li> <li>• Parents On A Mission One-On-One Class</li> <li>• Synergy Workshops</li> <li>• Preventing Sexual Assault (Kern County Sheriff Department)</li> <li>• High School 101 (Preparatoria 101)</li> <li>• Health Education (Dignity Health)</li> <li>• Drug Awareness (Kern County Sherriff Department)</li> <li>• Water Safety (Bakersfield Police Department)</li> <li>• Nutrition Class University California Calfresh</li> <li>• Ready Back 2 School Community Event</li> <li>• Saturday Citizenship Workshop (League Of United Latin American Citizens)</li> <li>• Back To School Night Events</li> <li>• Holiday Safety Workshop</li> <li>• Cyber Bullying Presentation</li> <li>• Rosetta Stone On-Line English</li> <li>• Typing Classes</li> <li>• Building Resume Workshops</li> <li>• Math Tutoring For Parents</li> <li>• English One-On-One Tutoring For Parents</li> <li>• Monthly Pizza With The Principal</li> <li>• Computer Literacy Classes</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Book Clubs</li> <li>• CSUB HEP/GED Program</li> <li>• Bakersfield Adult School GED Program</li> <li>• Parent Institute For Quality Education (PIQE)</li> <li>• Field Trip To California State University Fresno</li> <li>• Juntos Program For The Family</li> <li>• Yoga Class For The Family</li> <li>• Parent and Student Junior Night</li> <li>• Project BEST Parent Orientation</li> <li>• Parent Support Group led by Intervention Counselors</li> <li>• Monthly Coffee With The Administrator</li> <li>• Monthly Community Meetings With Parents</li> <li>• Rocio Magallanes Workshops – Family Wellness</li> <li>• Dance Therapy Classes</li> <li>• Basic Computer 101 Classes</li> <li>• Weekly US Citizenship Classes</li> <li>• Food Bank Referrals</li> <li>• ESL Weekly Classes</li> <li>• National Collegiate Athletic Association (NCAA) Parent/Student Athlete Informational Night</li> <li>• Spanish Speaking Parent Leaders Book Club</li> <li>• College 101 Parent Field Trip</li> <li>• Computer Skills Class</li> <li>• Alternative Income Form Assistance</li> <li>• Translation Services</li> <li>• National Parent Involvement Day Events</li> <li>• California State University Northridge Parent and Student Campus Tour</li> <li>• Teen Vaping</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Parents And Pizza - Meeting With Counselors</li> <li>• Bakersfield College Informative Workshops</li> </ul>		

## 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"> <li>• Learning about college enrollment and career opportunities</li> <li>• Learning to use Synergy ParentVUE to monitor student grades and academic progress</li> <li>• Learning about Common Core and other curricular programs, including state testing, CTE, and other elective programs</li> <li>• Learning how to set up an effective home-study environment</li> <li>• Learning how to set and attain goals for post-secondary careers and/or</li> </ul>	<p>KHSD is working to coordinate services, align systems, and leverage funding to provide optimal student and family support. With the operation of the 18 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. Please refer to Action 4.04 for a list of activities.</p>	<p>(a) \$71,942 (b) \$21,808 (c) \$31,250 Total- \$125,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$71,942 (b) \$21,808 (c) \$31,250 Total- \$125,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>

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

## 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 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-MTSS implementation, specific or co-facilitation of Tiers II and III interventions within the mentioned PBIS-MTSS, and FY and EL support.</p> <p>School Sites: Arvin, Bakersfield, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West planned actions/services.</p>	<p>Eleven full-time and two part-time counselors were designated to work as additional counselors to support intervention and PBIS-MTSS implementation, focusing on the unduplicated students at their school sites.</p> <p>The counselors have proven to be a key component to the following PBIS-MTSS implementation practices:</p> <ul style="list-style-type: none"> <li>• Overseeing and assisting with building and implementing Tier II structures.</li> <li>• Additional Pupil Personnel Services (PPS) Guidance Counselor for some highest need unduplicated students.</li> <li>• Facilitating/co-facilitating the implementation of Tier II groups on campus –Aggression Replacement Training (ART), Rebound (small group utilization of strategies such as: Social Emotional Learning, Restorative Practice, Forward Thinking, Positive Decision Making and Cognitive Processing.)</li> </ul>	<p>(a) \$1,196,130 (b) \$483,535 Total- \$1,679,665</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$1,153,218 (b) \$455,690 Total- \$1,608,908</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>

## Action 4.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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-MTSS 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-MTSS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).	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-MTSS 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-MTSS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).	(a) \$662,882 (b) \$528,438 Total-\$1,191,320  (a) Sup/Con (b) Sup/Con  (a) Classified Salaries (b) Benefits	(a) \$662,531 (b) \$581,597 Total- \$1,244,128  (a) Sup/Con (b) Sup/Con  (a) Classified Salaries (b) Benefits

## Action 4.08

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide 2 district PBIS-MTSS intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions: <ul style="list-style-type: none"> <li>• Reinforce truancy-prevention efforts, districtwide, by supporting district and school-wide efforts to reduce truancy.</li> <li>• Support programs and strategies to reduce chronic</li> </ul>	The 2 PBIS-MTSS Intervention Specialists who work with Education Options Administrator housed at the district provided the following scope of services: <ul style="list-style-type: none"> <li>• Reinforced truancy-prevention efforts, districtwide.</li> <li>• Supported district and school-wide efforts to reduce truancy, in particular chronic absenteeism, and improve daily attendance.</li> </ul>	(a) \$97,398 (b) \$65,687 (c) \$30,000 Total- \$193,085  (a) Sup/Con (b) Sup/Con (c) Sup/Con	(a) \$102,709 (b) \$64,467 (c) \$15,000 Total- \$182,176  (a) Sup/Con (b) Sup/Con (c) Sup/Con

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

- Utilized the strategies in the chart below to achieve the aforementioned goals.

Fall 2018 Truancy Data	
Phone Calls	185
Home Visits	787
Parent Meetings at SARB	195
Home Visits – SARB Notifications	195
Truancy Orientation at School Sites	10
Truant Students Returned to School	329

- (a) Classified Salaries
- (b) Benefits
- (c) Books and Supplies

- (a) Classified Salaries
- (b) Benefits
- (c) Books and Supplies

## Action 4.09/4.10

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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.

Continued to maintain the Foster Youth, Student Outreach, and Parent Liaisons as vital support resources for the district’s unduplicated students and their families. The Youth Empowering Success (YES) program was operated at ten comprehensive sites and the five Alternative sites for the foster outreach programs and mentoring clubs. Their specific actions include the following:

- (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) Sup/Con

- (a) \$200,474
- (b) \$76,714
- (c) \$90,000
- (d) \$60,000
- (e) \$33,025
- (f) \$13,763
- (g) \$66,051
- (h) \$27,527
- Total- \$567,554

(a) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<b>Foster Youth Liaison</b> <ul style="list-style-type: none"> <li>• Work closely with the Education Liaison at Foster Youth Services</li> <li>• Hold quarterly meetings with designated foster counselors at each school site</li> <li>• Attend monthly meetings with the Group Home Coalition</li> <li>• Attend regular meetings with the Foster Family Agency Consortium</li> <li>• Attend Department of Human Services meetings and Child Family Team Meetings for foster youth</li> <li>• Attend district meetings with foster youth</li> <li>• Coordinate district-wide field trips for foster youth</li> <li>• Coordinate Youth Empowering Success! (YES!) Program</li> <li>• Arrange transportation to School of Origin</li> <li>• Identify educational rights holders and appoint surrogates, as needed</li> <li>• In-service school employees about foster youth legislation</li> <li>• Review AB 167 graduation contracts for approval</li> </ul> <b>Parent Education Liaison</b> <ul style="list-style-type: none"> <li>• Provide professional development to parents and site staff, educating them on school/parent/community partnerships</li> <li>• Oversee the District English Learner Advisory Council (DELAC) / District Parent Advisory</li> </ul>	(b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con  (a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures (e) Classified Salaries (f) Benefits (g) Certificated Salaries (h) Benefits	(b) Sup/Con (c) Sup/Con (d) Sup/Con (e) Sup/Con (f) Sup/Con (g) Sup/Con (h) Sup/Con  (a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Operating Expenditures (e) Classified Salaries (f) Benefits (g) Certificated Salaries (h) Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Committee (DPAC) monthly meetings</p> <ul style="list-style-type: none"> <li>• Provide appropriate trainings and materials to assist parents to carry out their advisory responsibilities</li> <li>• Facilitate on-going communication with school, parents, and community partnerships</li> <li>• Meet quarterly with 18 Community Specialists that are assigned at the Parent Centers</li> <li>• Help develop and foster Parent Center protocol</li> <li>• Provide resources for school site regarding parent and family engagement</li> <li>• Train KHSD staff on the federal parent and family engagement regulations regarding Title I, Migrant and English Learner Programs</li> </ul> <p><b>Student Outreach Liaison</b></p> <ul style="list-style-type: none"> <li>• Attend regional, local and state meetings and conferences to learn about and support after-school programs and grants -- e.g., ASSETS (After School Safety and Enrichment for Teens Program)</li> <li>• Provide assistance in completing mandated reports for the ASSETS Program</li> <li>• Development of the ASSETS Grant</li> <li>• Assist with the Student Advisory Council</li> </ul>		



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Create monthly Student and Counselor Newsletters</li> <li>• Serve as Liaison for Latina Leaders Program</li> <li>• Assist with Foster Youth and Homeless student programs (YES-Youth Empowering Success for Foster and SAS-Students Achieving Success for Homeless/McKinney-Vento students)</li> <li>• Assists with Young Women Empowerment Leadership (YWEL mentoring program)</li> <li>• Assist with other student outreach for programs primarily focusing on unduplicated students (BC EL conference, recruiting students for other district wide committees for student representation and voice, Leaders in Life presentations with students, etc.) Strengthen partnerships with community partners</li> </ul>		

## Action 4.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	The following KHSD action in the LCAP has continued to provide fiscal support for relevant professional learning topics that included the following items related to student support and district programming.	(a) \$77,696 (b) \$17,304 Total- \$95,000  (a) Sup/Con	(a) \$77,696 (b) \$17,304 Total- \$95,000  (a) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																
<p>professional development in the following areas:</p> <ul style="list-style-type: none"><li>• Student Support Team(s)</li><li>• Welcoming Environment/Customer Service within site office teams, to include training to improve “customer service” at school sites.</li><li>• Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.</li><li>• Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or Parent &amp; Family center staff.)</li></ul>	<table><tr><th colspan="2">Implicit Bias Training Fall 2018</th></tr><tr><td>Implicit Bias - Certificated</td><td>139</td></tr><tr><td>Implicit Bias - Classified</td><td>478</td></tr><tr><td>Get Curious Not Furious</td><td>362</td></tr><tr><td>Restorative Practices - Certificated</td><td>358</td></tr><tr><td>Restorative Practices – Classified</td><td>204</td></tr><tr><td>Social and Emotional Training – Certificated</td><td>252</td></tr><tr><td>Social and Emotional Training – Classified</td><td>68</td></tr></table>	Implicit Bias Training Fall 2018		Implicit Bias - Certificated	139	Implicit Bias - Classified	478	Get Curious Not Furious	362	Restorative Practices - Certificated	358	Restorative Practices – Classified	204	Social and Emotional Training – Certificated	252	Social and Emotional Training – Classified	68	<p>(b) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Benefits</p>	<p>(b) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Benefits</p>
Implicit Bias Training Fall 2018																			
Implicit Bias - Certificated	139																		
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Get Curious Not Furious	362																		
Restorative Practices - Certificated	358																		
Restorative Practices – Classified	204																		
Social and Emotional Training – Certificated	252																		
Social and Emotional Training – Classified	68																		

## 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 (7 Social Workers and 1 Lead Social Worker), and hire an additional 5.5 social workers for PBIS-MTSS 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</p>	<p>KHSD hired one MSW/SSW employee and this first-ever Social Worker started at Bakersfield High School in January 2016. Currently we have 16 Social Workers and 1 Lead School Social Worker. School Social Workers have a multifaceted role. SSW’s provide interventions and support at all Tier levels for PBIS-MTSS schools. SSW’s</p>	<p>(a) \$191,190</p> <p>(b) \$1,183,482</p> <p>(c) \$732,929</p> <p>Total- \$2,107,601</p> <p>(a) Sup/Con</p> <p>(b) Sup/Con</p>	<p>(a) \$246,382</p> <p>(b) \$1,150,269</p> <p>(c) \$698,789</p> <p>Total- \$2,095,440</p> <p>(a) Sup/Con</p> <p>(b) Sup/Con</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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.	<p>provide services unique to school settings.</p> <p><b>SERVICES TO STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Providing crisis intervention</li> <li>• Developing intervention strategies to increase academic success</li> <li>• Assisting with conflict resolution and anger management</li> <li>• Helping the youth develop appropriate social interaction skills</li> <li>• Assisting the youth in understanding and accepting self and others</li> </ul> <p><b>SERVICES TO PARENT/FAMILIES:</b></p> <ul style="list-style-type: none"> <li>• Working with parents to facilitate their support in their children's school adjustment</li> <li>• Alleviating family stress to enable the youth to function more effectively in school and community</li> <li>• Assisting parents to access programs available to students with special needs</li> <li>• Assisting parents in accessing and utilizing school and community resources</li> </ul> <p><b>SERVICES TO SCHOOL PERSONNEL:</b></p> <ul style="list-style-type: none"> <li>• Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior</li> <li>• Assessing students with mental health concerns</li> <li>• Developing staff in-service training programs</li> <li>• Assisting teachers with behavior management</li> <li>• Providing direct support to staff</li> </ul> <p><b>SCHOOL-COMMUNITY LIAISON:</b></p>	<p>(c) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Classified Salaries</p> <p>(c) Benefits</p>	<p>(c) Sup/Con</p> <p>(a) Certificated Salaries</p> <p>(b) Classified Salaries</p> <p>(c) Benefits</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Obtaining and coordinating community resources to meet students' needs</li> <li>• Helping school districts receive adequate support from social and mental health agencies</li> <li>• Advocating for new and improved community/school service to meet the needs of students and families</li> <li>• Helping the system respond effectively to each youths' needs</li> </ul> <p><b>SERVICES TO DISTRICT:</b></p> <ul style="list-style-type: none"> <li>• Assisting in developing and implementing educational programs for exceptional children</li> <li>• Developing alternative programs for drop-outs, truants, delinquents, etc.</li> <li>• Identifying and reporting youth abuse and neglect</li> <li>• Providing consultation regarding school law and school policy including IDEA and Section 504</li> <li>• Providing case management for students and families requiring multiple resources</li> </ul> <p><b>RELATED SERVICES</b></p> <ul style="list-style-type: none"> <li>• Participating in special education assessment meetings as well as Individual Educational Planning meetings</li> <li>• Working with those problems in a youths' living situation that affect the youths' adjustment in school (home, school, and community)</li> <li>• Preparing a social or developmental history on a youth with a disability</li> <li>• Counseling (group, individual and/or family)</li> <li>• Mobilizing family, school, and community resources to enable the</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>youth to learn as effectively as possible in his or her educational program</p> <ul style="list-style-type: none"> <li>Assisting in developing positive behavioral intervention strategies</li> </ul> <p>In addition, in an effort to continually increase and improve efforts and services related to overall student wellness, KHSD has promoted one school nurse to serve as the Assistant Director of Nursing and hired 2 additional School Nurses who are assigned regionally within designated high need LCFF school sites.</p> <p>The 6 KHSD nurses serve the 39,081 KHSD students and families.</p> <ul style="list-style-type: none"> <li>Nurses attend Individual Educational Plans (IEPs) and 504s at each of their school sites</li> <li>Manage the care of diabetics and any other specialized health care procedures (g-tubes, vents, Vagal Nerve Stimulator (VNS), Catheterizations, and Suctioning)</li> <li>Maintain Medical Orders and Doctor's Orders</li> <li>Training the staff, making sure proper care is being provided to all students (Diastat, EpiPen, Seizure)</li> <li>Cardiopulmonary Resuscitation (CPR) for staff (per Ed Code) to ensure proper medication administration is being delivered</li> <li>Hands-on care when needed, education and preventative care to students, families, community, and physicians</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• Mandates for vision and hearing screenings</li> <li>• Immunization Compliance</li> <li>• Dental Screenings</li> <li>• Health Fairs</li> <li>• Completion of Special Meal Accommodations</li> </ul>		

## Action 4.14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Coordinate with Bakersfield Adult School to expand family literacy opportunities by increasing adult ESL classes to serve more areas.	<p>The Bakersfield Adult School offers English As a Second Language (ESL) classes to the KHSD parents. Currently there are 393 parents enrolled. In the 2018-19 school year ESL classes, expanded to 10 sites, up from 7 sites in 2017-18.</p> <ul style="list-style-type: none"> <li>• Fairfax School - 2 Sessions</li> <li>• Foothill High School</li> <li>• Golden Valley School</li> <li>• Mira Monte High School - 2 Sessions</li> <li>• North High School</li> <li>• South High School</li> <li>• Horizon Elementary</li> <li>• Raffaello Palla Elementary</li> <li>• Planz Elementary</li> <li>• Job Spot – 2 Sessions</li> </ul>	<p>(a) \$122,678 (b) \$38,673 (c) \$38,649 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits</p>	<p>(a) \$124,039 (b) \$38,369 (c) \$37,592 Total- \$200,000</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Classified Salaries (c) Benefits</p>

## 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) \$8,179 (b) \$7,734 (c) \$4,087 (d) \$20,000 Total- \$40,000  (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con  (a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Services and Operating Expenditures	(a) \$8,179 (b) \$7,734 (c) \$4,087 (d) \$20,000 Total- \$40,000  (a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con  (a) Certificated Salaries (b) Classified Salaries (c) Benefits (d) Services and Operating Expenditures

## Action 4.16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to retain Local Control Accountability Plan (LCAP) Advisory Council to oversee LCAP process per state regulations.	LCAP Advisory Council meets on a monthly basis and is comprised of the following stakeholders: <ul style="list-style-type: none"> <li>Students (5 members)</li> </ul>	(a) \$5,000 Total - \$5,000	(a) \$5,000 Total - \$5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>	<ul style="list-style-type: none"> <li>• Parents (12 members)</li> <li>• Kern High School District Teachers Association (4 members)</li> <li>• Kern High School District Counselors Association (3 members)</li> <li>• CSEA Chapter 81 Unit B KHSD (1 member)</li> <li>• CSEA Chapter 747 Unit A Transportation KHSD (1 member)</li> <li>• Skilled Trades Unit D Maintenance &amp; Operations KHSD (1 member)</li> <li>• Supervisors Unit F (KHSD) (1 member)</li> <li>• Community Members &amp; Partners (21 members)</li> </ul> <p>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 independent, nonpartisan, and broadly representative body that reflects the diverse interests of the KHSD community. The group includes representation of 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.</p> <p>As requested, the Advisory Council will provide informed recommendations and</p>	<p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>	<p>(a) Sup/Con</p> <p>(a) Books and Supplies</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>advice to KHSD staff as the plan is drafted and monitored annually.</p> <p>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.)</p>		

## Action 4.17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Retain Supervising Administrator of LCAP to manage the following operations:</p> <ul style="list-style-type: none"> <li>Parent &amp; Family Engagement</li> <li>School-Community Partnerships</li> <li>Student Outreach &amp; Engagement</li> <li>Facilitation/Partnership</li> <li>Local Control Accountability Plan (LCAP)</li> </ul> <p>School improvement: Improving unduplicated student outcomes and increasing achievement as measured by the California School Dashboard.</p>	<p>KHSD has retained the Supervising Administrator for Student Support Services &amp; 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"> <li>• Parent &amp; Family Engagement</li> <li>• School-Community Partnerships</li> <li>• Student Outreach &amp; Engagement</li> <li>• Local Control Accountability Plan (LCAP)</li> </ul>	<p>(a) \$125,678 (b) \$46,091 Total- \$171,769</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>	<p>(a) \$124,622 (b) \$43,460 Total- \$168,082</p> <p>(a) Sup/Con (b) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits</p>

## Action 4.18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to support the following leadership and mentoring programs, principally serving “at risk” youth:</p> <ul style="list-style-type: none"> <li>AmeriCorps = \$211,108</li> <li>Latina Leaders = \$40,000</li> <li>Fine Art Projects = \$75,000</li> <li>Garden Pathways/Sons &amp; Brothers and Daughters = \$25,000</li> <li>School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000</li> <li>Young Women Empower Leadership = \$110,000</li> </ul>	<p>The following leadership mentoring programs were continued and implemented in the 2018-19 school year.</p> <p><b><u>AmeriCorps</u></b> currently serves Arvin (2 mentors), Golden Valley (4 mentors), Mira Monte (2 mentors), Nueva (1 mentor), South (2 mentors) and Tierra Del Sol (2 mentors). AmeriCorps has 255 students who participate in weekly mentoring activities. These activities include academic support, behavior support, building relationships/social skills, college and career exploration.</p> <p><b><u>Youth 2 Leaders (AmeriCorps Staff)</u></b> Pilot program was launched in Fall 2018 at North High School. AmeriCorps staff emphasis was to provide academic and college awareness support for the unduplicated students, especially Foster Youth.</p> <p><b><u>Latina Leaders</u></b> Sophomore (56), Junior (90) and Senior (62) students are participating in Latina Leaders. The participants represent 16 comprehensive campuses. They meet 4 hours once a month throughout the school year. Latina Leaders mentor young Hispanic women, encouraging them to attend college and become leaders in their community.</p>	<p>(a) \$36,257 (b) \$8,743 (c) \$436,108 Total- \$481,108</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>	<p>(a) \$36,257 (b) \$8,743 (c) \$436,108 Total- \$481,108</p> <p>(a) Sup/Con (b) Sup/Con (c) Sup/Con</p> <p>(a) Certificated Salaries (b) Benefits (c) Books and Supplies</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Latina Leaders Academic Data for Senior Participants		
Graduation Rate	100%	100%
A-G Completion	76%	90%
GPA Growth (9 <sup>th</sup> -12 <sup>th</sup> GPA)	71 %	83%

**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.

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Fine Arts Activities	
Drama Teacher Academy (Mira Monte)	Boy's Chamber Choir (Mira Monte)
Art of Improvisation (North)	Visual and Performing Arts Day (East)
Artist Endeavors (Ridgeview)	Critical Thinking Project (North)
Prismacolor Shoe Project (Central Valley)	Los Angeles Museum of Arts (Highland)
Fall Play (Mira Monte)	Violins (Mira Monte)
Technical Arts Projects (Mira Monte)	Tejon Conservancy (North)
Wicked Performance (Golden Valley)	LED Lighting (Golden Valley)
Music Template (Mira Monte)	Social Justice Project (West)
End of the Year Art Celebration (Independence)	Printing on a Canvas (Arvin)
Dancing Project (Bakersfield)	Mexican Folkloric Dancing (Vista)
Ceramics Project (Bakersfield)	Observational Drawing (Bakersfield)
iPad Soundboard (Arvin)	Earth Day Celebration (Liberty)
Festival of the Arts (Foothill)	Bakersfield Museum of the Arts (District/Kern Learn)

**Sons, Brothers and Sisterhood Rising**  
serves 150 students at the following  
school sites: Mira Monte, and Arvin. Sons,

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Brothers and Sisterhood Rising 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. Garden Pathways (parent organization of Sons and Brother and Sisterhood Rising) staff are trained mentoring specialists. Training includes:</p> <ul style="list-style-type: none"> <li>• Evidence-based best practices in mentoring</li> <li>• Trauma-informed approaches and interventions</li> <li>• Mentee-centered development to serve participant and improve closure and intensive case management.</li> </ul> <p>The positive outcomes reflect Garden Pathways' implementation of research-based practices and strategic collaboration with other agencies. In 2017, Garden Pathways actively engaged with 64 students from Arvin, Golden Valley, and Mira Monte. Attendance increased by an average of 8 days per student resulting in an annual increase in ADA of \$28,160. Of the 64 students, 75% demonstrated an increase in GPA and a decrease of 52% in disciplinary actions.</p>		

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Sons and Brothers and Sisterhood Rising 2018-19	
School Site	Number of Students Served
Arvin	27
Mira Monte	63
Youth Mentoring Services	60

**Young Women Empowered for  
Leadership Program (YWEL)**

The mission of the KHSD YWEL Program (located at Bakersfield, East, Highland, North, Ridgeview, South and West High School) is to instill confidence, build self-esteem, promote effective communication, inspire college and career goals, impart an appreciation of culture, and encourage sisterhood. The following activities are provided for the participants:

- Regular Meetings/Presentations
  - Self Esteem
  - Financial Literacy
  - Communication
  - Personal Grooming / Self Care
  - Danger Signs of Human Trafficking
  - Etiquette
  - Cultural Art, Music and History
  - College and Career
- Parent Involvement
  - Parent Orientation Meeting

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

- Panel Forums
  - 2 Forums (Women in Education and Women in Business)
- Field Trips
- End of the Year Luncheon

Young Women Empowered For Leadership 2017-18 / 2018-19 Participants		
	2017-18	2018-19
Bakersfield		28
East	53	63
Highland		30
North	27	32
Ridgeview		52
South	66	25
West	68	33
Total	214	263

**School Climate and Student Leadership and/or ATS/OCI Projects**

A leadership conference, "Budding Leaders" slated for June 2019 will be hosted by Cal State University Bakersfield (CSUB) it will provide 55 male students (in-coming 9<sup>th</sup> grade) 3 from each comprehensive high school the opportunity to participate in a leadership conference.

## Action 4.19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Kern High School District's Transportation Department utilized the funding to order seven, 52 passenger buses that will be utilized at the school sites with the highest number of unduplicated pupils.	(a) \$1,000,000 Total- \$1,000,000  (a) Sup/Con  (a) Capital Outlay	(a) \$1,000,000 Total- \$1,000,000  (a) Sup/Con  (a) Capital Outlay

## 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 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 19 Measurable Outcomes in Goal 4. The majority of the Measurable Outcomes and Actions were focused on Positive Behavior Intervention and Support. The foundation of PBIS-MTSS began in 2014-15 with Bakersfield High School being the pilot program for PBIS-MTSS. For the 2018-19 school year all comprehensive high schools (18) and all continuation schools (5) are implementing the PBIS-MTSS program. There were 1,861 classified and certificated staff that attended Implicit Bias Training. Actions 4.04, 4.05, 4.09, 4.14, 4.15, and 4.16 are directed to parent and stakeholder engagement. There was an increase of parents participating in the LCAP survey responses. Actions 4.18 and 4.19 were directed to students for student Outreach Programs and one-time funding for buses.



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

All the actions were deemed to be effective. Measurable Outcomes show positive effects from PBIS-MTSS. Action 4.01, 4.02, 3.12, 3.13, 4.03, 4.06, 4.07, 4.08, 4.11 and 4.12.

The California Dashboard Fall 2018 reported that KHSD outperforming the state average (83.5%) in graduation rate with the exception of Pacific Islanders in which the graduation rate for both KHSD and the State of California was 81.0%.

<b>Kern High Graduation Rate California School Dashboard Fall 2018</b>					
	<b>Student Performance</b>	<b>Students</b>	<b>KHSD Status</b>	<b>State of California Status</b>	<b>Percentage Increase / Decrease</b>
<b>All</b>	<b>Yellow</b>	<b>9,478</b>	<b>89.1%</b>	<b>83.5%</b>	<b>+5.6%</b>
<b>Asian</b>	<b>Blue</b>	<b>262</b>	<b>95.0%</b>	<b>93.4%</b>	<b>+1.6%</b>
<b>Filipino</b>	<b>Blue</b>	<b>121</b>	<b>97.3%</b>	<b>92.7%</b>	<b>+4.6%</b>
<b>African American</b>	<b>Yellow</b>	<b>498</b>	<b>86.1%</b>	<b>72.1%%</b>	<b>+14.0%</b>
<b>Hispanic</b>	<b>Yellow</b>	<b>5,210</b>	<b>89.0%</b>	<b>81.2%</b>	<b>+7.8%</b>
<b>Two or More Races</b>	<b>Yellow</b>	<b>123</b>	<b>91.1%</b>	<b>84.7%</b>	<b>+6.4%</b>
<b>Socioeconomically Disadvantaged</b>	<b>Yellow</b>	<b>7,408</b>	<b>87.6%</b>	<b>80.8%</b>	<b>+6.8%</b>
<b>American Indian</b>	<b>Orange</b>	<b>55</b>	<b>76.4%</b>	<b>74.4%</b>	<b>+2.0%</b>
<b>English Learners</b>	<b>Orange</b>	<b>1,114</b>	<b>78.5%</b>	<b>70.9%</b>	<b>+7.6%</b>

<b>Foster Youth</b>	<b>Orange</b>	<b>119</b>	<b>68.9%</b>	<b>59.0%</b>	<b>+9.9%</b>
<b>Homeless</b>	<b>Orange</b>	<b>690</b>	<b>84.9%</b>	<b>76.0%</b>	<b>+8.9%</b>
<b>Students with Disabilities</b>	<b>Orange</b>	<b>925</b>	<b>72.3%</b>	<b>71.4%</b>	<b>+0.9%</b>
<b>White</b>	<b>Orange</b>	<b>1,977</b>	<b>89.0%</b>	<b>87.7%</b>	<b>+1.3%</b>
<b>Pacific Islander</b>	<b>No Color Assigned</b>	<b>21</b>	<b>81.0%</b>	<b>81.0%</b>	<b>0.0%</b>

Expulsion rates have dropped from 0.16% 2015-16 to 0.07% in 2017-18 districtwide.

- ✓ 9 school sites had a 0% expulsion rate (Central Valley, Golden Valley, Highland, Mira Monte, North, Nueva, Ridgeview, Shafter, and Vista West).
- ✓ 11 school sites had ≤0.20% (Arvin 0.14%, Bakersfield 0.03%, Centennial 0.09%, East 0.08%, Foothill 0.09%, Frontier 0.04%, Independence 0.04%, Liberty 0.05%, South 0.17%, Stockdale 0.04%, and West 0.09%).
- ✓ 3 school sites had ≤0.70% (Vista 0.47%, Kern Valley 0.64% and Tierra Del Sol 0.66%).

Suspension rates have dropped from 10% 2015-16 to 8.8% in 2017-18 districtwide.

- ✓ 20 school sites had ≤20% suspension rate (Arvin 9.8%, Bakersfield 9.2%, Centennial 7.2%, East 8.5%, Foothill 7.9%, Frontier 5.9%, Golden Valley 8.7%, Highland 7.2%, Independence 9.7%, Kern Valley 9.8%, Liberty 6.8%, Mira Monte 9.4%, North 11.3%, Nueva 19.5%, Ridgeview 6.1%, Shafter 6.4%, South 9.9%, Stockdale 3.7%, West 11.8% and Vista West 11.8%).
- ✓ 4 school sites had ≤30% suspension rate (Vista West 23.2%, Vista 24.5%, Central Valley, 24.6% and Tierra Del Sol 27.2%).

Since the conception of PBIS-MTSS in 2014-15 with one pilot school the percentage of students suspended with multiple suspensions have dropped from 35.0% to 32.3% in 2017-18. The California PBIS-MTSS Coalition recognized 18 school sites for their outstanding achievement. Silver Level: Arvin, Bakersfield, Centennial, Central Valley, Foothill, Frontier, Golden Valley, Highland, Independence, Kern Valley, North, Nueva, Shafter, South, Stockdale and Tierra De Sol, Vista and Vista West. In the fall 2018, 329 truant students returned to school.

Actions 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 18 Parent and Family Centers in the last four years have contributed to these increases. In the fall of 2018 there were 7,587 visitors utilizing the Parent and Family Centers and 62 parent activities. Stakeholder feedback confirms the positive impact of the Parent and Family Centers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- ✓ Action 4.02 - Classified salaries and benefits were overestimated.
- ✓ Action 4.03 - Classified salaries and benefits were underestimated.
- ✓ Action 3.13 - Certificated and classified salaries and benefits were overestimated.
- ✓ Action 4.03 - Salaries and benefits for Deans were overestimated.
- ✓ Action 4.04 - Total costs were underestimated.
- ✓ Action 4.06 - Certificated salaries and benefits were overestimated.
- ✓ Action 4.07 - Classified salaries and benefits were underestimated.
- ✓ Action 4.12 - Salaries and benefits for Social Workers/Nurses were overestimated.

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 3.13 - Decrease in FTE for Truancy Clerks from 9 FTE to 4.375 due to stakeholder recommendation.
- ✓ Action 4.01 - Student Resiliency Program will be funded from a different funding source.
- ✓ Action 4.12 - Due to stakeholder recommendation, an additional 3.5 Social Workers were hired to meet the demands at the school sites.
- ✓ Action 4.18 - AmeriCorps will be reduced by 2 AmeriCorps mentors.
- ✓ Action 4.19 - One-time funding allocation was for 2018-19 school year.
- ✓ Metric Priority 3b - This is no longer an LCAP survey question for parents.
- ✓ Metric Priority 6c - Percentages have been changed to reflect semester data and not quarterly data.
- ✓ Metric Priorities 5d and 5e - Baseline was changed to reflect the California School Dashboard.

# 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 on-going 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 2018-2019 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)
- LCAP Action Managers (Monthly)
- 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 School 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 follows:  
Kern High School District Webpage ([www.kernhigh.org](http://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 4, November 8, December 6,  
January 8, February 21, March 7, April 4, May 2

### KHSD LCAP Student Advisory Council (September -April )

September 28, December 11,  
February 1, April 30

### LCAP Community Public Forums (October - April)

Arvin - Oct 8, Foothill - Oct 24, Mira Monte - Nov 6, Bakersfield - Dec 7, West - Jan 14, North - Jan 17, South - Jan 31, Golden Valley - February 4, Shafter Feb 5, East - Feb 20

### 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 , LCAP Project Managers

### Surveys - (November - March)

LCAP Parent, Certificated and Classified Survey (Jan -Feb)  
Student Climate Survey and Healthy Kids Survey (November -March)  
California Healthy Kids Results - (Oct )

### Parent Groups (February- May)

English Language Advisory Council and District Parent Advisory Council  
September 27, February 25, March 25, April 19, May 20



POST DRAFT: KHSD to tentatively post initial draft version of 2017-2020 LCAP on KHSD website, <https://www.kernhigh.org>. The initial edit window (May 15-June 3) is 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 Learners 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 2018-19 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.

## Impact on LCAP and Annual Update

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

The district and stakeholders have demonstrated their strong commitment to reducing class size by providing yearly increases to the staffing formula and by prioritizing their 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 and stakeholder priority and, 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 2020.

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, to create positive school climates, further supported by professionals who will provide appropriate and timely student interventions. This year, 2018-19, all 23 sites implemented PBIS-MTSS. Parent Centers (18, districtwide) operated at school sites 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  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

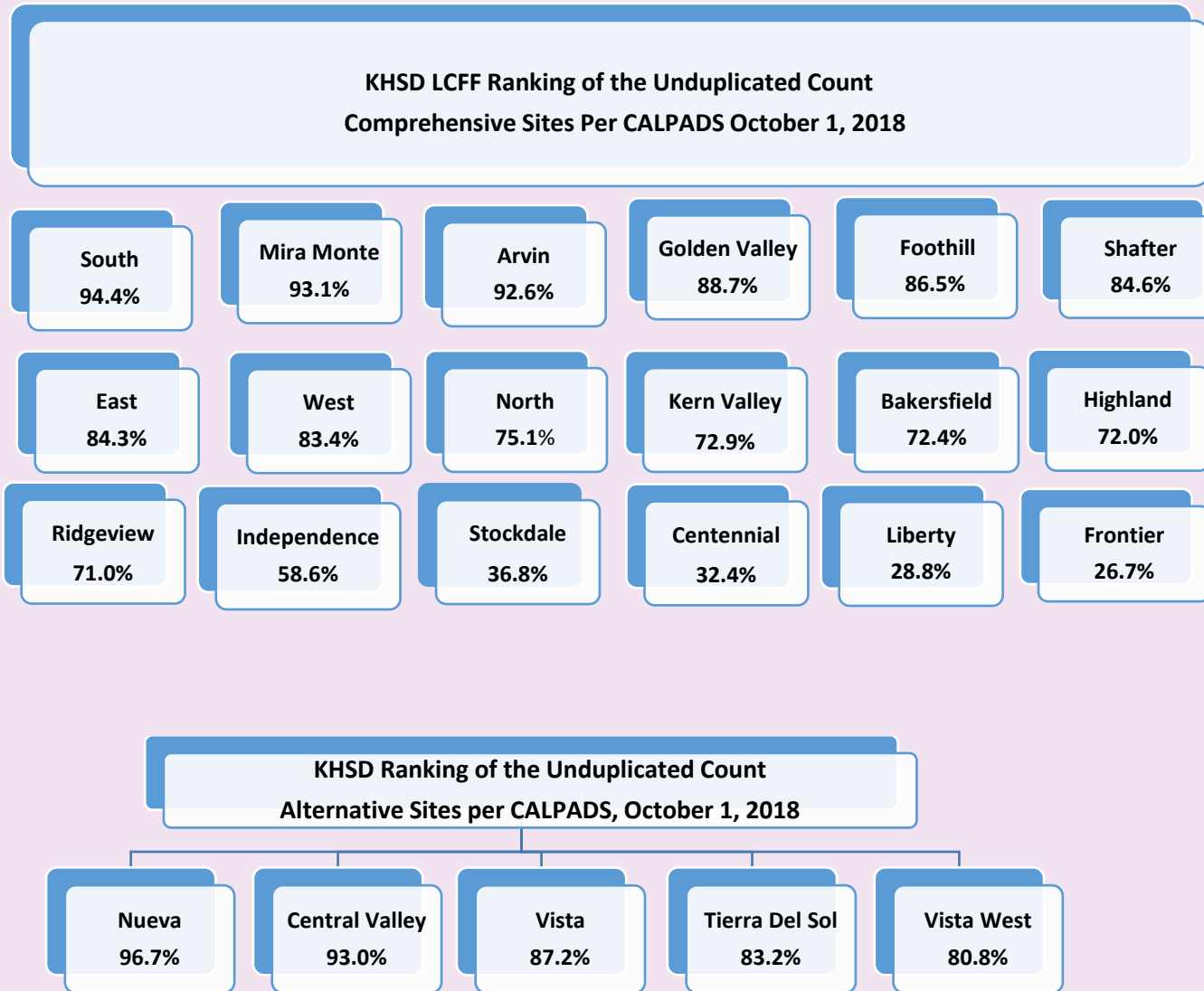
## Goal 1

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:

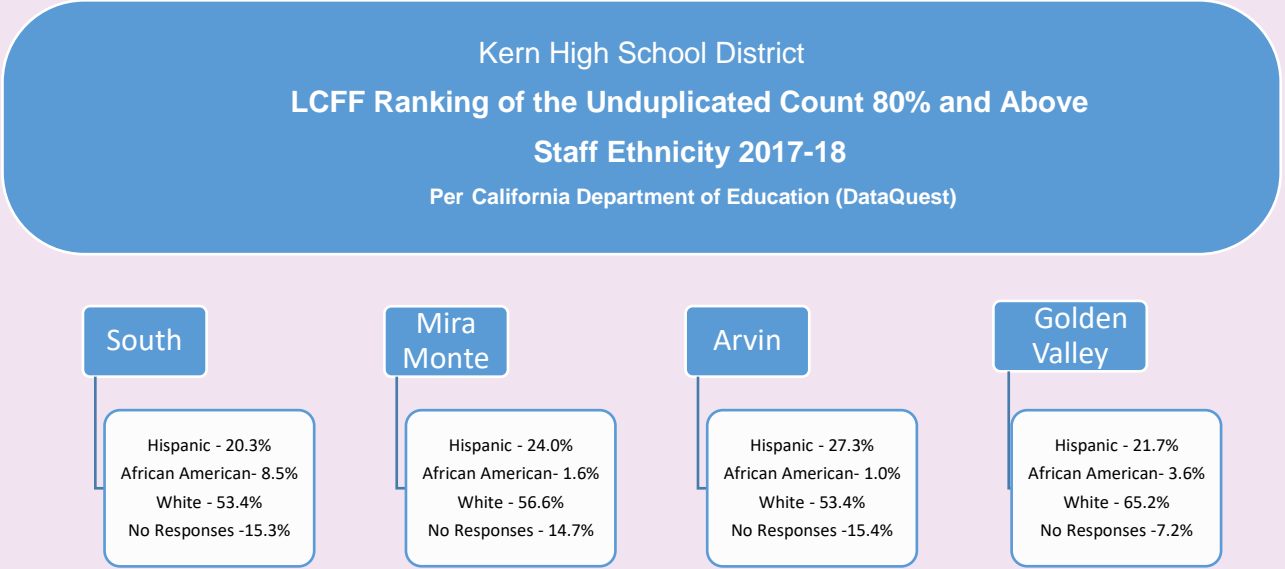
State Priorities: 1, 2, 8  
Local Priorities: 1a

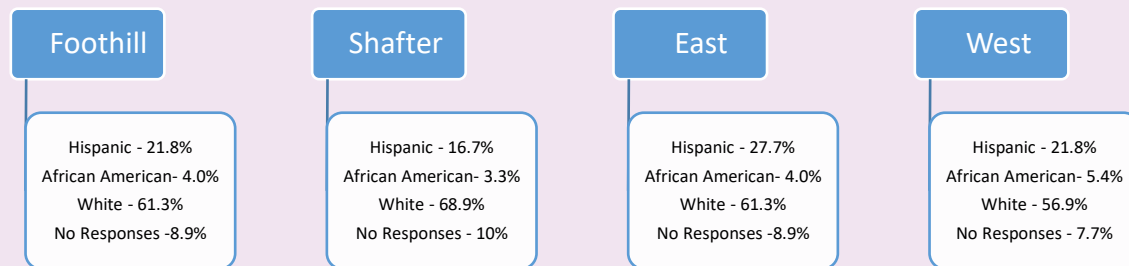
## Identified Need:



The district is committed to using a substantial portion of its LCFF Supplemental and Concentration (S/C) Grant funding to reduce class size, districtwide. Using a model designed to provide more staffing to schools with higher numbers of unduplicated students, over 2/3 of all new staffing for the 2017-18, 2018-19 and 2019-20 school years will be allocated based on each school's unduplicated pupil count. Remaining staffing increases will be allocated to restore all schools to the staffing ratios that were in place before the recession began in 2007. Following the Governor's commitment to restore school funding to the 2007-2008 level by 2021, KHSD will 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.

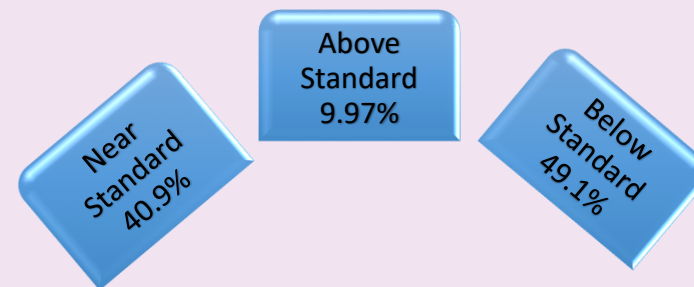
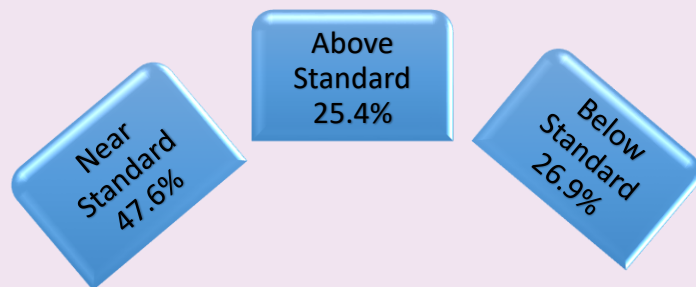
The following charts indicate other needs.





California Assessment of Student Performance  
and Progress (CAASPP) Spring 2018  
Reading  
11<sup>th</sup> Grade Students

California Assessment of Student Performance  
and Progress (CAASPP) Spring 2018  
Mathematics Problem Solving  
11<sup>th</sup> Grade Students



## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>(Priority 1a)</b> Provide a 100% fully credentialed and appropriately assigned teaching staff. Zero teachers will be mis-assigned in 2018-2019.	<b>Baseline:</b> 2016-17  <b>Status:</b> 100%	<b>TARGET:</b> 100%  <b>ACTUAL:</b> 99%	<b>TARGET:</b> 100%  <b>ACTUAL:</b> 100%	<b>TARGET:</b> 100%
<b>(Priority 1a)</b> Maintain English Learner (EL) authorization for 100% of EL teachers.	<b>Baseline:</b> 2016-17  <b>Status:</b> 100%	<b>TARGET:</b> 100%  <b>ACTUAL:</b> 100%	<b>TARGET:</b> 100%  <b>ACTUAL:</b> 100%	<b>TARGET:</b> 100%
<b>(Priority 1b)</b> Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	<b>Baseline:</b> 2016-17 No insufficient findings for instructional materials  <b>Status:</b> No Findings	<b>TARGET:</b> No insufficient findings for instructional materials  <b>ACTUAL:</b> No insufficient findings for instructional materials	<b>TARGET:</b> No insufficient findings for instructional materials  <b>ACTUAL:</b> No insufficient findings for instructional materials	<b>TARGET:</b> No insufficient findings for instructional materials
<b>(Priority 1c)</b> Maintain Williams Act compliance at all schools by maintaining a “good” or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	<b>Baseline:</b> 2016-17 Maintain at a “good” or “exemplary” rating  <b>Status:</b> Good or exemplary rating	<b>TARGET:</b> Maintain at a “good” or “exemplary” rating  <b>ACTUAL:</b> All school sites received a “good” or “exemplary” rating.	<b>TARGET:</b> Maintain at a “good” or “exemplary” rating  <b>ACTUAL:</b> All school sites received a “good” or “exemplary” rating.	<b>TARGET:</b> Maintain at a “good” or “exemplary” rating
<b>(Priority 2a)</b> Implementation of content and literacy standards (4.0 or above, full implementation) at all sites, as measured by the	<b>Baseline:</b> Will be established 2017-18 school year.	<b>TARGET:</b> 4.0 or above (Full Implementation)	<b>TARGET:</b> 4.0 or above (Full Implementation)  <b>ACTUAL:</b> Average of all Content Areas: (2.4)	<b>TARGET:</b> 4.0 or above (Full Implementation)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Board of Education Adopted Reflection Tool			(Individual content area scores are in Goal 1, Priority 2a)	
<b>(Priority 2b)</b> 100% of EL students are able to access the CCSS and ELD standards (4.0 or above, full implementation) 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.	<b>Baseline:</b> Will be established 2017-18 school year.	<b>TARGET:</b> 4.0 or above (Full Implementation)  <b>ACTUAL:</b> 2017-18 5.0 (Full Implementation and Sustainability)	<b>TARGET:</b> 4.0 or above (Full Implementation)  <b>ACTUAL:</b> 2018-19 3.0 (Initial Implementation)	<b>TARGET:</b> 5.0 (Full Implementation)
<b>(Priority 8)</b> 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 <sup>th</sup> grade students in Access Literacy classes.	<b>Baseline:</b> Access 9 <sup>th</sup> Grade Students' IRL Fall 2015 4.8 IRL  Spring 2016 5.8 IRL	<b>TARGET:</b> IRL Fall 2017 compared to Spring 2018 (9 <sup>th</sup> grade students enrolled in Access classes)  <b>ACTUAL:</b> Fall 2017 4.6 IRL  Spring 2018 5.0 IRL	<b>TARGET:</b> IRL Fall 2018 compared to Spring 2019 (9 <sup>th</sup> grade students enrolled in Access classes)  <b>ACTUAL:</b> Fall 2017 4.49 IRL  Spring 2018 4.58 IRL	<b>TARGET:</b> IRL Fall 2019 compared to Spring 2020 (9 <sup>th</sup> grade students enrolled in Access classes)
<b>(Priority 8)</b> Increase a half year of growth in math per STAR Renaissance	<b>Baseline:</b> Will be established in Fall 2018	<b>TARGET:</b> : Will be established in Fall 2018	<b>TARGET:</b> Baseline will be established with pre-test in the fall 2018.	<b>TARGET:</b> Baseline will be established with pre-test in the fall 2019 .

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessment. The baseline measurement will be established each year with students enrolled in Foundation classes.			<b>ACTUAL:</b> Fall 2018: 657.8 Math Scale Score Average  Spring: 666.9 Math Scale Score Average	
<b>(Local Priority 1a)</b> Increase the number of teachers hired that reflect the demographic student groups of the district at an increase of 2% per year.	<b>Baseline:</b> 2016-17 Hispanic - 26.3% African American - 2.6%	<b>TARGET:</b> 2017-18 Hispanic - 28.3% African American - 4.6%  <b>ACTUAL:</b> Hispanic - 26.3% African American - 2.6%	<b>TARGET: 2018-19</b> Hispanic - 30.3% African American - 6.6%  <b>ACTUAL:</b> Hispanic - 25.4% African American - 4.4%	<b>TARGET:</b> 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)

#### Location(s):

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

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**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

**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.

**2019-20 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 2019-20 school year. LCFF reached its full funding in 2018-19.

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 2019-20 school year; LCFF 636 and 35 sections allocated to class size reduction (CSR) for the core classes.



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.

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

School Site 2018-19	LCFF Sections	CSR Sections
Arvin	57	3
Bakersfield	53	3
Centennial	15	1
East	46	2
Foothill	43	2
Frontier	14	1
Golden Valley	50	3
Highland	37	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

School Site 2019-20	LCFF Sections	CSR Sections
Arvin	57	3
Bakersfield	50	3
Centennial	15	1
East	46	2
Foothill	43	2
Frontier	14	1
Golden Valley	52	3
Highland	37	2
Independence	30	2
Kern Valley	8	0
Liberty	14	1
Mira Monte	54	3
North	32	2
Ridgeview	44	2
Shafter	33	2
South	48	3
Stockdale	20	1
West	39	2

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$8,887,800	(a) \$10,636,692	(a) \$11,311,718

Year	2017-18	2018-19	2019-20
	(b) \$4,012,200 Total- \$12,900,000	(b) \$4,796,308 Total- \$15,433,000	(b) \$ 4,792,282 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)

### Location(s):

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

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)

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

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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 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.

#### 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 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.

## 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) \$641,929 (b) \$248,229 Total- \$890,158
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 1.04

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)

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 Comprehensive High Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

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.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

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

Year	2017-18	2018-19	2019-20
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)

### Location(s):

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

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

Comprehensive School Sites

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

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.

### 2018-19 Actions/Services

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.

### 2019-20 Actions/Services

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.

<ul style="list-style-type: none"> <li>• Test grade 9 students in English and math.</li> <li>• Test twice annually, once at the beginning of year and once at the end of the year.</li> </ul> <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. 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</p> <p>6 sections each: East, Golden Valley, Ridgeview, West</p> <p>4 sections each: North, Shafter</p> <p>3 sections each: Bakersfield</p> <p>1 section each: Centennial, Frontier, Highland, Independence, Kern Valley, Liberty, Stockdale</p>	<ul style="list-style-type: none"> <li>• Test grade 9 students in English and math.</li> <li>• Test twice annually, once at the beginning of year and once at the end of the year.</li> </ul> <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. 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</p> <p>5 sections each: East, Foothill, Golden Valley, Ridgeview, South</p> <p>4 sections each: Highland, North, West</p> <p>3 sections each: Independence, Shafter</p> <p>2 sections each: Centennial, Frontier, Liberty, Stockdale</p> <p>1 section each: Kern Valley</p>	<ul style="list-style-type: none"> <li>• Test grade 9 students in English and math.</li> <li>• Test twice annually, once at the beginning of year and once at the end of the year.</li> </ul> <p>Monitor progress through STAR throughout the year to determine appropriate interventions, timely support, and program adjustment, including section allocation. 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, Golden Valley, Mira Monte</p> <p>5 sections each: Bakersfield, East, Foothill, Ridgeview, South</p> <p>4 sections each: Highland, Shafter, West</p> <p>3 sections each: Independence, North</p> <p>2 sections each: Centennial, Frontier, Liberty, Stockdale</p> <p>1 section: Kern Valley</p>
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## 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) \$1,180,060 (b) \$499,940 Total- \$1,680,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con



Year	2017-18	2018-19	2019-20
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)

**Location(s):**

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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 on-going 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

#### 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

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

	<p>students (current grade 8). The test diagnoses reading and math levels, as well as provides on-going assessment for instructional intervention.</p> <p>The STAR Renaissance screening and progress monitoring will better inform intervention and instruction to increase unduplicated students' reading and math levels.</p>	<p>9 students (current grade 8). The test diagnoses reading and math levels, as well as provides on-going assessment for instructional intervention.</p> <p>The STAR Renaissance screening and progress monitoring will better inform intervention and instruction to increase unduplicated students' reading and math levels.</p>
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$270,000	(a) \$315,112	(a) \$314,020
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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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

### 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

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

	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.	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.
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$215,000	(a) \$143,892	(a) \$159,380
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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Unchanged	Unchanged	Modified
Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.	Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses.	Continue to fund professional development for Access teachers and to refine Pre-Access, Access and Access 2 courses. Per stakeholder recommendation, funding will be allocated for a literacy consultant.

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) \$183,984 (b) \$40,016 Total- \$224,000
	(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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

### 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 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

### 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 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

### 2019-20 Actions/Services

Continue to reduce class size in science classes by allocating 56 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

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



## 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) \$1,103,984 (b) \$240,116 Total- \$1,344,100
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)

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

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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.	<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>The funding is principally directed to low income students to increase their success in science. The one-time funding of (\$200,000) was provided for this action.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>The funding is principally directed to low income students to increase their success in science.</p>

## 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

Year	2017-18	2018-19	2019-20
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)

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

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

## 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, 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) \$908,611 (b) \$284,509 Total- \$1,193,120
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

Year	2017-18	2018-19	2019-20
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)

### Location(s):

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

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)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

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.

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**

	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
KHIP- General Ed Teachers	113	120
KHIP- Special Ed Teachers	12	13
Intern General Education Teacher	13	16

#### 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 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.

#### 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 KHIP to complete a 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.

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Intern Special Education Teacher	10	12		
Career Technical Education Teachers	32	30		
PIP/STSP Teachers	16 (PIP) 5 (STSP)	20 (PIP) 8 (STSP)		

### 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 (d) \$30,000 Total- \$950,000	(a) \$702,460 (b) \$187,540 (c) \$30,000 (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:

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

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

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

### 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

### 2019-20 Actions/Services

Minority students, particularly in high-poverty environments, benefit from a more diverse teaching workforce (Center for Education Data & Research, 2015).



## 2017-18 Actions/Services

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 Actions/Services

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.

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

## 2019-20 Actions/Services

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 – 2 sections for 3 school sites (Bakersfield, Mira Monte and West).

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	(a) \$648,870 (b) \$141,130 (c) \$3,000 (d) \$77,000

Year	2017-18	2018-19	2019-20
		Total- \$983,036	Total- \$870,000
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 1.16

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)

### 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)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 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 providing adequate and appropriate instructional materials for all students.	Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.	Maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students.

## 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

## 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)

**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)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

## Goals, Actions, & Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

### Goal 2

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

**State and/or Local Priorities addressed by this goal:**

State Priorities: 4, 5, 8

Local Priorities: 2a, 2b

**Identified Need:**

1,473 of the district’s English Learners (EL) were Long-Term English Learners (LTELS) in 2017-18 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 gap.

**Kern High School District  
AP Exams  
2017-18**

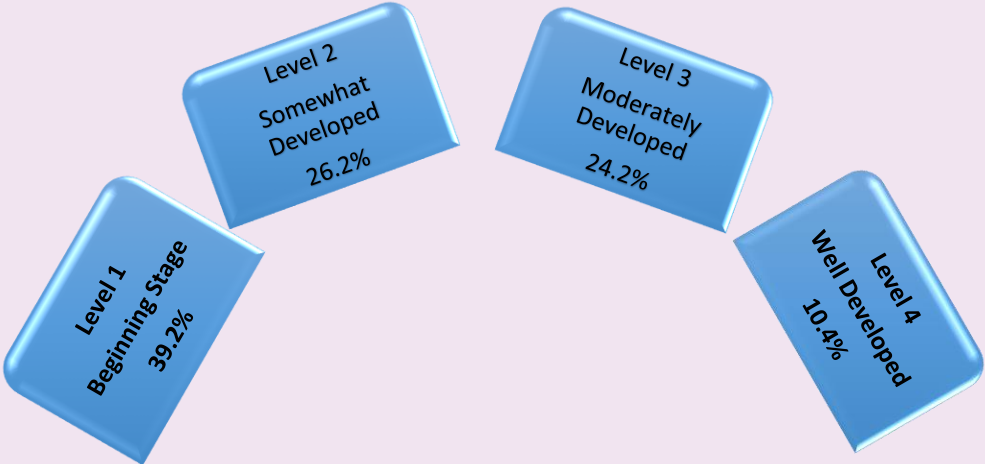
Number of Exam Takers	Scores "3" or Better
3,946	3,377

**Kern High School District  
A-G Completion Rate**

African American	Hispanic	White
31.0%	32.9%	41.3%

English Learner Progress California School Dashboard Fall 2018

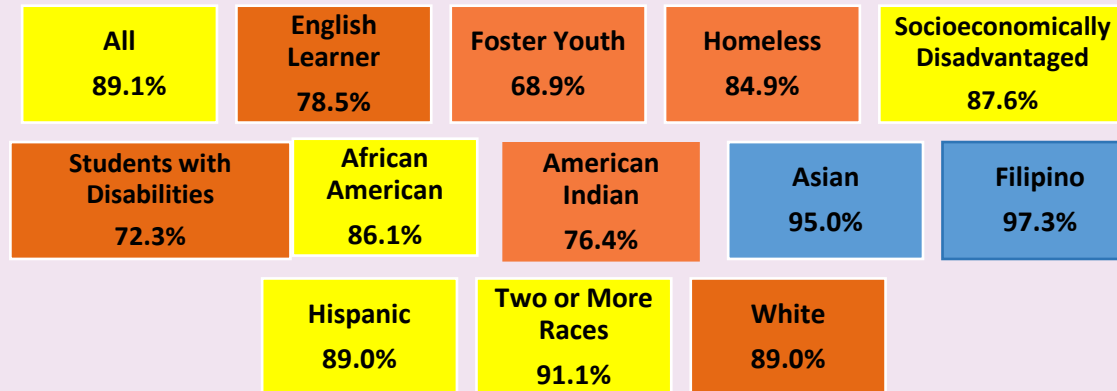
English Language Arts Data	<b>Current English Learners</b> 162.5 Points Below Standard Declined 14.2 Points ↓ Number of Students: 414
Comparisons: English Learners	<b>Reclassified English Learners</b> 86.1 Points Below Standard Declined 10.5 Points ↓ Number of Students: 823
	<b>English Only</b> 1.5 Points Below Standard Declined 5.5 Points ↓ Number of Students: 4,768



Mathematics Data	<b>Current English Learners</b> 220.1 Points Below Standard Increased 4.6 Points ↑ Number of Students: 416
Comparisons: English Learners	<b>Reclassified English Learners</b> 175.1 Points Below Standard Declined 11.3 Points ↓ Number of Students: 826
	<b>English Only</b> 87.9 Points Below Standard Maintained 2 Points Number of Students: 4,746

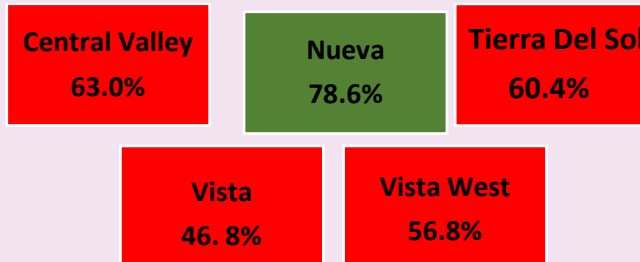
**Kern High School Graduation  
Fall 2018 California School Dashboard  
(Based on the 2017-18 Cohort)  
Comprehensive School Sites**

**(Arvin, Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence,  
Kern Valley, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West)**





**Alternative Sites  
(All Students)**



**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>(Priority 4d)</b> English Language Proficiency Assessment of California (ELPAC)	<b>Baseline:</b> Will be established in 2017-18	<b>TARGET:</b> Administration of ELPAC was in the Spring 2018. Baseline will be established in Fall 2019.	<b>TARGET:</b> Goal will be determined once baseline is established. Administration of ELPAC was in the Spring 2018. Baseline will be established in Fall 2019 when there are 2 years of data. Year 1 Data: Level 4 – 10.4% Level 3 – 24.2% Level 2 – 26.2% Level 1 – 39.2%	<b>TARGET:</b> TBD
<b>(Priority 4e)</b> Increase the reclassification rate of EL students by 0.5% each year, based on previous year's reclassification rate.	<b>Baseline:</b> 2015-16 2.3%	<b>TARGET:</b> 2.8%  <b>ACTUAL:</b> 40.4%	<b>TARGET:</b> 40.9%  <b>ACTUAL:</b> 31.5%	<b>TARGET:</b> 42.0%
<b>(Priority 4g)</b> EAP percentages of	<b>Baseline:</b> Spring 2016 <u>ELA</u>	<b>TARGET:</b> <u>ELA</u>	<b>TARGET:</b> <u>ELA</u>	<b>TARGET:</b> <u>ELA</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
“ready” and “conditionally ready”, as measured by the previous year’s scores will increase by 1%.	Ready-19% Conditionally Ready-33% <u>Mathematics</u> Ready-7% Conditionally Ready-16%	Ready-20% Conditionally Ready-34% <u>Mathematics</u> Ready-8% Conditionally Ready-17%  <b>ACTUAL:</b> <u>ELA</u> Ready-19% Conditionally Ready-32% <u>Mathematics</u> Ready-6% Conditionally Ready-15%	Ready-21% Conditionally Ready-35% <u>Mathematics</u> Ready-9% Conditionally Ready- 18%  <b>ACTUAL:</b> <u>ELA</u> Ready-20% Conditionally Ready-29% <u>Mathematics</u> Ready-7% Conditionally Ready-15%	Ready-21% Conditionally Ready-30% <u>Mathematics</u> Ready-8% Conditionally Ready-16%
<b>(Priority 5e)</b> Increase graduation rate by 1%, districtwide and for all significant student groups, as measured by previous year’s graduation rate. (DataQuest)	<b>Baseline:</b> 2014-15 All - 86.9% African American - 86.1% Hispanic - 85.7%	<b>TARGET:</b> All - 87.9% African American - 87.1% Hispanic - 86.7%  <b>ACTUAL:</b> All - 87.3% African American - 84.9% Hispanic - 86.9%	<b>TARGET:</b> All - 88.3% African American - 85.9% Hispanic - 87.9%  <b>ACTUAL:</b> All - 88.6% African American - 86.2% Hispanic - 88.5%	<b>TARGET:</b> All - 89.6% African American - 87.2% Hispanic - 89.5%
<b>(Local Priority 2a)</b> 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.	<b>Baseline:</b> 2016-17 100%	<b>TARGET:</b> 100%   <b>ACTUAL:</b> 99%	<b>TARGET:</b> 100%   <b>ACTUAL:</b> 94%	<b>TARGET:</b> 100%
<b>(Local Priority 2b)</b> Provide at least one Instructional Assistant (IA) in English	<b>Baseline:</b> 100%	<b>TARGET:</b> Maintain	<b>TARGET:</b> Maintain	<b>TARGET:</b> Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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).		<b>ACTUAL:</b> Maintained - Verified by Master Schedule	<b>ACTUAL:</b> Maintained - Verified by Master Schedule	

## Action 2.01

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)

### Location(s):

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

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 School sites

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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 4<sup>th</sup> year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.

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

### 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 4<sup>th</sup> year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.

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

### 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 4<sup>th</sup> year of math or science, enroll and complete dual enrollment and/or advanced placement courses, and seamlessly transition into high school from middle school.

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

## 2017-18 Actions/Services

### pupils.

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

## 2018-19 Actions/Services

### 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

## 2019-20 Actions/Services

### 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) \$565,914 (b) \$123,086 Total- \$689,000
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 2.02

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)

### Location(s):

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

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, Mira Monte, Ridgeview, South and Shafter

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Changed

### 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) \$295,000

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	(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)

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

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, Mira Monte, Ridgeview, South and Shafter

**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) \$1,331,782 (b) \$564,218 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

### 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)

**Location(s):**

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

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**Select from New, Modified, or Unchanged  
for 2017-18

Unchanged

Select from New, Modified, or Unchanged  
for 2018-19

Modified

Select from New, Modified, or Unchanged  
for 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 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,

**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 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

**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 District and site 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

### 2017-18 Actions/Services

ensure instructional practices that result in reclassification and on-going 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)

### 2018-19 Actions/Services

maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and on-going 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 be maintained 2018-19 school year.

### 2019-20 Actions/Services

learning community in order to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and on-going literacy/language support, and improve coordination of services to enhance quality of EL services to students and their parents. Maintain 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) \$2,024,309 (b) \$1,614,819 (c) \$462,367 Total- \$4,101,495
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:

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

### Location(s):

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

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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) \$1,673,193 (b) \$676,712 Total- \$2,349,905
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)

### Location(s):

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

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

**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)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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

**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)

**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)

### 2017-18 Actions/Services

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

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 unduplicated students. The funding may also include bilingual literacy support for EL students.

### 2019-20 Actions/Services

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 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) \$164,271 (b) \$35,729 Total- \$200,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con



Year	2017-18	2018-19	2019-20
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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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 2015-16 the 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 2015-16 in 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 2015-16 in 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:**

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

**Location(s):**

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

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 School Sites

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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 levels of learning.

**2019-20 Actions/Services**

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 levels of learning.

### 2017-18 Actions/Services

trainings on the use of technology and software programs, serving the students and parents of the unduplicated pupil count first.

### 2018-19 Actions/Services

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.

### 2019-20 Actions/Services

KHSD will support teachers in the utilization of site level technology, student devices, and software programs to enhance student engagement and learning. Continue to fund an operational budget and Software Technician 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.

### 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) 102,669 (b) 22,331 (c) 35,000 Total- \$160,000
Source	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con	(a) Sup/Con (b) Sup/Con (c) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits	(a) Certificated Salaries (b) Benefits	(a) Classified Salaries (b) Benefits (c) Books and Supplies

## 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)

### Location(s):

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

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 School Sites

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

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

### 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

### 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

## 2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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) \$3,275,940 (b) \$28,040 (c) \$1,073,664 Total- \$4,377,644

Year	2017-18	2018-19	2019-20
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)

**Location(s):**

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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 2.13 is longer funded out of the LCAP.

### 2019-20 Actions/Services

Action 2.13 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



# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

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

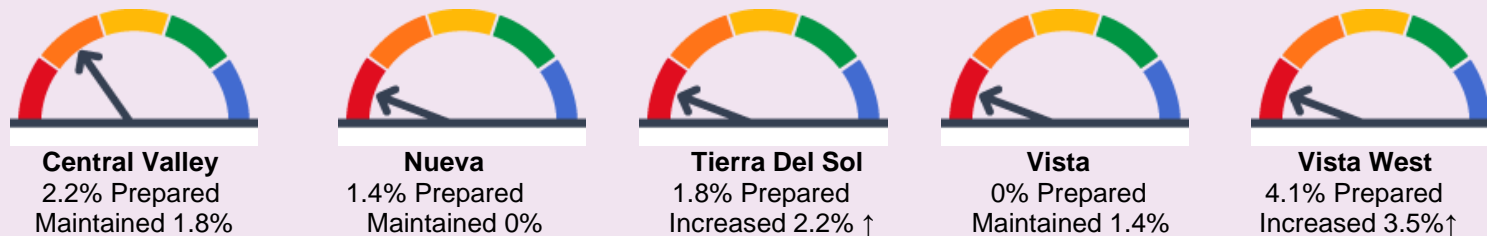
### State and/or Local Priorities addressed by this goal:

State 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, 2018-19. (Please refer to Goal 3, Priority 8)
- ✓ Increase Project BEST college preparedness 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 Indicator California School Dashboard Fall 2018 Alternative Sites



College/Career Indicator  
California School Dashboard Fall 2018  
Comprehensive Sites



All Students  
42.4% Prepared  
Increased 9.7% ↑  
Number of Students: 9,478



Foster Youth  
6.7% Prepared  
Maintained 1.1%  
Number of Students: 119



English Learners  
15.8% Prepared  
Increased 10.8% ↑  
Number of Students: 1,114



Socioeconomically Disadvantaged  
37.4% Prepared  
Increased 10.9% ↑  
Number of Students: 7,408



African American  
25.1% Prepared  
Increased 3.8% ↑  
Number of Students: 518



Hispanic  
39.8% Prepared  
Increased 11.3% ↑  
Number of Students: 6,093



White  
49.2% Prepared  
Increased 8.3% ↑  
Number of Students: 1,977



Students with Disabilities  
10.7% Prepared  
Increased 9.1% ↑  
Number of Students: 925

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>(Priority 4a)</b> Increase California Assessment of Student Performance and Progress (CAASPP) scores by 1%, as measured by previous year's scores rate.	<b>Baseline:</b> Spring 2016 All – ELA Standards Met and Exceeded (52%) All – Math Standards Met and Exceeded (23%)	<b>TARGET:</b> All – ELA Standards Met and Exceeded (53%) All – Math Standards Met and Exceeded (24%)  <b>ACTUAL:</b> All – ELA Standards Met and Exceeded (51%) All – Math Standards Met and Exceeded (21%)	<b>TARGET:</b> All – ELA Standards Met and Exceeded (52%) All – Math Standards Met and Exceeded (22%)  <b>ACTUAL:</b> All – ELA Standards Met and Exceeded (49%) All – Math Standards Met and Exceeded (21%)	<b>TARGET:</b> All – ELA Standards Met and Exceeded (50%) All – Math Standards Met and Exceeded (22%)
<b>(Priority 4b)</b> Academic Performance Index (API) - N/A	<b>Baseline:</b> N/A	<b>TARGET:</b> N/A	<b>TARGET:</b> No longer a state priority	<b>TARGET:</b> No longer a state priority
<b>(Priority 4c)</b> Career and Technical Education (CTE) Concentrators will increase by 1%.	<b>Baseline:</b> 2015-16 Cornerstone 19,115 Concentrator (7,472)  Baseline was changed due to change in reporting to CALPADS.	<b>Baseline:</b> 13.63% Concentrator: (5,277 Students)	<b>TARGET:</b> Concentrator 14.63%  <b>ACTUAL:</b> 24.75% 9,781 Students	<b>TARGET:</b> Concentrator 25.75%
<b>(Priority 4c)</b> Increase CTE completion rate by 1% for all levels and all	<b>Baseline:</b> 2015-16 50% 19,115	<b>Baseline:</b> .5% Capstone Completers (1,677 Students)	<b>TARGET:</b> Capstone Completers 1.5%  <b>ACTUAL:</b> 6.93%	<b>TARGET:</b> Completers: 7.93%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
categories, as measured by previous year's participation rate.	Baseline was changed due to change in reporting to CALPADS.		2,709 Students	
<b>(Priority 4f)</b> AP scores 3 or better will increase by 1%.	<b>Baseline:</b> 2016-17 48%	<b>TARGET:</b> 49%  <b>ACTUAL:</b> 48%	<b>TARGET:</b> 50%  <b>ACTUAL:</b> 50%	<b>TARGET:</b> 51%
<b>(Priority 7a)</b> 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.	<b>Baseline:</b> 100%	<b>TARGET:</b> Maintain  <b>ACTUAL:</b> Maintain	<b>TARGET:</b> Maintain
<b>(Priority 7b)</b> 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.	<b>Baseline:</b> 100%	<b>TARGET:</b> Maintain  <b>ACTUAL:</b> Maintain	<b>TARGET:</b> Maintain
<b>(Priority 7c)</b> All students with exceptional needs will have access to a broad course of studies as described under EC sections 51210 and	<b>Baseline</b> will be established in 2017-18.	<b>Baseline:</b> 100%	<b>TARGET:</b> Maintain  <b>ACTUAL:</b> Maintain	<b>TARGET:</b> Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
51220(a)-(i).				
<b>(Priority 8)</b> Decrease Ds and Fs, overall, by 0.5% to reduce need for remediation, increase course completion rates, and increase a-g rates.	<b>Baseline:</b> 2016 - Semester 1 Ds / Fs = 18.8%	<b>TARGET:</b> Semester 1 Ds / Fs = 18.3%  <b>ACTUAL:</b> Semester 1 Ds / Fs = 18.9%	<b>TARGET:</b> Semester 1 Ds / Fs = 17.8%  <b>ACTUAL:</b> Semester 1 Ds / Fs = 17.8%	<b>TARGET:</b> Semester 1 Ds / Fs = 17.3%
<b>(Priority 8)</b> a-g completion rates will increase by 1% and African American and Hispanic student group completion rates and will increase by 2%.	<b>Baseline:</b> 2014-15 All - 32.2% African American - 25.3% Hispanic - 28.5%	<b>TARGET:</b> 2015-16 All - 33.2% African American - 27.3% Hispanic - 30.5%  <b>ACTUAL:</b> All – 36.7% African American – 31.1% Hispanic – 32.9%	<b>TARGET:</b> All - 34.2% African American - 29.3% Hispanic - 32.5%  <b>ACTUAL:</b> All – 39.1% African American – 31.4% Hispanic – 35.4%	<b>TARGET:</b> All – 35.2% African American – 31.3% Hispanic – 34.5%
<b>(Local Priority 3a)</b> 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."	<b>Baseline:</b> 2016-17 79%	<b>Baseline:</b> 77%  New baseline was established. Survey question was delineated by college and career.	<b>TARGET:</b> Career: 78%  <b>ACTUAL:</b> Career: 81%	<b>TARGET:</b> Career: 79%
<b>(Local Priority 3b )</b> Increase Project BEST graduation	<b>Baseline:</b> 2015-16 Graduates - 87.5% Participation - 661	<b>TARGET:</b> 2016-17 Graduates - 89.5% Participation - 674	<b>TARGET:</b> Graduates - 91.5% Participation - 688	<b>TARGET:</b> Graduates - 93.5% Participation - 701

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
rate and participation by 2%, as measured by previous year's rates.		<b>ACTUAL:</b> Graduates - 92.0% Participation - 540	<b>ACTUAL:</b> Graduates - 93.7% Participation - 604	

## 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 3.01

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)

#### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

#### 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 (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 are at all 18

#### 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 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

#### 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 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.



### 2017-18 Actions/Services

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.

### 2018-19 Actions/Services

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.

### 2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$5,238,757 (b) \$863,828	(a) \$5,342,320 (b) \$1,064,577	(a) \$5,953,729 (b) \$1,266,826

Year	2017-18	2018-19	2019-20
	(c) \$1,892,757 (d) \$323,499 (e) \$22,876 (f) \$23,562 Total- \$9,335,000	(c) \$2,497,928 (d) \$412,953 (e) \$781,575 (f) \$136,002 Total- \$10,235,355	(c) \$2,713,979 (d) \$406,549 (e) \$808,618 (f) \$140,708 Total- \$11,290,409
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)

### Location(s):

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

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to expand Career Choices to include all schools (over a three-year period). The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities. The cost at 23 sites (18 comprehensive + 5 continuation), for all freshmen = \$100,050 for 1 year. The total estimated cost for the program includes materials, startup costs, and professional development. Schools expected to implement the program in 2017-18 are Liberty, Mira Monte, and Vista.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

Continue to expand Career Choices to include all schools. The program provides career exploration, long-term educational and career planning, and dual enrollment opportunities.

## 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
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)

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

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)

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)

Continuation School Sites

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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

Year	2017-18	2018-19	2019-20
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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Specific Schools: Bakersfield, Centennial, East, Foothill, Frontier, Golden Valley, Highland, Independence, Liberty, Mira Monte, North, Ridgeview, Shafter, South, Stockdale and West

**Actions/Services**



Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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 X 10 months = \$15,000 per year
- 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.

Provide incentives and resources, support mentoring, and coordinate services.

#### 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 X 10 months = \$15,000 per year
- 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.

Provide incentives and resources, support mentoring, and coordinate services.

#### 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 X 10 months = \$15,000 per year
- 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.

Provide incentives and resources, support mentoring, and coordinate services.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$16,609 (b) \$28,234	(a) \$4,661 (b) \$1,458	(a) \$12,320 (b) \$2,680

Year	2017-18	2018-19	2019-20
	(c) \$9,157 (d) \$101,000 (e) \$15,000 Total- \$170,000	(c) \$1,481 (d) \$167,400 (e) \$15,000 Total- \$190,000	(c) \$160,000 (d) \$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
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) Benefits (c) Books and Supplies (d) 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)

### Location(s):

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

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

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

**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

**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

**2017-18 Actions/Services**

determine appropriate and timely interventions to close existing achievement gaps, particularly with our underrepresented subgroups: African American and Hispanic.

**2018-19 Actions/Services**

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 Actions/Services**

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) \$108,399 (b) \$40,900 Total- \$149,299
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)

**Location(s):**

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

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Provide professional development to further support Advancement Via Individual Determination (AVID) 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,

**2018-19 Actions/Services**

Provide professional development to further support Advancement Via Individual Determination (AVID) 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.

**2019-20 Actions/Services**

Provide professional development to further support Advancement Via Individual Determination (AVID) 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.

# 2017-18 Actions/Services

Highland, Independence, Kern Valley, Mira Monte, North, South, Stockdale and West.

# 2018-19 Actions/Services

# 2019-20 Actions/Services

## 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) \$45,996 (b) \$152,497 (c) \$57,507 (d) \$44,000 Total- \$300,000
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
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

## 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)

### Location(s):

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

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 Monte, North, Ridgeview, Shafter, South, Stockdale and West

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to support Expository Reading and

2018-19 Actions/Services

Continue to support Expository Reading and

2019-20 Actions/Services

Continue to support Expository Reading and

### 2017-18 Actions/Services

Writing Course (ERWC) sections in order to reduce the need for remediation in college English.  
 Students who score “conditionally ready” on the Early Assessment Program (EAP) 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

Writing Course (ERWC) sections in order to reduce the need for remediation in college English.  
 Students who score “conditionally ready” on the Early Assessment Program (EAP) 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.

### 2019-20 Actions/Services

Writing Course (ERWC) sections to increase preparedness for college level English. 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.

### 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) \$24,641 (b) \$5,359 (c) \$90,000 (d) \$160,000 Total- \$280,000



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	(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)

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
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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)

**Location(s):**

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

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

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

- Continue aligning current practices in instruction and assessment to Smarter Balanced.

**2018-19 Actions/Services**

"Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges." (Mizell, 2010)  
KHSD will prepare students to score "Standard Exceeded" or "Standard Met" on the Smarter Balanced assessments in English and math.

**2019-20 Actions/Services**

"Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges." (Mizell, 2010)  
KHSD will prepare students to score "Standard Exceeded" or "Standard Met" on the Smarter Balanced assessments in English and math.

### 2017-18 Actions/Services

- Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.

### 2018-19 Actions/Services

- Continue to provide professional development in the effective teaching of the Common Core State Standards.
- Continue aligning current practices in instruction and assessment to Smarter Balanced.
  - Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.
  - Providing online simulation software for Science standards.
  - Purchase an online subscription providing social science teachers with innovative lessons, activities, videos and primary sources.

### 2019-20 Actions/Services

- Continue to provide professional development in the effective teaching of the Common Core State Standards.
- Continue aligning current practices in instruction and assessment to Smarter Balanced.
  - Monitor progress in all student groups and in all subgroups using Synergy and/or other assessment programs or tools to provide appropriate intervention.
  - Providing online simulation software for Science standards.
  - Purchase an online subscription providing social science teachers with innovative lessons, activities, videos and primary sources.

## 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) \$569,901 (b) \$123,953 (c) \$137,250 Total- \$831,104
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

Year	2017-18	2018-19	2019-20
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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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

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

#### 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

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

#### 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

## 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) \$376,907 (b) \$82,533 Total- \$459,440
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)

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

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**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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	(a) \$111,545 (b) \$42,940	(a) \$124,795 (b) \$44,520



Year	2017-18	2018-19	2019-20
	(c) \$60,000 Total- \$206,085	(c) \$227,000 Total- \$381,485	(c) \$227,000 Total- \$396,315
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

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

### Goal 4

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

**State and/or Local Priorities addressed by this goal:**

State Priorities: 3, 5, 6, 8

Local Priorities:

## Identified Need:

### **Chronic Absenteeism 2017-18    All: 14.0%** (DataQuest)

- All students (14.0%), African American (19.3%), American Indian (20.2%), Asian (6.2%), Filipino (3.6%), Hispanic (13.5%), Pacific Islander (16.7%), Two or More Races (16.2%), White (15.4%), English Learner (18.9%), Foster Youth (36.6%), Homeless (50.2%), Migrant Education (55.6%), Socioeconomically Disadvantaged (16.0%), Students with Disabilities (22.4%)

### **Attendance for 2017-18                    All: 95.37%** (KHSD Synergy )

- Arvin (94.83%), Bakersfield (94.86%), Centennial (96.06%), East (94.32%), Foothill (95.74%), Frontier (96.02%), Golden Valley (96.15%), Highland (95.38%), Independence (95.89%), Kern Valley (93.72%), Liberty (96.12%), Mira Monte (94.93%), North (92.53%), Ridgeview (96.36%), Shafter (95.46%), South (95.28%), Stockdale (96.96%), West (94.07%)

### **Truancy 2017-18                            All: 72.1%** (KHSD Synergy)

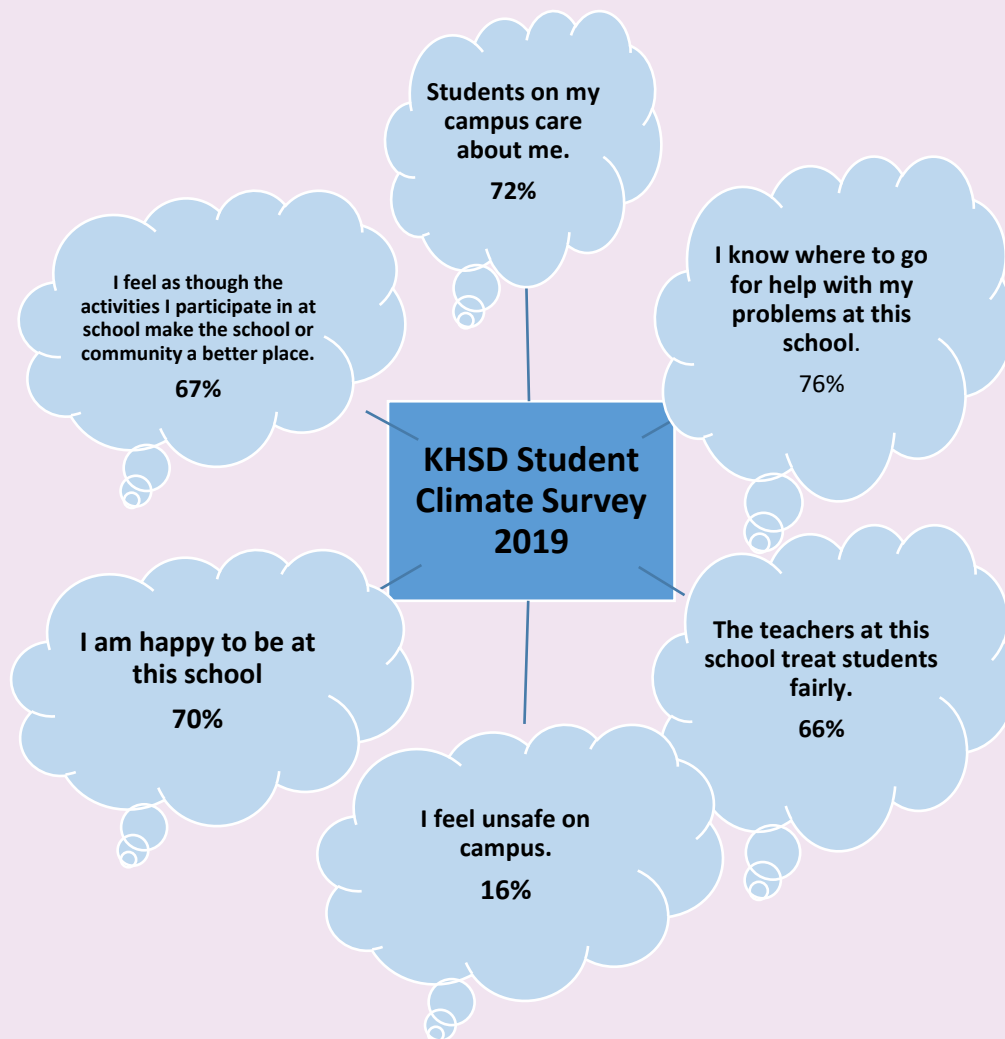
- Arvin (52.9%), Bakersfield (72.9%), Centennial (60.3%), Central Valley (78.6%), East (78.9%), Foothill (75.2%), Frontier (41.1%), Golden Valley (72.8%), Highland (67.5%), Independence (70.4%), Kern Valley (72.6%), Liberty (53.9%), Mira Monte (84.2%), North (85.1%), Nueva (53.0%), Ridgeview (79.7%), Shafter (78.8%), South (75.2%), Stockdale (59.6%), Tierra Del Sol (64.9%), Vista (67.4%), Vista West (63.8%), West (77.9%)

**Suspension 2017-18 ALL: 8.8%**  
(California School Dashboard)

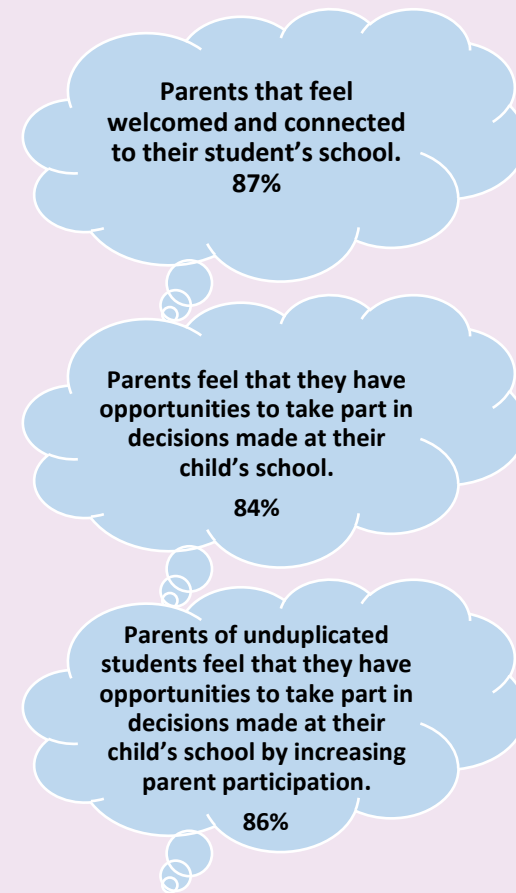
- African American (19.0%), American Indians (9.3%), Asian (3.6%), Filipino (2.4%), Hispanic (8.3%), Pacific Islander (9.0%), Two or More Races (7.8%), White (8.3%), English Learner (9.2%), Foster Youth (31.8%), Homeless (14.1%), Socioeconomically Disadvantaged (10.0%), Students with Disabilities (16.9%)

**Expulsion 2017-18 ALL: 0.07%**  
(DataQuest)

- African American (0.24%), American Indians (0.00%), Asian (0.00%), Filipino (0.00%), Hispanic (0.05%), Pacific Islander (0.00%), Two or More Races (0.00%), White (0.11%)
- No data available for program subgroups



### KHSD Parent LCAP Climate Survey Spring 2019



## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>(Priority 3a)</b> Increase by 1% the number of “parents that feel welcomed and connected to their student’s school”, as measured by LCAP parent survey.	<b>Baseline:</b> 2016-17 83.5%	<b>TARGET:</b> 84.5%  <b>ACTUAL:</b> 85.0%	<b>TARGET:</b> 85.5%  <b>ACTUAL:</b> 87.0%	<b>TARGET:</b> 86.5%
<b>(Priority 3a)</b> 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%.	<b>Baseline:</b> 2016-17 70.9%	<b>TARGET:</b> 72.9%  <b>ACTUAL:</b> 80.0%	<b>TARGET:</b> 74.9%  <b>ACTUAL:</b> 84.0%	<b>TARGET:</b> 76.9%
<b>(Priority 3b)</b> Parents of unduplicated students feel that they have opportunities to take part in decisions made at their child’s school by increasing parent participation.	<b>Baseline:</b> 2016-17 67.3%	<b>TARGET:</b> 68.3%  <b>ACTUAL:</b> 85.0%	<b>TARGET:</b> 69.3%  <b>ACTUAL:</b> 86.0%	<b>TARGET:</b> 70.3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase LCAP parent survey responses by 1%.				
<b>(Priority 3b)</b> Increase by 1% the number of “parents that feel supported and engaged in their student’s academic progress”, as measured by LCAP parent survey.	<b>Baseline:</b> 2016-17 69.1%	<b>TARGET:</b> 70.1%  <b>ACTUAL:</b> 70.0%	<b>N/A</b>  No longer a survey question.	<b>N/A</b>
<b>(Priority 3c)</b> Maintain current level of LCAP stakeholder meetings and provide other meetings or resources to support parents – including parents of pupils of the unduplicated count and exceptional needs.	<b>Baseline:</b> 2016-17 Please refer to Stakeholder Summary	<b>TARGET:</b> Maintain at least 16 meetings.  <b>ACTUAL:</b> 18 Meetings	<b>TARGET:</b> Maintain  <b>ACTUAL:</b> 20 Meetings	<b>TARGET:</b> Maintain
<b>(Priority 3c)</b> 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	<b>Baseline:</b> Baseline will be established in 2017-18	<b>Baseline:</b> 80.0%	<b>TARGET:</b> 81.0%  <b>ACTUAL:</b> 84.0%	<b>TARGET:</b> 82.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
participation.				
<b>(Priority 5a)</b> Maintain attendance rate of 96% or higher.	<b>Baseline:</b> 2015-16 95.55%	<b>TARGET:</b> 96% or higher  <b>ACTUAL:</b> 95.65%	<b>TARGET:</b> 96% or higher  <b>ACTUAL:</b> 95.37%	<b>TARGET:</b> 96% or higher
<b>(Priority 5b)</b> Decrease chronic absenteeism rate by .5% or lower than the state average.	<b>Baseline:</b> 2015-16 (KHSD) 9.2%  Baseline was changed to what is reported by CDE Dataquest beginning in 2017-18	<b>Baseline:</b> 12.8%	<b>TARGET:</b> 12.3%  <b>ACTUAL:</b> 14.0%	<b>TARGET:</b> 11.8%
<b>(Priority 5b)</b> Decrease truancy rate by 1% from previous year's rate.	<b>Baseline:</b> 2014-15 26.19%  Baseline was changed due to an automated system A2A that generates the truancy notes and provides more accurate data.	<b>Baseline:</b> 2015-16 69.93%	State no longer provides data on truancy.	State no longer provides data on truancy.
<b>(Priority 5c)</b> Middle School Dropout Rate	<b>Baseline:</b> N/A	<b>TARGET:</b> N/A	<b>TARGET:</b> N/A	<b>TARGET:</b> N/A
<b>(Priority 5d)</b> 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.	<b>Baseline:</b> 2014-15 All - 9% African American – 9.9% Hispanic – 9.3%	<b>TARGET:</b> All - 9.3% New baseline to reflect California School Dashboard.  All – 9.3% African American – 11.0% Hispanic – 9.4%	<b>TARGET:</b> All - 8.3% African American – 10.0% Hispanic - 8.4%  <b>ACTUAL:</b> All - 10.9% African American – 13.9 % Hispanic - 11%	<b>TARGET:</b> All - 9.9% African American – 12.9% Hispanic – 10.0%



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>(Priority 5e)</b> Increase graduation rate by 1% from previous year's rate.	<b>Baseline:</b> 2014-15 86.9%	<b>TARGET:</b> 90.7% New baseline to reflect California School Dashboard.	<b>TARGET:</b> 91.7%  <b>ACTUAL:</b> 89.1%	<b>TARGET:</b> 90.1%
<b>(Priority 6a)</b> 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.	<b>Baseline:</b> 2014-15 All: 12.1%  Data for student groups was established in 2017-18.	<b>Baseline:</b> 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%  <b>ACTUAL:</b> All: 9.6%	<b>TARGET:</b> All: 11.6% African Americans: 21.9% African American male students with Disabilities: 29.3% Hispanics: 8.7% Students with Disabilities: 14.0%  <b>ACTUAL:</b> All: 8.8% African Americans: 19.0% African American male students with Disabilities: 32.7% Hispanics: 8.4% Students with Disabilities: 13.2%	<b>TARGET:</b> All: 11.1% African Americans: 21.4% African American male students with Disabilities: 28.8% Hispanics: 8.2% Students with Disabilities: 13.5%
<b>(Priority 6b)</b> Decrease expulsion rate districtwide, and for all significant student groups, from previous year's rate with particular focus on African American	<b>Baseline:</b> 2014-15 All: 0.16%  Data for student groups will be established in 2017-18.	<b>Baseline:</b> 2016-17 All: 0.06% African Americans: 0.25% African American male students with Disabilities: 0.00% Hispanics: 0.05%	<b>TARGET:</b> Maintain  <b>ACTUAL:</b> All: 0.07% African Americans: 0.24%	<b>TARGET:</b> Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
male students with disabilities.		Students with Disabilities: 0.10%	African American male students with Disabilities: No Data Available Hispanics: 0.05% Students with Disabilities: No Data Available	
<b>(Priority 6c)</b> Increase by 2% students' responses: "I am happy to be at this school."	<b>Baseline:</b> 2016-17 70%  Baseline was changed to reflect results from KHSD School Climate Survey 2017-2018 Semester 1.	<b>TARGET:</b> 70%  <b>ACTUAL:</b> 68%	<b>TARGET:</b> 70%  <b>ACTUAL:</b> 70%	<b>TARGET:</b> 72%
<b>(Priority 6c)</b> Increase by 2% students' responses "The teachers at the school treat me fairly."	<b>Baseline:</b> 2016-17 66%  Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	<b>TARGET:</b> 2017-18 68%  <b>ACTUAL:</b> 64%	<b>TARGET:</b> 70%  <b>ACTUAL:</b> 66%	<b>TARGET:</b> 72%
<b>(Priority 6c)</b> Increase by 2% students' responses "Students on my campus care about me."	<b>Baseline:</b> 2016-17 69%  Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	<b>TARGET:</b> 2017-18 71%  <b>ACTUAL:</b> 70%	<b>TARGET:</b> 72%  <b>ACTUAL:</b> 72%	<b>TARGET:</b> 74%
<b>(Priority 6c)</b> Increase by 2% students' responses "I feel as though activities I participate in at school make the school or community a better	<b>Baseline:</b> 2016-17 67%  Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	<b>TARGET:</b> 69%  <b>ACTUAL:</b> 65%	<b>TARGET:</b> 67%  <b>ACTUAL:</b> 67%	<b>TARGET:</b> 69%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
place.”				
<b>(Priority 6c)</b> Increase by 2% students' responses “I know where to go for help with my problems at this school.”	<b>Baseline:</b> 2016-17 76%  Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	<b>TARGET:</b> 78%  <b>ACTUAL:</b> 74%	<b>TARGET:</b> 76%  <b>ACTUAL:</b> 76%	<b>TARGET:</b> 78%
<b>(Priority 6c)</b> Decrease by 2% students' responses “I felt unsafe at school within the last 60 days.”	<b>Baseline:</b> 2016-17 12%  Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	<b>TARGET:</b> 10%  <b>ACTUAL:</b> 18%	<b>TARGET:</b> 16%  <b>ACTUAL:</b> 16%	<b>TARGET:</b> 14%
<b>(Priority 6c)</b> Increase by 2% students' responses “The teachers at this school treat students fairly.”	<b>Baseline:</b> 2016-17 66%  Baseline was changed to reflect results from KHSD School Climate Survey 2016-2017 Semester 1.	<b>TARGET:</b> 68%  <b>ACTUAL:</b> 64%	<b>TARGET:</b> 66%  <b>ACTUAL:</b> 66%	<b>TARGET:</b> 68%
<b>(Priority 8)</b> Increase course completion rate with a “C” or better by .5% or as compared to previous year's completion rate.	<b>Baseline:</b> 2016-17 79%	<b>TARGET:</b> 79.5%  <b>ACTUAL:</b> 80.2%	<b>TARGET:</b> 80%  <b>ACTUAL:</b> 82.2%	<b>TARGET:</b> 80.5%

## 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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

In 2017-2018, Kern High School District (KHSD) will continue district-wide implementation of Positive Behavior Intervention and Supports and work towards Multi-Tiered Systems of Support at all KHSD school sites. KHSD began exploring related

### 2018-19 Actions/Services

"The fundamental purpose of PBIS-MTSS 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

### 2019-20 Actions/Services

"The fundamental purpose of PBIS-MTSS 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

### 2017-18 Actions/Services

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-MTSS 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-MTSS: Centennial, Central Valley, Kern Valley, Liberty, Nueva, Shafter, Tierra Del Sol and Vista West. Districtwide, all 23 sites are now participating in PBIS-MTSS and will continue 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-MTSS 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

### 2018-19 Actions/Services

Intervention and Supports and Multi-Tiered Systems of Support 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-MTSS work in the newly formed Department of Student Behavior and 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 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.

### 2019-20 Actions/Services

Intervention and Supports (PBIS-MTSS) and Multi-Tiered Systems of Support (MTSS) at all KHSD school sites. KHSD will retain 6 Teachers on Special Assignments (TOSAs) and 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-MTSS work in the newly formed Department of Student Behavior and Supports, so as to couple intervention and supports alongside student discipline. KHSD will provide 5 On Campus Intervention (OCI) sections at each comprehensive site and 4 sections at each of the 5 alternative sites.

### 2017-18 Actions/Services

one PBIS-MTSS Coordinator to facilitate and coordinate PBIS-MTSS 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-MTSS Awareness
- Uniform Complaint Procedures
- Sexual Harassment and Bullying
- Implicit/Unconscious Bias
- Social Emotional Learning
- Restorative Practices
- Trauma Informed Care
- Youth Mental Health 101

### 2018-19 Actions/Services

### 2019-20 Actions/Services

## 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) \$2,772,956 (b) \$144,741 (c) \$1,107,725 (d) \$230,000 (e) \$724,785 Total- \$4,980,207	(a) \$3,687,371 (b) \$113,118 (c) \$873,885 (d) \$240,000 (e) \$740,213 Total- \$5,654,587
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

Year	2017-18	2018-19	2019-20
	(d) Sup/Con (e) Sup/Con	(e) 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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

#### 2017-18 Actions/Services

KHSD will provide PBIS-MTSS 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-MTSS plans. A Tier II intervention specialist will be assigned to two school sites.

In addition, KHSD will staff one Lead Intervention Specialist and one Student Behavior & Supports Program Coordinator to help manage professional development, evidence-based interventions, coordination, and framework implementation for all 23 sites.

#### 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 PBIS-MTSS Interventionists for Tier II small group support and direct student services. Interventionists may provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment of CEIS and PBIS-MTSS 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.

#### 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 25 PBIS-MTSS Interventionists for Tier II small group support and direct student services. Interventionists may provide additional training, support site leadership to build school's multi-tiered program of support, and ensure fulfillment of CEIS and PBIS-MTSS 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 25 sites.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$692,680	(a) \$1,296,653 (b) \$862,952	(a) \$1,602,896 (b) \$992,280



Year	2017-18	2018-19	2019-20
	(b) \$390,310 Total- \$1,082,990	Total- \$2,159,605	Total- \$2,595,176
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)

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS-MTSS 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-MTSS 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-MTSS 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) \$251,695 (b) \$93,843 Total- \$345,538
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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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

### 2018-19 Actions/Services

Low income students, English Learners, and Foster Youth have higher chronic absenteeism rates compared to all students (California School Dashboard.)

### 2019-20 Actions/Services

Low income students, English Learners, and Foster Youth have higher chronic absenteeism rates compared to all students (California School Dashboard.)

## 2017-18 Actions/Services

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

- Programs overview and intervention strategies for parents
- Used as a diversion for truancy court
- Parent engagement and education

## 2018-19 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.

## 2019-20 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.

## 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) \$124,602 (b) \$44,478 (c) \$232,000 Total- \$401,080
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)

### Location(s):

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

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**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 per site (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 per site (54 sections total)
- Classified sections, maintain current FTE, 4.375 total

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	(a) \$301,538 (b) \$219,777	(a) \$908,416 (b) \$218,751	(a) \$919,978 (b) \$308,481

Year	2017-18	2018-19	2019-20
	(c) \$349,538 Total- \$870,853	(c) \$626,838 Total- \$1,754,005	(c) \$604,262 Total- \$1,832,721
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):



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)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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 topics:

- Support and monitor their student's academic success
- Use technology to support student learning
- Learn how to promote positive behaviors in the home and at school

### 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 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

### 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
- Learn how to navigate school, district, and community services and resources
- Promote communication and collaboration between parents and school sites.



#### 2017-18 Actions/Services

- 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.

#### 2018-19 Actions/Services

- 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.

#### 2019-20 Actions/Services

### 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) \$806,325 (b) \$563,963 (c) \$75,000 Total- \$1,445,288
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)

**Location(s):**

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

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/or Low Income

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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 and family engagement and student outreach. In addition, the focus area and

**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 and family engagement and student outreach. In addition, the focus area and action would

**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

### 2017-18 Actions/Services

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)

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

### 2017-18 Actions/Services

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.

### 2018-19 Actions/Services

### 2019-20 Actions/Services

### 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) \$71,483 (b) \$22,267 (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)

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, East, Foothill, Golden Valley, Highland, Independence, North, Mira Monte, Ridgeview, Shafter, South, and West

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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

### 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

### 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

### 2017-18 Actions/Services

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-MTSS 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

### 2018-19 Actions/Services

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-MTSS 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

### 2019-20 Actions/Services

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-MTSS 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

## 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) \$1,240,030 (b) \$484,029 Total- \$1,724,059
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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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

### 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

### 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

### 2017-18 Actions/Services

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-MTSS 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-MTSS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).

### 2018-19 Actions/Services

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-MTSS 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-MTSS implementation strategies, and supporting Multi-Tiered Systems of Support (MTSS).

### 2019-20 Actions/Services

outreach to unduplicated students 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-MTSS 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-MTSS 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) \$717,245 (b) \$613,284 Total- \$1,330,529
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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

Continue to provide 2 district PBIS-MTSS-Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention

### 2018-19 Actions/Services

Continue to provide 2 district PBIS-MTSS-Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention

### 2019-20 Actions/Services

Continue to provide 2 district PBIS-MTSS-Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:

- Reinforce truancy-prevention

### 2017-18 Actions/Services

efforts, districtwide, by supporting district and school-wide efforts to reduce truancy.

- Support programs and strategies to reduce chronic absenteeism.
- Provide truancy intervention to the most chronically absent.
- Participate in SARB.
- Lead parenting meetings and classes.
- Implement dropout recovery and prevention strategies.

Funding for parent engagement classes at the District Office on a continual basis = \$95,000.

Funding for Parents on a Mission = \$35,000.

- Parents on a Mission focuses on helping parents develop routines that prevent children from assuming negative lifestyles
- Funding includes staff training

Parent Project = \$35,000.

- Parent Project gives parents tools and strategies to build strong home routines and positive child-parent relationships

Funding includes staff training

### 2018-19 Actions/Services

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

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.

## 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) \$69,860 (b) \$56,516 (c) \$30,000 Total- \$156,376
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)

### Location(s):

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

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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. (California Department of Education [CDE] program description for 21st Century Community Learning

**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.

## 2017-18 Actions/Services

- 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.

## 2018-19 Actions/Services

## 2019-20 Actions/Services

## 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	(a) \$194,750 (b) \$79,562 (c) \$90,000 (d) \$60,000 (e) \$33,025 (f) \$13,763 (g) \$66,051	(a) \$215,173 (b) \$81,555 (c) \$90,000 (d) \$92,500 (e) \$36,274 (f) \$15,478 (g) \$72,548

Year	2017-18	2018-19	2019-20
	Total- \$523,539	(h) \$27,527 Total- \$564,678	(h) \$30,957 Total- \$634,485
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)

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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.
- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.

**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.
- Based on LCAP survey, over 50% of school site administrators said their staff would benefit from additional training in customer service.

**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.

#### 2017-18 Actions/Services

- Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or Parent & Family Center staff.)

#### 2018-19 Actions/Services

- Parents have requested that schools provide a more “welcoming environment” and KHSD will explore additional trainings/professional development in this area (working with district staff, site staff, and/or Parent & Family Center staff.)

#### 2019-20 Actions/Services

- 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) \$78,029 (b) \$16,971 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)

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**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**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 PBIS-MTSS 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

**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 PBIS-MTSS 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

**2019-20 Actions/Services**

KHSD will maintain the currently employed KHSD School Social Workers and hire 6 additional Social Workers, for PBIS-MTSS 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

### 2017-18 Actions/Services

years. Assignments will likely be based on site readiness for systems alignment and also consideration given to LCFF % and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions. In addition, KHSD will also hire 3 district nurses to support overall student wellness support for KHSD, and focus on the whole child that our PBIS-MTSS scope of work is working towards. The nurses will be based at the school sites with the highest percentage students of the “unduplicated count” and assigned to regional coverage areas.

### 2018-19 Actions/Services

(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 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.

### 2019-20 Actions/Services

progress and readiness for tiered support and interventions. In addition, KHSD will also retain their 3 district nurses and hire 3 additional 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.

## 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) \$509,480 (b) \$2,007,287 (c) \$1,274,781 Total- \$3,791,548
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)

**Location(s):**

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

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

Limited to Unduplicated Student Group(s)

Specific Schools: Bakersfield, Foothill, Golden Valley, Mira Monte, North, South, and West

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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
- 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

### 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.

### 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) \$123,203 (b) \$38,124 (c) \$38,673 Total- \$200,000
Source	(a) Sup/Con	(a) Sup/Con	(a) Sup/Con

Year	2017-18	2018-19	2019-20
	(b) Sup/Con (c) Sup/Con	(b) Sup/Con (c) 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 4.15

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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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) \$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

Year	2017-18	2018-19	2019-20
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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 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) \$11,600
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)

Location(s):

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

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 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:

- Parent & Family Engagement
- School-Community Partnerships
- Student Outreach & Engagement
- Interagency Facilitation/Partnership
- Local Control Accountability Plan (LCAP)

#### 2018-19 Actions/Services

Retain Supervising Administrator of LCAP to manage the following operations:

- 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

#### 2019-20 Actions/Services

Retain Supervising Administrator of LCAP to manage the following operations:

- 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) \$128,843 (b) \$45,401 Total- \$174,244
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)

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 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

### 2018-19 Actions/Services

Continue to support the following leadership and mentoring programs, principally serving “at risk” youth:

- AmeriCorps and Youth 2 Leaders = \$181,000
- Youth to Leaders = \$40,000

### 2019-20 Actions/Services

Continue to support the following leadership and mentoring programs, principally serving “at risk” youth:

- AmeriCorps and Youth 2 Leaders = \$154,000
- Latina Leaders = \$40,000

### 2017-18 Actions/Services

- 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-MTSS) and goal-setting at Golden Valley, Mira Monte, Nueva, South, and Tierra Del Sol and expansion to other Kern High School District school sites will be implemented in the 2017-18 school year. AmeriCorps is a civil society/community-based mentoring program supported by the Kern High School District and Kern County Superintendent of Schools, engaging adults in involved public service work with a goal of "helping others and meeting critical needs in the community."

<http://www.nationalservice.gov/programs/ Americops>

Latina Leaders funding will enable the program to expand to all school sites. Latina Leaders mentors young Hispanic women, encouraging them to attend college and become leaders in their community. Participating students' academic progress will be monitored, particularly focusing on their college going-rates.

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

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

### 2018-19 Actions/Services

- 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 Empowered for Leadership = \$110,000

### 2019-20 Actions/Services

- Fine Art Projects = \$150,000
- Fine Arts- Mariachi Instruments = \$20,000
- Garden Pathways/Sons & Brothers and Daughters = \$25,000
- School Climate and Student Leadership and/or ATS/OCI Projects = \$20,000
- Young Women Empowered for Leadership = \$140,000

## 2017-18 Actions/Services

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-MTSS 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.

## 2018-19 Actions/Services

## 2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(a) \$37,369	(a) \$36,257	(a) \$126,489

Year	2017-18	2018-19	2019-20
	(b) \$7,631 (c) \$225,000 Total- \$270,000	(b) \$8,743 (c) \$436,108 Total- \$481,108	(b) \$27,511 (c) \$395,000 Total- \$549,000
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 4.19

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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified
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.	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 and/or school vans will provide more access to school and school-related activities for our schools with the highest rate of unduplicated students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	(a) \$1,000,000	(a) \$1,200,233
Source	N/A	(a) Sup/Con	(a) Sup/Con
Budget Reference	N/A	(a) Capital Outlay	(a) Capital Outlay

## 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)

### Location(s):

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

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

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 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 upon receiving additional funding, KHSD will explore supporting the following existing actions. KHSD has prioritized by categorizing allocations in Contingent Plan B and Contingent Plan C.



## 2017-18 Actions/Services

(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-MTSS 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).

## 2018-19 Actions/Services

## 2019-20 Actions/Services

### **Contingent Plan B:**

- a) Additional allocation for technology to purchase hands-on technology devices for students

(Please refer to Action 2.12 for narrative on pages 197-200).

- b) Allocation for Advancement Placement (AP) exams reimbursement fees for unduplicated students.

(Please refer to Action 3.03 for narrative on pages 212-214).

- c) Additional allocation for support in the PBIS-MTSS process by hiring Substance Abuse Counselors.

(Please refer to Action 4.02 for narrative on pages 248-250).

- d) Include funding for School Climate Survey Student Focus Groups.

(Please refer to Action 3.15 for narrative on pages 231-233).

- e) Additional allocation for college mentoring via Cal-SOAP.

(Please refer to Action 4.18 for narrative on pages 282-286).

### **Contingent Plan C:**

- a) Additional allocation for Extended Library Hours

(Please refer to Action 2.08 for narrative on pages 191-194).

- b) Additional allocation for support in the PBIS-MTSS process by hiring 2 TOSAs for Alternative Education and Special Education sites.

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

(Please refer to Action 4.01 for narrative on pages 244-247).

c) Additional allocation for Student Advocacy Centers (which will include portables and equipment for the centers) for top 6 LCFF comprehensive school sites.

(Please refer to Action 4.01 for narrative on pages 244-247).

d) Additional allocation for parent education and activities.

(Please refer to Action 4.01 for narrative on pages 244-247).

e) Allocation for Foster Youth for transportation.

(Please refer to Action 4.10 for narrative on pages 270-273).

f) Additional allocation for Foster Youth mentoring via Youth 2 Leaders.

(Please refer to Action 4.18 for narrative on pages 282-286).

## 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	(a) \$1,439,014 (b) \$312,986 (c) \$2,399,633 (d) \$280,000 Total - \$4,431,633

Year	2017-18	2018-19	2019-20
Source	(a) Sup/Con (b) Sup/Con (c) Sup/Con	N/A	(a) Sup/Con (b) Sup/Con (c) Sup/Con (d) Sup/Con
Budget Reference	(a) Certificated Salaries (b) Benefits (c) Books and Supplies	N/A	(a) Certificated Salaries (b) Benefits (c) Books and Supplies (d) Services and Other Expenditures

# **Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year: <b>2019-20</b>	
Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 79,471,811	21.50 %

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) 2018-19 enrollment of unduplicated students is 70.4%, with 8 of the 18 comprehensive sites at 80% or higher and all 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. \$15,433,000 was allocated to class-size reduction in 2018-2019.

To continue promoting interest and success in science, 55 additional sections were given to reduce class size in science lab classes (\$1,265,000), and to respond to the literacy needs of the district, 70 sections (\$1,610,000) 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 EL students, \$3,714,995 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. \$4.3 million was allocated to this effort. A significant amount (over \$10 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-MTSS, 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

\*21.5% 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: **2018-19**

<u>Estimated Supplemental and Concentration Grant Funds</u>	<u>Percentage to Increase or Improve Services</u>
\$ 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-MTSS, 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-MTSS, 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.



