

BAKERSFIELD CITY SCHOOL DISTRICT

LOCAL CONTROL AND ACCOUNTABILITY PLAN/ LOCAL EDUCATIONAL AGENCY PLAN

2014 -15 ANNUAL UPDATE AND LCAP 2015-16 THROUGH 2017-18



Submitted for Board Approval
June 23, 2015

Local Control and Accountability Plan/Local Educational Agency Plan

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BAKERSFIELD CITY SCHOOL DISTRICT

VALUES, VISION & MISSION



VALUES

The Bakersfield City School District is committed to strong values that guide our daily behavior toward student success. To achieve this success, the Bakersfield City School District Board of Education defines how we must work with our students, colleagues, and community through the following core values:

EQUITY

To ensure students and adults receive impartial treatment and that students have access to educational opportunities according to their unique needs.

INTEGRITY

To demonstrate honesty, trustworthiness, and strong moral principles.

CARING

To treat others with empathy and genuine concern for their well-being.

COLLABORATION

To work jointly towards common goals through the sharing of our responsibilities, knowledge, and experiences.

PERSONAL & COLLECTIVE ACCOUNTABILITY

To honor our obligations and take ownership of our actions and results.

VISION

Bakersfield City School District's vision is to be a leader in public education through a collaborative and supportive learning community that ensures all students are inspired to achieve academic excellence and become life-long learners and productive citizens.

MISSION

Bakersfield City School District's mission is to ensure a safe and nurturing learning environment in which all students receive an effective, state of the art, comprehensive curriculum that utilizes research-based strategies and data-driven decisions and where all parents and community members are welcomed and engaged in the learning process.

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Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>2014-15 Annual Update: Bakersfield City School District engaged with stakeholder groups to discuss the progress made on the first year of implementation of Local Control and Accountability Plan (LCAP)/Local Educational Agency (LEA) plan actions aligned to the District's three goals:</p> <ol style="list-style-type: none"> 1) Academic Learning 2) Safe Schools 3) Parent Engagement <p>The LCAP Update was presented and reported by a panel of 10 District administrators and the Superintendent. The presentation included the 2014-15 goals, actions and metric outcomes as well as quarterly student academic and behavioral data.</p> <p>Student data included the following elements:</p> <p><u>Student Achievement Outcomes</u></p> <ul style="list-style-type: none"> • ELA and Math Benchmark • Universal Screener (monitors at-risk students for reading) • EL Pilot School Comparison <p><u>Student Behavioral Outcomes</u></p> <ul style="list-style-type: none"> • Student Positive Referrals • Office Discipline Referrals (ODR) • Student Offenses Leading to ODRs and Suspensions • Suspension and expulsions <p>Student data were disaggregated by:</p> <ul style="list-style-type: none"> • School • Grade-level • Student Ethnicity/Race • Special Education • English Learner (EL) and Re-designated Fluent English Proficient (RFEP) 	<p>2014-15 Annual Update: Throughout the involvement process all stakeholders were engaged in an open dialogue, which served to inform, educate, and refine the District's 2015-16 plan.</p> <p>The themes that surfaced following the initial 2014-15 LCAP/LEA Update with stakeholders were as follows:</p> <ul style="list-style-type: none"> • Provide professional learning on Common Core State Standards (CCSS)/English Language Development (ELD) and K-2 foundational literacy skills to all instructional teams that will be spiraled and supported throughout the academic year. • Provide differentiated professional learning on strengthening Professional Learning Communities (PLC) • Provide additional time outside of the regular school day to school staff for planning and professional development • Extend the EL training center pilot program • Continue supporting the ELD supplemental field test program across junior high/middle schools • Provide additional allocations to increase student participation in summer learning opportunities and across After School Programs • Extend and supplement Science, Technology, Engineering and Math (STEM) services across junior high/middle schools • Pilot a project-based art curriculum • Grow the District's technology infrastructure and student's access to technology • Strengthen support for Positive Behavioral Intervention Support (PBIS) and Cultural Proficiency implementation across school sites • Provide greater and more intensive direct student services for PBIS Tier 3 students • Increase the number of regional Parent Resource Centers • Develop a committee of District staff and parent leaders to research multilingual programs

Involvement Process	Impact on LCAP
<p>LCAP/LEA Update stakeholder meetings were as follows:</p> <ul style="list-style-type: none"> • School Principals- 3/18/15 • District Advisory Committee- 3/23/15 • District English Learner Advisory Committee and Migrant Regional Advisory Committee- 3/23/15 • District Leadership Team- 3/25/15 • Student Representatives (from each school)- 3/26/15 • Union Representatives (Classified and Certificated)- 3/26/15 • Community Public Forum- 4/9/15 <p>Stakeholder groups were revisited in order to discuss the proposed 2015-16 LCAP recommendations we gathered from the various groups. The 2015-16 LCAP recommendations meetings were as follows:</p> <ul style="list-style-type: none"> • School Principals- 5/29/15 • District Advisory Committee- 5/14/15 • District English Learner Advisory Committee and Migrant Regional Advisory Committee- 5/4/15 • District Leadership Team- 5/15/15 • Union Representatives (Classified and Certificated)- 5/11/15 • Board Study- 5/19/15 <p><u>Action Research Data Summits:</u> <u>Engaging School Principals Throughout the Year</u></p> <p>Lastly, the District is in its third year of implementing Action Research Data Summits. Action research is a method of data inquiry used by practioners to improve their work within the organization. These summits support the on-going dialogue of the impact we are making on students, teachers, and our community. The information learned helps the District make any immediate adjustments to our current practice or future recommendations for the District plan.</p> <p>Our summits focus on student achievement through an iterative cycle, which involves examining outcomes, reflecting on the actions that lead to the results, developing and implementing a plan to change the outcomes, and re-examining</p>	<p>The impact of this feedback resulted in the addition of actions, which we used to refine to our scope of work moving forward with the development of the 2015-16 LCAP/LEA.</p>

Involvement Process	Impact on LCAP
<p>the data to determine if goals were met. This cycle repeats with new data, new concerns, or existing issues needing further evaluation. It is within this larger framework that school principals discuss their practice through sharing their data, insights, interventions, and monitoring systems to increase student learning outcomes. This systematic process of data analysis makes visible the successes of best practices and the needs of each school site, which collectively may present a gap in our services or a promising high leverage strategy that may be considered appropriate districtwide.</p>	

Section 2: 2015-2018 Goals, Actions, Expenditures, and Progress Indicators

GOAL 1:	Establish a culture of individual and collective accountability to improve the systems, structures, and practices through an accessible, rigorous, coherent, and articulated curriculum that delivers high quality teaching and is grounded in high expectations for all students.		Related State and/or Local Priorities: 1x 2x 3__ 4x 5__ 6__ 7x 8x COE only: 9__ 10__ Local : Specify _____	
Identified Need:	1. Provide professional learning on the new CCSS/ELD Standards. 2. Increase student participation across summer school opportunities, STEM Programs, After School Programs, and art 3. Increase direct services to schools to improve academic achievement for all students. 4. Improve technology infrastructures and technology access. 5. Improve academic achievement for all students including specific demographic groups. 6. Increase English language proficiency for ELs.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year: 2015-16				
Expected Annual Measurable Outcomes:	<p>LOCAL MEASURES:</p> <ul style="list-style-type: none"> 85% of instructional staff will participate in professional learning. 80% will report favorable feedback on professional learning received. <p><i>In April 2015, the State specified required elements for measuring the progress of the eight State Priorities. Districts were required to address each priority beginning with the 2014-15 LCAP Update. The following State Priorities are aligned to Goal 1:</i></p> <p>STATE PRIORITY 1: BASIC SERVICES</p> <ul style="list-style-type: none"> 100% of teachers will be appropriately assigned and fully credentialed. 100% of pupils will access standards-aligned instructional materials. 100% of facilities will be maintained in good repair. <p>STATE PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS</p> <ul style="list-style-type: none"> 100% of schools will implement the State Board of Education adopted content and performance standards for all pupils, including ELs. 100% of pupils will be enrolled in all required areas of study to ensure student access to coursework aligned to their appropriate instructional needs. <p>STATE PRIORITY 4: PUPIL ACHIEVEMENT</p>			

- Growth on state assessment in ELA and math
- Growth on our Academic Performance Index
- Growth for the percent of EL students scoring proficient in ELA (AMAO 3)
- Growth in the percent of EL students making progress towards English proficiency (AMAO 1, AMAO 2 less than 5 years, and AMAO 2 more than 5 years).
- Increase EL reclassification rate
- College required course completion- N/A
- Pupils passing advanced placement or participated in college preparedness courses- N/A

STATE PRIORITY 7: COURSE ACCESS

- 100% of pupils will be enrolled in all required areas of broad coursework.
- 100% of unduplicated pupils will have access and will receive general education programs and services.
- 100% of pupils with exceptional needs will have access and will receive special education programs and services.

STATE PRIORITY 8: OTHER PUPIL OUTCOMES

- Growth on local benchmarks in ELA and math

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide allocation to maintain class size at 28:1 in grades 4-6 to support effective instructional differentiation in the classroom and improve student outcomes.	LEA-wide: Grades 4-6	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$1,772,954 (LCFF)
Allocate funds to forty-three (43) school sites based on unduplicated pupil counts to support services to meet the needs of targeted student populations.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$18,620,076 (LCFF)
Continue to provide professional learning for teachers during summer on K-8 CCSS ELA/ELD, Math, and new K-2 literacy training to strengthen the instructional team's capacity to deliver Good First Instruction.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$2,489,337 (LCFF)

Continue to provide professional learning for teachers throughout the academic year on K-8 CCSS ELA/ELD, Math, and new K-2 literacy training to reinforce and spiral the summer learning.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,733,734 (LCFF)
Provide new specialized professional learning on K-8 CCSS ELA/ELD and Math throughout the year to build special education teacher capacity for strengthening instructional alignment to IEPs.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$248,366 (LCFF)
Hire one (1) Special Education Professional Development Coordinator to direct, oversee and support professional learning for special education team members.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$ 143,720 (LCFF)
Continue to provide an abbreviated two days of the summer professional learning to first and second year teachers on K-8 CCSS ELA/ELD (1 day) and Math (1 day).	LEA-wide All first and second year teachers	<input checked="" type="checkbox"/> ALL _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$ 62,000 (LCFF)
Continue to support the Induction and Intern Programs to provide teachers on-going and intensive professional learning in both content and pedagogy.	LEA-wide All first and second year teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$225,000 (LCFF)
Continue to provide one (1) Program Specialist and hire one (1) additional Program Specialist to support the District's Induction and Intern Program.	LEA-wide All first and second year teachers	<input checked="" type="checkbox"/> ALL _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$258,197 (LCFF)

Continue to provide professional learning for instructional coaches throughout the academic year on K-8 CCSS ELA/ELD, Math, and new K-2 literacy training to support the instructional team's capacity to deliver Good First Instruction.	LEA-wide	<u>X</u> ALL	\$40,000 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide professional learning on CCSS ELA/ELD and PBIS/Cultural Proficiency to build Administrative Leadership Team (ALT) capacity.	LEA-wide	<u>X</u> ALL	\$130,328 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide professional learning on CCSS/ELD, PLC, PBIS and Cultural Proficiency in partnership with leading experts to strengthen the capacity of Guiding Coalition (GC) teams.	LEA-wide Guiding Coalition teams	<u>X</u> ALL	\$1,234,935 (LCFF)
		__OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Extend extra time for school-led professional learning and planning outside the regular school day from two (2) to four (4) days for school instructional staff.	LEA-wide	<u>X</u> ALL	\$2,177,851 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide one (1) Clerk to support the implementation of professional learning services.	LEA-wide	<u>X</u> ALL	\$74,093 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Provide new differentiated professional learning on strengthening PLCs.	LEA-wide	<u>X</u> ALL	\$370,500 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Renew i-Ready license and purchase consumable materials for Ready Common Core to support teachers' delivery of student intervention and	LEA-wide	<u>X</u> ALL	\$124,000 (LCFF)
		OR: __Low Income pupils __English Learners	

enrichment aligned to the individual needs of students using instructional technology.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Continue to provide differentiated professional learning on i-Ready and Ready Common Core to optimize the effective use of instructional technology and supplemental materials aligned to CCSS.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,143,440 (LCFF)
Renew Accelerated Reader license to include differentiated professional learning to support a culture of reading.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$130,980 (LCFF)
Update library collections districtwide to support a culture of reading.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,140,000 (LCFF)
Establish classroom libraries for each classroom districtwide.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,454,000 (LCFF)
Hire forty-two (42) library media technicians/library media assistants at the elementary and at junior high/middle schools to support a culture of reading.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,117,198 (LCFF)
Hire four (4) itinerant Choir Teachers to serve at junior high/middle school students.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$555,402 (LCFF)

Pilot a new project-based art curriculum in partnership with the Bakersfield Museum of Art across sixteen (16) school sites for 5th grade students.	Jefferson, Nichols, Harris, Voorhies, Hills, McKinley, Roosevelt, Pauly, College Heights, Downtown Eissler, Williams, Noble, Casa Loma, Wayside, and Frank West Elementary Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$41,829 (LCFF)
Expand by 350 students the STEM project-based learning at junior high/middle schools in order to prepare students for 21st Century college and career readiness skills.	Downtown Elementary and all Jr. High/ Middle Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$613,060 (LCFF)
Continue to pilot STEM project-based learning across three elementary schools in order to assess the added value and best practices in implementing a STEM Districtwide program throughout all elementary schools.	Horace Mann, Hort, and McKinley Elementary Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$112,503 (LCFF)

<p>Extend the EL training center pilot program (Casa Loma, Pauly, Owens Primary, Garza and Horace Mann) to include three (3) additional schools (Fremont, Jefferson, and Williams) with the highest English learner concentrations to pilot research-based best practices and develop master ELD teachers who will serve as exemplars for future field observations.</p>	<p>Casa Loma, Fremont, Garza, Horace Mann, Jefferson, Owens Primary, Pauly, and Williams Elementary Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$985,434 (LCFF)</p>
<p>Continue to provide professional learning to the ten (10) highest English Learner concentrated elementary schools that are piloting new ELD supplemental materials.</p>	<p>Casa Loma, Fremont, Garza, Horace Mann, Jefferson, Owens Primary, Pauly, Pioneer, Wayside, and Williams Elementary Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$257,400 (LCFF)</p>

Continue to provide professional learning to junior high/middle schools on the new ELD supplemental materials to build capacity for meeting the language needs of EL students.	Chipman, Compton, Curran, Emerson, Sequoia, Sierra, Stiern, and Washington Jr. High/ Middle Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$286,382 (LCFF)
Provide additional allocations for Traditional Summer School and Summer Learning Centers to accommodate growth and student incentives.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3,049,240 (LCFF)
Increase capacity for the After School Program by hiring two (2) additional Academic Liaisons for 2 hours per week to provide targeted direct instruction and by adding four (4) new schools and an additional 1,950 students across thirty-nine (39) school sites prioritized by socio-economic status and school size.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,446,775 (LCFF)
Continue to provide transportation services for Foster Youth to their school of origin to provide students with educational stability and continuity of services.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$150,000 (LCFF)
Develop a committee of District staff and parent leaders to research multilingual programs.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0 (LCFF)

Renew software license to provide all students with basic operations, keyboarding, digital research, and safety computer skills.	LEA-wide	<u>X</u> ALL	\$185,000 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Increase Chromebooks to achieve a ratio of 1 device for every student in History/Social Science and Science at the junior high/middle schools to support students' learning in the CCSS.	All Jr. High/ Middle Schools	<u>X</u> ALL	\$1,580,962 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Increase Chromebooks to achieve a ratio of 2 devices for every 3 students in grades 3 through 5 at the elementary schools to support students' learning in the CCSS.	All Elementary Schools	<u>X</u> ALL	\$927,612 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Increase Chromebooks to achieve a ratio of 1 device for every 6 th grade student at the elementary schools to support students' learning in the CCSS.	Thorner, Fremont, Longfellow Chavez, McKinley, Mt. Vernon, Pioneer, College Heights, Harding, Voorhies, Nichols, Eissler and Owens Int. Schools.	<u>X</u> ALL _____	\$315,567 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	

Complete computer lab updates for the remaining 14 schools that require technology and equipment replacement and/or improvement.	Chavez, College Heights, Emerson, Franklin, Fremont, Garza, Harding, Owens Int., Pauly, Sierra, Stiern, Thorner, Washington and Frank West Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$610,703 (LCFF)
Upgrade and replace outdated classroom desktop computers for teachers as needed across the District.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,040,000 (LCFF)
Upgrade and replace outdated Smart Board systems for teachers as needed across the District.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$418,000 (LCFF)
Sustain and refresh outdated and damaged District technology equipment.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$483,575 (LCFF)

Continue to expand wireless network to accommodate additional devices and future technology growth.	LEA-wide	<u>X</u> ALL	\$359,000 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	
Continue to provide one (1) Computer Technician to support additional use of technology throughout the District.	LEA-wide	<u>X</u> ALL	\$76,120 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	

LCAP Year : 2016-17

Expected Annual Measurable Outcomes:	LOCAL MEASURES:
	<ul style="list-style-type: none"> 85% of instructional staff will participate in professional learning. 80% will report favorable feedback on professional learning received.
	STATE PRIORITY 1: BASIC SERVICES
	<ul style="list-style-type: none"> 100% of teachers will be appropriately assigned and fully credentialed. 100% of pupils will access standards-aligned instructional materials. 100% of facilities will be maintained in good repair.
	STATE PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS
	<ul style="list-style-type: none"> 100% of schools will implement the State Board of Education adopted content and performance standards for all pupils, including ELs. 100% of pupils will be enrolled in all required areas of study to ensure student access to coursework aligned to their appropriate instructional needs.
	STATE PRIORITY 4: PUPIL ACHIEVEMENT
	<ul style="list-style-type: none"> Growth on state assessment in ELA and math Growth on our Academic Performance Index Growth for the percent of EL students scoring proficient in ELA (AMAO 3) Growth in the percent of EL students making progress towards English proficiency (AMAO 1, AMAO 2 less than 5 years, and AMAO 2 more than 5 years) Increase EL reclassification rate College required course completion- N/A

	<ul style="list-style-type: none"> Pupils passing advanced placement or participated in college preparedness courses- N/A <p>STATE PRIORITY 7: COURSE ACCESS</p> <ul style="list-style-type: none"> 100% of pupils will be enrolled in all required areas of broad coursework. 100% of unduplicated pupils will have access and will receive general education programs and services 100% of pupils with exceptional needs will have access and will receive special education programs and services <p>STATE PRIORITY 8: OTHER PUPIL OUTCOMES</p> <ul style="list-style-type: none"> Growth on local benchmarks in ELA and math 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide allocation to maintain class size at 28:1 in grades 4-6 to support effective instructional differentiation in the classroom and improve student outcomes.	LEA-wide: Grades 4-6	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$1,772,954 (LCFF)
Continue to allocate funds to forty-three (43) school sites based on unduplicated pupil counts to support services to meet the needs of targeted student populations.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$18,620,076 (LCFF)
Continue to provide professional learning for teachers during summer on K-8 CCSS ELA/ELD, Math, and K-2 literacy to strengthen the instructional team's capacity to deliver Good First Instruction.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$2,489,337 (LCFF)

Continue to provide professional learning for teachers throughout the academic year on K-8 CCSS ELA/ELD, Math, and K-2 literacy to reinforce and spiral the summer learning.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	\$1,733,734 (LCFF)
Continue to provide specialized professional learning on K-8 CCSS ELA/ELD, Math and K-2 literacy throughout the year to build special education teacher capacity for strengthening instructional alignment to IEPs.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>	\$248,366 (LCFF)
Continue to provide one (1) Special Education Professional Development Coordinator to direct, oversee and support professional learning for special education team members.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>	\$ 143,720 (LCFF)
Continue to provide an abbreviated two days of the summer professional learning to first and second year teachers on K-8 CCSS ELA/ELD (1 day) and Math (1 day).	LEA-wide All first and second year teachers	__ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>	\$ 62,000 (LCFF)
Continue to support the Induction and Intern Programs to provide teachers on-going and intensive professional learning in both content and pedagogy.	LEA-wide All first and second year teachers	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	\$225,000 (LCFF)
Continue to provide two (2) Program Specialists for the District's Induction and Intern Program.	LEA-wide All first and second year teachers	<u>X</u> ALL _____ OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: (Specify) _____	\$258,197 (LCFF)

Continue to provide professional learning for instructional coaches throughout the academic year on K-8 CCSS ELA/ELD, Math, and K-2 literacy to support the instructional team's capacity to deliver Good First Instruction.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$40,000 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide professional learning on CCSS ELA/ELD and PBIS/Cultural Proficiency to build the capacity of ALT.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$130,328 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide professional learning on CCSS/ELD, PLC, PBIS and Cultural Proficiency in partnership with leading experts to strengthen the capacity of GC teams.	LEA-wide Guiding Coalition teams	<input checked="" type="checkbox"/> ALL _____	\$1,234,935 (LCFF)
		__OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide the equivalent of four (4) days at each school site for school site led professional learning and planning time outside the regular school day for school instructional staff.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$2,177,851 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide one (1) Clerk to support the implementation of professional learning services.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$74,093 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide differentiated professional learning on strengthening PLCs.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$370,500 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Renew i-Ready license and purchase consumable materials for Ready Common Core to support teachers' delivery of student intervention and	LEA-wide	<input checked="" type="checkbox"/> ALL	\$124,000 (LCFF)
		OR: __Low Income pupils __English Learners	

enrichment aligned to the individual needs of students using instructional technology.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Continue to provide differentiated professional learning on i-Ready and Ready Common Core to optimize the effective use of instructional technology and supplemental materials aligned to CCSS.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,143,440 (LCFF)
Renew Accelerated Reader license to include differentiated professional learning to support a culture of reading.	LEA-wide	<input checked="" type="checkbox"/> ALL _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$130,980 (LCFF)
Continue to provide forty-two (42) library media technicians/library media assistants at the elementary and at junior high/middle schools.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,117,198 (LCFF)
Continue to provide four (4) itinerant Choir Teachers to serve at junior high/middle school students.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$555,402 (LCFF)
Continue to pilot a new project-based art curriculum in partnership with the Bakersfield Museum of Art across sixteen (16) school sites for 5th grade students.	Jefferson, Nichols, Harris, Voorhies, Hills, McKinley, Roosevelt, Pauly, College Heights, Downtown	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$41,829 (LCFF)

	Eissler, Williams, Noble, Casa Loma, Wayside, and Frank West Elementary Schools		
Continue to implement STEM project-based learning for junior high/middle school students in order to prepare students for 21st Century college and career readiness skills.	Downtown Elementary and all Jr. High/ Middle Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$613,060 (LCFF)
Continue to pilot STEM project-based learning across three elementary schools in order to assess the added value and best practices in implementing a STEM Districtwide program throughout all elementary schools.	Horace Mann, Hort, and McKinley Elementary Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$112,503 (LCFF)
Continue to provide professional learning to the eight (8) EL training center pilot schools with highest English Learner concentrations to pilot research-based best practices and develop master ELD teachers who will serve as exemplars for future field observations.	Casa Loma, Fremont, Garza, Horace Mann, Jefferson, Owens Primary, Pauly, and Williams Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$985,434 (LCFF)

Continue to provide professional learning to the ten (10) highest English Learner concentrated elementary schools that are piloting new ELD supplemental materials.	Casa Loma, Fremont, Garza, Horace Mann, Jefferson, Owens Primary, Pauly, Pioneer, Wayside, and Williams Elementary Schools	<div data-bbox="1012 152 1728 203">_ALL</div> <div data-bbox="1012 203 1728 777"> OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) _____ </div>	\$257,400 (LCFF)
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Continue to provide professional learning to Jr. High/ Middle schools on the new ELD supplemental materials to build capacity for meeting the language needs of EL students.	Chipman, Compton, Curran, Emerson, Sequoia, Sierra, Stiern, and Washington Jr. High/ Middle Schools	<input type="checkbox"/> ALL	\$286,382 (LCFF)
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Continue to provide additional allocations for Traditional Summer School and Summer Learning Centers to accommodate growth and student incentives.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$3,049,240 (LCFF)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Continue to provide existing After School Programs and support staff.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$1,446,775 (LCFF)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Continue to provide transportation services for Foster Youth to their school of origin to provide students with educational stability and continuity of services.	LEA-wide	<input type="checkbox"/> ALL	\$150,000 (LCFF)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Continue with a committee of District staff and parent leaders to research multilingual programs.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$0 (LCFF)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

Renew software license to provide all students with basic operations, keyboarding, digital research, and safety computer skills.	LEA-wide	<u>X</u> ALL	\$185,000 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Sustain and refresh outdated and damaged District technology equipment.	LEA-wide	<u>X</u> ALL	\$483,575 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Continue to provide one (1) Computer Technician to support additional use of technology throughout the District.	LEA-wide	<u>X</u> ALL	\$76,120 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

LCAP Year : 2017-18

Expected Annual Measurable Outcomes:	<p>LOCAL MEASURES:</p> <ul style="list-style-type: none"> • 85% of instructional staff will participate in professional learning. • 80% will report favorable feedback on professional learning received.
	<p>STATE PRIORITY 1: BASIC SERVICES</p> <ul style="list-style-type: none"> • 100% of teachers will be appropriately assigned and fully credentialed. • 100% of pupils will access standards-aligned instructional materials. • 100% of facilities will be maintained in good repair. <p>STATE PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS</p> <ul style="list-style-type: none"> • 100% of schools will implement the State Board of Education adopted content and performance standards

	<p>for all pupils, including ELs.</p> <ul style="list-style-type: none"> 100% of pupils will be enrolled in all required areas of study to ensure student access to coursework aligned to their appropriate instructional needs. <p>STATE PRIORITY 4: PUPIL ACHIEVEMENT</p> <ul style="list-style-type: none"> Growth on state assessment in ELA and math Growth on our Academic Performance Index Growth for the percent of EL students scoring proficient in ELA (AMAO 3) Growth in the percent of EL students making progress towards English proficiency (AMAO 1, AMAO 2 less than 5 years, and AMAO 2 more than 5 years). Increase EL reclassification rate College required course completion- N/A Pupils passing advanced placement or participated in college preparedness courses- N/A <p>STATE PRIORITY 7: COURSE ACCESS</p> <ul style="list-style-type: none"> 100% of pupils will be enrolled in all required areas of broad coursework. 100% of unduplicated pupils will have access and will receive general education programs and services 100% of pupils with exceptional needs will have access and will receive special education programs and services <p>STATE PRIORITY 8: OTHER PUPIL OUTCOMES</p> <ul style="list-style-type: none"> Growth on local benchmarks in ELA and math 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide allocation to maintain class size at 28:1 in grades 4-6 to support effective instructional differentiation in the classroom and improve student outcomes.	LEA-wide: Grades 4-6	<u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	\$1,772,954 (LCFF)
Continue to allocate funds to forty-three (43) school sites based on unduplicated pupil counts to support services to meet the needs of targeted student populations.	LEA-wide	<u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	\$18,620,076 (LCFF)
Continue to provide professional learning for teachers	LEA-wide	<u>X</u> ALL	\$2,489,337

during summer on K-8 CCSS ELA/ELD, Math, and K-2 literacy to strengthen the instructional team's capacity to deliver Good First Instruction.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	(LCFF)
Continue to provide professional learning for teachers throughout the academic year on K-8 CCSS ELA/ELD, Math, and K-2 literacy to reinforce and spiral the summer learning.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$1,733,734 (LCFF)
Continue to provide specialized professional learning on K-8 CCSS ELA/ELD, Math and K-2 literacy throughout the year to build special education teacher capacity for strengthening instructional alignment to IEPs.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>	\$248,366 (LCFF)
Continue to provide one (1) Special Education Professional Development Coordinator to direct, oversee and support professional learning for special education team members.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>	\$ 143,720 (LCFF)
Continue to provide an abbreviated two days of the summer professional learning to first and second year teachers on K-8 CCSS ELA/ELD (1 day) and Math (1 day).	LEA-wide - All first and second year teachers	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>	\$ 62,000 (LCFF)

Continue to support the Induction and Intern Programs to provide teachers on-going and intensive professional learning in both content and pedagogy.	LEA-wide All first and second year teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$225,000 (LCFF)
Continue to provide two (2) Program Specialists for the District's Induction and Intern Program.	LEA-wide All first and second year teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$258,197 (LCFF)
Continue to provide professional learning for instructional coaches throughout the academic year on K-8 CCSS ELA/ELD, Math, and K-2 literacy to support the instructional team's capacity to deliver Good First Instruction.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$40,000 (LCFF)
Continue to provide professional learning on CCSS ELA/ELD and PBIS/Cultural Proficiency to build the capacity of ALT.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$130,328 (LCFF)
Continue to provide professional learning on CCSS/ELD, PLC, PBIS and Cultural Proficiency in partnership with leading experts to strengthen the capacity of GC teams.	LEA-wide Guiding Coalition teams	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$1,234,935 (LCFF)
Continue to provide the equivalent of four (4) days at each school site for school site led professional learning and planning time outside the regular school day for school instructional staff.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$2,177,851 (LCFF)

Continue to provide one (1) Clerk to support the implementation of professional learning services.	LEA-wide	<u>X</u> ALL	\$74,093 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide differentiated professional learning on strengthening PLCs.	LEA-wide	<u>X</u> ALL	\$370,500 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Renew i-Ready license and purchase consumable materials for Ready Common Core to support teachers' delivery of student intervention and enrichment aligned to the individual needs of students using instructional technology.	LEA-wide	<u>X</u> ALL	\$124,000 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide differentiated professional learning on i-Ready and Ready Common Core to optimize the effective use of instructional technology and supplemental materials aligned to CCSS.	LEA-wide	<u>X</u> ALL	\$1,143,440 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Renew Accelerated Reader license to include differentiated professional learning to support a culture of reading.	LEA-wide	<u>X</u> ALL	\$130,980 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	

Continue to provide forty-two (42) library media technicians/library media assistants at the elementary and at junior high/middle schools.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,117,198 (LCFF)
Continue to provide four (4) itinerant Choir Teachers to serve at junior high/middle school students.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$555,402 (LCFF)
Continue to pilot a new project-based art curriculum in partnership with the Bakersfield Museum of Art across sixteen (16) school sites for 5th grade students.	Jefferson, Nichols, Harris, Voorhies, Hills, McKinley, Roosevelt, Pauly, College Heights, Downtown Eissler, Williams, Noble, Casa Loma, Wayside, and Frank West Elementary Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$41,829 (LCFF)

Continue to implement STEM project-based learning for junior high/middle school students in order to prepare students for 21st Century college and career readiness skills.	Downtown Elementary and all Jr. High/Middle Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$613,060 (LCFF)
Continue to pilot STEM project-based learning across three elementary schools in order to assess the added value and best practices in implementing a STEM Districtwide program throughout all elementary schools.	Horace Mann, Hort, and McKinley Elementary Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$112,503 (LCFF)
Continue to provide professional learning to the eight (8) EL training center pilot schools with highest English Learner concentrations to pilot research-based best practices and develop master ELD teachers who will serve as exemplars for future field observations.	Casa Loma, Fremont, Garza, Horace Mann, Jefferson, Owens Primary, Pauly, and Williams Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$985,434 (LCFF)

Continue to provide professional learning to the ten (10) highest English Learner concentrated elementary schools that are piloting new ELD supplemental materials.	Casa Loma, Fremont, Garza, Horace Mann, Jefferson, Owens Primary, Pauly, Pioneer, Wayside, and Williams Elementary Schools	<div data-bbox="1014 199 1709 548"> <input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ </div> <div data-bbox="1014 548 1709 1117"></div>	\$257,400 (LCFF)
Continue to provide professional learning to Jr. High/ Middle Schools on the new ELD supplemental materials to build capacity for meeting the language needs of EL students.	Chipman, Compton, Curran, Emerson, Sequoia, Sierra, Stiern, and Washington Jr. High/ Middle Schools	<div data-bbox="1014 1125 1709 1214"> <input type="checkbox"/> ALL <hr/> </div> <div data-bbox="1014 1214 1709 1534"> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ </div>	\$286,382 (LCFF)

Continue to provide additional allocations for Traditional Summer School and Summer Learning Centers to accommodate growth and student incentives.	LEA-wide	<u>X</u> ALL	\$3,049,240 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide existing After School Programs and support staff.	LEA-wide	<u>X</u> ALL	\$1,446,775 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide transportation services for Foster Youth to their school of origin to provide students with educational stability and continuity of services.	LEA-wide	<u>_</u> ALL	\$150,000 (LCFF)
		OR: __ Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue with a committee of District staff and parent leaders to research multilingual programs.	LEA-wide	<u>X</u> ALL	\$0 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Renew software license to provide all students with basic operations, keyboarding, digital research, and safety computer skills.	LEA-wide	<u>X</u> ALL	\$185,000 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Sustain and refresh outdated and damaged District technology equipment.	LEA-wide	<u>X</u> ALL	\$483,575 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	

Continue to provide one (1) Computer Technician to support additional use of technology throughout the District.	LEA-wide	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$76,120 (LCFF)
GOAL 2:	Ensure a safe, healthy, and secure environment for all students, parents, and employees.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>5x</u> <u>6x</u> 7__ <u>8x</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. Improve school Climate Satisfaction Survey participation for parents and staff. 2. Reduce suspensions and expulsions for all students. 3. Build capacity for effective implementation of Positive Behavioral Interventions and Support (PBIS). 4. Provide additional support staff to deliver more intensive direct services to Tier 3 PBIS students. 5. Provide comprehensive student health care.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year: 2015-16			
Expected Annual Measurable Outcomes:	<p>LOCAL MEASURES:</p> <ul style="list-style-type: none"> 85% of staff will participate in professional learning. 80% will report favorable feedback on professional learning received. <p><i>In April 2015, the State specified required elements for measuring the progress of the eight State Priorities. Districts were required to address each priority beginning with the 2014-15 LCAP Update. The following State Priorities were re-aligned for Goal 2:</i></p> <p>STATE PRIORITY 5: PUPIL ENGAGEMENT</p> <ul style="list-style-type: none"> 95.5% student attendance 22% chronic (10% or more) absences .08% middle school dropout rates N/A High school dropout rates N/A High school graduation rates <p>STATE PRIORITY 6: SCHOOL CLIMATE</p> <ul style="list-style-type: none"> 3.0% pupil suspension rates 		

- 0.1% pupil expulsion rates
- Annual Parent Climate Survey
 - 100% of schools will administer
 - 85% parent participation
 - An overall average scale score of 4.5
- Annual Staff Climate Survey
 - 100% of schools will administer
 - 85% staff participation
 - An overall average scale score of 4.5
- Annual Healthy Kids Survey
 - 100% of schools will administer
(parental consent required, therefore student participation goal does not apply)

STATE PRIORITY 8: OTHER PUPIL OUTCOMES

- Suspension by student groups

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand the extracurricular pilot lunch program to all schools to promote positive peer relations to reduce the frequency of problem behaviors through organized play activities.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$930,000 (LCFF)
Partner with a community organization to ensure direct mentoring services for Tier 3 PBIS.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$150,000 (LCFF)
Continue to provide onsite coaching, consultation and support for Behavioral Intervention Specialists and school support staff to ensure strong implementation of PBIS.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$63,000 (LCFF)
Continue to provide forty-two (42) Behavioral	LEA-wide	<u>X</u> ALL	\$3,261,095

Intervention Specialists to deliver services for students needing on-going intensive behavioral support, particularly African American students.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	(LCFF)
Hire seven (7) additional psychologists to provide intensive direct support to Tier 3 PBIS students.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$929,264 (LCFF)
Provide new professional learning for Behavioral Intervention Specialists and Youth Service Specialists on aggression replacement to support Tier 2 and Tier 3 PBIS students.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$24,000 (LCFF)
Hire one (1) District PBIS Coordinator to support the implementation of Tier 2 and Tier 3 of the PBIS framework with direct support to Behavioral Intervention Specialists, Youth Service Specialists and Psychologists.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$149,123 (LCFF)
Provide new professional learning for Youth Service Specialists (YSS) and regional Parent Resource Center staff on strategies to address challenging youth.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$26,500 (LCFF)
Continue to provide professional learning in Crisis Prevention Institute's Non-Violent Crisis Intervention (CPI) to build capacity for effectively de-escalating crisis situations.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$8,272 (LCFF)
Continue to provide one (1) Clerk to support the implementation of Positive Behavioral Interventions and Supports Programs.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	\$74,093 (LCFF)

		__Other Subgroups: (Specify)_____	
Continue an attendance committee to identify best practices for TK-1 st grades at three schools (McKinley, Stella Hills, and Longfellow Elementary Schools).	McKinley, Stella Hills, and Longfellow Elementary Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$0 (LCFF)
Provide new professional learning for teachers on classroom behavior management using BCSD teacher trainers.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$27,840 (LCFF)
Continue to provide a Cultural Proficiency e-course for teachers and school administrators to value diversity and provide specific classroom management strategies to support an optimal learning environment.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$464,485 (LCFF)
Continue to provide professional learning on PBIS and continue with learning on Cultural Proficiency for bus drivers and clerical staff to promote the value of diversity and create a more welcoming environment.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$174,311 (LCFF)
Continue to provide six (6) Youth Services Specialists to support Tier 2 and Tier 3 students, particularly African American students.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$630,319 (LCFF)
Implement a new alternative to suspension program at junior high/middle schools that holds students accountable for their behavior through the utilization of restorative practices.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$1,213,351 (LCFF)
Pilot two (2) new regional Comprehensive School-Based	LEA-wide	<input checked="" type="checkbox"/> ALL	\$2,430,861

Health Clinics to provide prevention and treatment for students in medical, mental, vision and dental care.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	(LCFF)
LCAP Year: 2016-17			
Expected Annual Measurable Outcomes:	<p>LOCAL MEASURES:</p> <ul style="list-style-type: none"> • 85% of staff will participate in professional learning. • 80% will report favorable feedback on professional learning received. <p>STATE PRIORITY 5: PUPIL ENGAGEMENT</p> <ul style="list-style-type: none"> • 96% student attendance • 20% chronic (10% or more) absences • .08% middle school dropout rates • N/A High school dropout rates • N/A High school graduation rates <p>STATE PRIORITY 6: SCHOOL CLIMATE</p> <ul style="list-style-type: none"> • 3.0% pupil suspension rates • 0.1% pupil expulsion rates • Annual Parent Climate Survey <ul style="list-style-type: none"> ○ 100% of schools will administer ○ 85% parent participation ○ An overall average scale score of 4.5 • Annual Staff Climate Survey <ul style="list-style-type: none"> ○ 100% of schools will administer ○ 85% staff participation ○ An overall average scale score of 4.5 • Annual Healthy Kids Survey <ul style="list-style-type: none"> ○ 100% of schools will administer (parental consent required, therefore student participation goal does not apply) <p>STATE PRIORITY 8: OTHER PUPIL OUTCOMES</p> <ul style="list-style-type: none"> • Suspension by student groups 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide the extracurricular pilot lunch program to all schools to promote positive peer relations to reduce the frequency of problem behaviors through organized play activities.	LEA-wide	<u>X</u> ALL	\$930,000 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to partner with a community organization to ensure direct mentoring services for Tier 3 PBIS.	LEA-wide	<u>X</u> ALL	\$150,000 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide onsite coaching, consultation and support for Behavioral Intervention Specialists and school support staff to ensure strong implementation of PBIS.	LEA-wide	<u>X</u> ALL	\$63,000 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide forty-two (42) Behavioral Intervention Specialists to deliver services for students needing on-going intensive behavioral support, particularly African American students.	LEA-wide	<u>X</u> ALL	\$3,261,095 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide seven (7) psychologists to deliver intensive direct support to Tier 3 PBIS students.	LEA-wide	<u>X</u> ALL	\$929,264 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide professional learning for Behavioral Intervention Specialists and Youth Service Specialists on aggression replacement to support Tier 2 and Tier 3 PBIS students.	LEA-wide	<u>X</u> ALL	\$24,000 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	

Continue to provide one (1) District PBIS Coordinator to support the implementation of Tier 2 and Tier 3 of the PBIS framework with direct support to Behavioral Intervention Specialists, Youth Service Specialists and Psychologists.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$149,123 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide professional learning for Youth Service Specialists (YSS) and regional Parent Resource Center staff on strategies to address challenging youth.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$26,500 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide professional learning in Crisis Prevention Institute's Non-Violent Crisis Intervention (CPI) to build capacity for effectively de-escalating crisis situations.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$8,272 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide one (1) Clerk to support the implementation of Positive Behavioral Interventions and Supports Programs.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$74,093 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Expand the TK-1 st grade attendance pilot to all schools to support strong attendance behaviors among our youngest students.	All Elementary Schools	<input checked="" type="checkbox"/> ALL	\$0 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide professional learning for teachers on classroom behavior management using BCSD teacher trainers.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$27,840 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide a Cultural Proficiency e-course for teachers and school administrators to value diversity and provide specific classroom management strategies	LEA-wide	<input checked="" type="checkbox"/> ALL	\$464,485 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	

to support an optimal learning environment.		__Other Subgroups: (Specify)_____	
Continue to provide professional learning on PBIS and Cultural Proficiency for bus drivers and clerical staff to promote the value of diversity and create a more welcoming environment.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$174,311 (LCFF)
Continue to provide six (6) Youth Services Specialists to support Tier 2 and Tier 3 students, particularly African American students.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$630,319 (LCFF)
Continue to provide an alternative to suspension program at junior high/middle schools that holds students accountable for their behavior through the utilization of restorative practices.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$1,213,351 (LCFF)
Continue to provide two (2) pilot regional Comprehensive School-Based Health Clinics to provide prevention and treatment for students in medical, mental, vision and dental care.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$2,430,861 (LCFF)

LCAP Year: 2017-18

Expected Annual Measurable Outcomes:	<p>LOCAL MEASURES:</p> <ul style="list-style-type: none"> • 85% of staff will participate in professional learning. • 80% will report favorable feedback on professional learning received. <p>STATE PRIORITY 5: PUPIL ENGAGEMENT</p> <ul style="list-style-type: none"> • 96% student attendance • 20% chronic (10% or more) absences • .08% middle school dropout rates • N/A High school dropout rates • N/A High school graduation rates
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	<p>STATE PRIORITY 6: SCHOOL CLIMATE</p> <ul style="list-style-type: none"> • 3.0% pupil suspension rates • 0.1% pupil expulsion rates • Annual Parent Climate Survey <ul style="list-style-type: none"> ○ 100% of schools will administer ○ 85% parent participation ○ An overall average scale score of 4.5 • Annual Staff Climate Survey <ul style="list-style-type: none"> ○ 100% of schools will administer ○ 85% staff participation ○ An overall average scale score of 4.5 • Annual Healthy Kids Survey <ul style="list-style-type: none"> ○ 100% of schools will administer <p>(parental consent required, therefore student participation goal does not apply)</p> <p>STATE PRIORITY 8: OTHER PUPIL OUTCOMES</p> <ul style="list-style-type: none"> • Suspension by student groups 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide the extracurricular pilot lunch program to all schools to promote positive peer relations to reduce the frequency of problem behaviors through organized play activities.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$930,000 (LCFF)
Continue to partner with a community organization to ensure direct mentoring services for Tier 3 PBIS.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$150,000 (LCFF)
Continue to provide onsite coaching, consultation and support for Behavioral Intervention Specialists and school support staff to ensure strong implementation of PBIS.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$63,000 (LCFF)

Continue to provide forty-two (42) Behavioral Intervention Specialists to deliver services for students needing on-going intensive behavioral support, particularly African American students.	LEA-wide	<u>X</u> ALL	\$3,261,095 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide seven (7) psychologists to deliver intensive direct support to Tier 3 PBIS students.	LEA-wide	<u>X</u> ALL	\$929,264 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide professional learning for Behavioral Intervention Specialists and Youth Service Specialists on aggression replacement to support Tier 2 and Tier 3 PBIS students.	LEA-wide	<u>X</u> ALL	\$24,000 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide one (1) District PBIS Coordinator to support the implementation of Tier 2 and Tier 3 of the PBIS framework with direct support to Behavioral Intervention Specialists, Youth Service Specialists and Psychologists.	LEA-wide	<u>X</u> ALL	\$149,123 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide professional learning for Youth Service Specialists (YSS) and regional Parent Resource Center staff on strategies to address challenging youth.	LEA-wide	<u>X</u> ALL	\$26,500 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	

Continue to provide professional learning in Crisis Prevention Institute's Non-Violent Crisis Intervention (CPI) to build capacity for effectively de-escalating crisis situations.	LEA-wide	<u>X</u> ALL	\$8,272 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide one (1) Clerk to support the implementation of Positive Behavioral Interventions and Supports Programs.	LEA-wide	<u>X</u> ALL	\$74,093 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Expand the TK-1 st grade attendance pilot to all schools to support strong attendance behaviors among our youngest students.	All Elementary schools	<u>X</u> ALL	\$0 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide professional learning for teachers on classroom behavior management using BCSD teacher trainers.	LEA-wide	<u>X</u> ALL	\$27,840 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide a Cultural Proficiency e-course for teachers and school administrators to value diversity and provide specific classroom management strategies to support an optimal learning environment.	LEA-wide	<u>X</u> ALL	\$464,485 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide professional learning on PBIS and Cultural Proficiency for bus drivers and clerical staff to promote the value of diversity and create a more welcoming environment.	LEA-wide	<u>X</u> ALL	\$174,311 (LCFF)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Continue to provide six (6) Youth Services Specialists to	LEA-wide	<u>X</u> ALL	\$630,319

support Tier 2 and Tier 3 students, particularly African American students.			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	(LCFF)
Continue to provide an alternative to suspension program at junior high/middle schools that holds students accountable for their behavior through the utilization of restorative practices.		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$1,213,351 (LCFF)
Continue to provide two (2) pilot regional Comprehensive School-Based Health Clinics to provide prevention and treatment for students in medical, mental, vision and dental care.		LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$2,430,861 (LCFF)
GOAL 3:	Ensure all parents and community members are welcomed and engaged in the learning process.			Related State and/or Local Priorities:
				1__ 2__ <u>3x</u> 4__ 5__ 6__ 7__ 8__
				COE only: 9__ 10__
				Local : Specify _____
Identified Need :	1. Strategically expand regional Parent Resource Centers to broaden available services.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year: 2015-16				
Expected Annual Measurable Outcomes:	LOCAL MEASURES: <ul style="list-style-type: none"> 85% of staff will participate in professional learning. 80% of staff will report favorable feedback on professional learning received. 			
	<i>In April 2015, the State specified required elements for measuring the progress of the eight State Priorities. Districts were required to address each priority beginning with the 2014-15 LCAP Update. The following State Priorities were re-aligned for Goal 3:</i> STATE PRIORITY 3: PARENTAL INVOLVEMENT <ul style="list-style-type: none"> 100% of regularly scheduled meetings will be held for District English Learner Advisory Committee, District Advisory Committee, Community Advisory Committee and Migrant Regional Advisory Committee. Publish Spanish articles in local newspaper throughout the academic year to target our largest community, Spanish- 			

	speaking parents to inform and encourage parental engagement.		
	<ul style="list-style-type: none">• Provide on-going district and school site electronic, telephone, and printed advertisements in English and Spanish to inform and encourage parental engagement.• 80% of parent participants will respond favorably in their overall evaluation of professional learning sessions.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide the original ten (10) regional Parent Resource Centers and add an additional five (5) across the District to build capacity of parents and families to support student learning.	Cato, Chipman, Emerson, Evergreen, Franklin, Horace Mann, Longfellow, Nichols, Owens Primary, Casa Loma, Pioneer, Munsey, Noble, Mt. Vernon and Stiern Schools	<u>X</u> ALL	\$1,385,694 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
LCAP Year: 2016-17			
Expected Annual Measurable Outcomes:	LOCAL MEASURES:		
	<ul style="list-style-type: none">• 85% of staff will participate in professional learning• 80% of staff will report favorable feedback on professional learning received		
	STATE PRIORITY 3: PARENTAL INVOLVMENT		
	<ul style="list-style-type: none">• 100% of regularly scheduled meetings will be held for District English Learner Advisory Committee, District Advisory Committee, Community Advisory Committee and Migrant Regional Advisory Committee• Publish Spanish articles in local newspaper throughout the academic year to target our largest community, Spanish-		

	speaking parents to inform and encourage parental engagement.		
	<ul style="list-style-type: none">• Provide on-going district and school site electronic, telephone, and printed advertisements in English and Spanish to inform and encourage parental engagement.• 80% of parent participants will respond favorably in their overall evaluation of professional learning sessions		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide fifteen (15) regional Parent Resource Centers across the District.	Cato, Chipman, Emerson, Evergreen, Franklin, Horace Mann, Longfellow, Nichols, Owens Primary, Casa Loma, Pioneer, Munsey, Noble and Mt. Vernon Schools	<u>X</u> ALL	\$1,385,694 (LCFF)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
LCAP Year: 2017-18			
Expected Annual Measurable Outcomes:	LOCAL MEASURES:		
	<ul style="list-style-type: none">• 85% of staff will participate in professional learning.• 80% of staff will report favorable feedback on professional learning received.		
Expected Annual Measurable Outcomes:	STATE PRIORITY 3: PARENTAL INVOLVMENT		
	<ul style="list-style-type: none">• 100% of regularly scheduled meetings will be held for District English Learner Advisory Committee, District Advisory Committee, Community Advisory Committee and Migrant Regional Advisory Committee.• Publish Spanish articles in local newspaper throughout the academic year to target our largest community, Spanish-speaking parents to inform and encourage parental engagement.• Provide on-going district and school site electronic, telephone, and printed advertisements in English and Spanish to		

	inform and encourage parental engagement. • 80% of parent participants will respond favorably in their overall evaluation of professional learning sessions.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide fifteen (15) regional Parent Resource Centers across the District.	Cato, Chipman, Emerson, Evergreen, Franklin, Horace Mann, Longfellow, Nichols, Owens Primary, Casa Loma, Pioneer, Munsey, Noble and Mt. Vernon Schools	<u>X</u> ALL	\$1,385,694 (LCFF)
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	

Section 2: 2014-15 Annual Update

Original GOAL 1 from prior year LCAP:	Establish a culture of individual and collective accountability to improve the systems, structures, and practices through an accessible, rigorous, coherent, and articulated curriculum that delivers high quality teaching and is grounded in high expectations for all students.			Related State and/or Local Priorities:				
				1x 2x 3__ 4x 5__ 6__ 7x 8x				
				COE only: 9__ 10__				
				Local : _____				
Goal Applies to:		Schools:	All					
		Applicable Pupil Subgroups:	All					
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">85% of instructional staff will participate in professional learning.80% of instructional staff will respond favorably in their overall evaluation of professional learning sessions.Baseline to be established for state assessments.			Actual Annual Measurable Outcomes:	<ul style="list-style-type: none">Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback across all professional learning opportunities:<ul style="list-style-type: none">85% of instructional staff participated in professional learning offered across content areas.90% of instructional staff responded favorably in their overall evaluation of professional learning attended.Baseline data for 2014-15 state assessments are expected August 2015. <p><i>In April 2015, the State specified required elements for measuring the progress of the eight State Priorities. Districts were required to address each priority beginning with the 2014-15 LCAP Update. The following State Priorities are aligned to Goal 1:</i></p> <p>STATE PRIORITY 1: BASIC SERVICES</p> <ul style="list-style-type: none">98% of teachers were appropriately assigned and fully credentialed.100% of pupils accessed standards-aligned instructional materials.			

		<ul style="list-style-type: none"> • 100% of facilities were maintained in good repair. <p>STATE PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS</p> <ul style="list-style-type: none"> • 100% of schools are implementing the State Board of Education adopted content and performance standards for all pupils, including ELs. • 100% of pupils were enrolled in all required areas of study to ensure student access to coursework aligned to their appropriate instructional needs. <p>STATE PRIORITY 4: PUPIL ACHIEVEMENT</p> <ul style="list-style-type: none"> • Baseline to be established for state assessment in ELA and math in spring 2014-15. • 2014-15 Academic Performance Index- Suspended. • Baseline to be established for the percent of EL students scoring proficient in ELA (AMAO 3) in spring 2014-15. • Percent of EL students making progress towards English proficiency for 2014-15 (Preliminary Data Only): <ul style="list-style-type: none"> ○ AMAO 1- 53.4% ○ AMAO 2 less than 5 years – 20.9%. ○ AMAO 2 more than 5 years – 34.6% • EL reclassification rate for 2014-15 - 8.9% • College required course completion - N/A. • Pupils passing advanced placement or participated in college preparedness courses - N/A. <p>STATE PRIORITY 7: COURSE ACCESS</p> <ul style="list-style-type: none"> • 100% of pupils were enrolled in all required areas of broad coursework. • 100% of unduplicated pupils had access and received general education programs and services. • 100% of pupils with exceptional needs had access
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and received special education programs and services.

STATE PRIORITY 8: OTHER PUPIL OUTCOMES

- 2014-15 Local benchmarks demonstrated that the proportion of students scoring “Proficient” or “Advanced” increased across all groups from Unit 1 to Unit 3 in ELA and Math with the exception of SWD in ELA.

	ELA Unit 1	ELA Unit 3	Change	Math Unit 1	Math Unit 3	Change
Districtwide	31%	34%	+4	29%	34%	+5
White	44%	47%	+3	41%	44%	+3
Latino	30%	33%	+3	28%	33%	+5
Black	25%	27%	+2	23%	26%	+3
EL	17%	25%	+8	23%	28%	+5
RFEP	36%	40%	+4	25%	40%	+15
SWD	10%	9%	-1	10%	12%	+2

A two-year comparison (2013-14 to 2014-15) in the percent of students scoring “Proficient” or “Advanced” on District’s ELA and math Benchmarks demonstrated gains across all groups in ELA with inconsistent growth on math performance.

	ELA Unit 1	ELA Unit 2	ELA Unit 3	Math Unit 1	Math Unit 2	Math Unit 3
Districtwide	+17	+15	+14	-3	+4	-2
White	+21	+15	+16	-4	+4	-1
Latino	+17	+16	+14	-4	+5	-3
Black	+14	+12	+11	-2	+3	-3
EL	+13	+14	+12	-4	+5	-4
RFEP	+27	+21	+23	-2	+3	+6
SWD	+6	+6	+5	-2	+3	-2

LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Reduce class size in grades 4-6 from 30 to 28 to support effective instructional differentiation in the classroom and improve student outcomes.	\$1,540,455 (LCFF)	Maintained class size in grades 4-6 at 27 on average.	\$1,407,651 (LCFF)	
Scope of service: LEA-wide: Grades 4-6 & 7-8		Scope of service: LEA-wide: Grades 4-6 & 7-8		
<u>X</u> ALL		<u>X</u> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____		
Provide professional learning on CCSS/ELD to strengthen the instructional teams' capacity to deliver Good First Instruction including the effective use of the newly adopted mathematics materials.	\$1,568,993 (LCFF) \$446,184 (Title I) \$410,000 (Title II) \$175,000 (CCSS)	Provided professional learning in CCSS/ELD to include the effective use of the newly adopted mathematics materials to teachers, administrators, and instructional coaches: 1) Summer Training for all teachers: <u>TK Teachers:</u> <ul style="list-style-type: none"> Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none"> 100% of teachers participated in Language Development, Math, and Literacy across the Content Area. 100% reported overall favorable feedback on each professional 	\$1,253,418 (LCFF) \$421,809 (TITLE I) \$0 (Title II) \$183,954 (CCSS)	

		<p>learning.</p> <p><u>6-8 Non-Math Teachers:</u></p> <ul style="list-style-type: none"> Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none"> 85% of teachers participated in the Literacy across the Content Area. 88% reported overall favorable feedback. <p><u>K-8 Math Teachers:</u></p> <ul style="list-style-type: none"> Overall the District did not meet the goal of 85% professional learning participation, but did meet the goal of 80% overall favorable feedback: <ul style="list-style-type: none"> 73% of teachers participated in the Math Summer Institute. 86% reported overall favorable feedback. <p>2) Monthly ALT and instructional support team training:</p> <ul style="list-style-type: none"> Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none"> 91% of administrator leaders participated in CCSS/ELD professional learning. 91% reported overall favorable feedback. <p>3) On-going school site and district coaches training:</p> <ul style="list-style-type: none"> Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none"> 89% of coaches participated in 	
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			CCSS/ELD professional learning. <ul style="list-style-type: none">○ 91% reported overall favorable feedback.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Provide professional learning on the newly adopted mathematics materials and classroom management to build new teachers’ capacity to deliver Good First Instruction utilizing District adopted materials.		\$62,000 (LCFF)	Provided professional learning in CCSS/ELD to include the effective use of the newly adopted mathematics materials for all first and second year teachers: <u>K-8 Math First/Second Year Teachers:</u> <ul style="list-style-type: none">● Overall the District did meet the goal of 85% professional learning participation, but did not meet the goal of 80% overall favorable feedback:<ul style="list-style-type: none">○ 98% of teachers participated in the math professional learning.○ 71% reported overall favorable feedback. <u>6-8 Non-Math First/Second Year Teachers:</u> <ul style="list-style-type: none">● Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback:<ul style="list-style-type: none">○ 95% of teachers participated in Literacy across the Content Area to support Good First Instruction.○ 94% reported overall favorable feedback. Provided Classroom Management professional learning to all First/Second Year Teachers in order to support classroom instruction and positive learning	\$62,000 (LCFF)

		<p>environment:</p> <ul style="list-style-type: none"> Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none"> 99% of teachers participated. 94% reported overall favorable feedback. 	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>X</u> ALL		<u>X</u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify) _____	
Support the Induction and Intern Programs to provide teachers on-going and intensive professional learning in both content and pedagogy.	\$328,698 (LCFF)	<p>Provided on-going professional learning to first and second year teachers as well as support providers in the following areas:</p> <ul style="list-style-type: none"> Collaboration Formative Assessment for California Teachers (FACT) FACT & Common Core Feedback/Communication Formative Assessment as a Process Inquiry Feedback Goals Building Relationships Making Connections Teacher Prep to Application District Vision & Mission English Language Learners Language Objectives Analyzing Data <p>Induction and Intern Programs outcomes:</p>	\$279,273 (LCFF)

		<ul style="list-style-type: none"> • 100% participation • 94% reported overall favorable feedback. • 98% of participants in BTSA will be recommended for a clear credential in May. • 98% of interns have earned or on track for preliminary credential. • 80% of participants will be returning to BCSD next school year. <p>A Program Specialist was hired to support the District's growing number of participants from 150 to 204 in the Induction and Intern Programs.</p>	
Scope of service:	LEA-wide - All first and second year teachers	Scope of service:	LEA-wide - All first and second year teachers
<u>X</u> ALL		<u>X</u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	
Purchase i-Ready and Ready Common Core to support teachers' delivery of student intervention and enrichment aligned to the individual needs of students using instructional technology.	\$819,000 (LCFF)	<p>100% of classrooms had access to hardcopy "bridge" materials (Ready Common Core), aligned to the CCSS for each student for use during intervention, enrichment, After School Programs, and Summer School in English Language Arts and mathematics.</p> <p>100% of i-Ready instructional software licenses were purchased across all schools for each K-8 student in English Language Arts and mathematics.</p> <p>The student data showed that all grade levels are making progress on i-Ready Diagnostics in ELA and math.</p> <ul style="list-style-type: none"> • The percent of students on target for being "At or Above Grade Level" across all grades 	\$893,266 (LCFF)

				on i-Ready Diagnostics in ELA and math:																																																																																								
				<table><tr><td></td><td>i-Ready ELA Diagnostic 1</td><td>i-Ready ELA Diagnostic 2</td><td>Change</td><td>i-Ready Math Diagnostic 1</td><td>i-Ready Math Diagnostic 2</td><td>Change</td><td></td></tr><tr><td>K</td><td>16%</td><td>44%</td><td>+28</td><td>10%</td><td>26%</td><td>+16</td><td></td></tr><tr><td>1st</td><td>5%</td><td>24%</td><td>+19</td><td>3%</td><td>15%</td><td>+12</td><td></td></tr><tr><td>2nd</td><td>13%</td><td>28%</td><td>+15</td><td>3%</td><td>14%</td><td>+11</td><td></td></tr><tr><td>3rd</td><td>21%</td><td>35%</td><td>+14</td><td>5%</td><td>17%</td><td>+12</td><td></td></tr><tr><td>4th</td><td>9%</td><td>17%</td><td>+8</td><td>10%</td><td>20%</td><td>+10</td><td></td></tr><tr><td>5th</td><td>12%</td><td>18%</td><td>+6</td><td>11%</td><td>22%</td><td>+11</td><td></td></tr><tr><td>6th</td><td>13%</td><td>18%</td><td>+5</td><td>15%</td><td>24%</td><td>+9</td><td></td></tr><tr><td>7th</td><td>14%</td><td>19%</td><td>+5</td><td>10%</td><td>15%</td><td>+5</td><td></td></tr><tr><td>8th</td><td>16%</td><td>23%</td><td>+7</td><td>12%</td><td>18%</td><td>+5</td><td></td></tr></table>								i-Ready ELA Diagnostic 1	i-Ready ELA Diagnostic 2	Change	i-Ready Math Diagnostic 1	i-Ready Math Diagnostic 2	Change		K	16%	44%	+28	10%	26%	+16		1 st	5%	24%	+19	3%	15%	+12		2 nd	13%	28%	+15	3%	14%	+11		3 rd	21%	35%	+14	5%	17%	+12		4 th	9%	17%	+8	10%	20%	+10		5 th	12%	18%	+6	11%	22%	+11		6 th	13%	18%	+5	15%	24%	+9		7 th	14%	19%	+5	10%	15%	+5		8 th	16%	23%	+7	12%	18%	+5			
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Provide professional learning on i-Ready and Ready Common Core to optimize the effective use of instructional technology and supplemental materials aligned to CCSS.		\$186,000 (LCFF)		Initially, the District professional learning for all teachers on i-Ready over a three month period resulted in 52% of teachers participating with 89% favorable feedback. As we moved forward with our professional learning, schools expressed that they had varying needs that required customized training of these new materials. As a result, i-Ready training was decentralized and differentiated at each school campus and yielded 90% favorable feedback.				\$186,000 (LCFF)																																																																																				
Scope of service:		LEA-wide		Scope of service:		LEA-wide																																																																																						
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__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
Provide the equivalent of two (2) extra days at each school site, outside of the regular school day, to collaborate on the CCSS, PLC, PBIS and Cultural Proficiency in order to strengthen instructional teams’ efficacy.		\$978,248 (LCFF)	The District provided two (2) flex days to each school site to allow instructional teams additional time for learning and planning. Overall the District did meet the goal of 85% professional learning participation: <ul style="list-style-type: none">90% of teachers participated.		\$978,248 (LCFF)
Scope of service:	LEA-wide – all teachers and site instructional staff		Scope of service:	LEA-wide – all teachers and site instructional staff	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
Provide ongoing professional learning on CCSS, PLC, PBIS, and Cultural Proficiency in partnership with leading experts to strengthen the capacity of veteran and new GC teams.		\$1,234,935 (LCFF)	The District provided eight (8) Saturdays of professional learning to veteran and new GC team members across all school sites. Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none">88% of GC team members participated.88% reported overall favorable feedback.		\$1,234,935 (LCFF)
Scope of service:	LEA-wide – Guiding Coalition teams		Scope of service:	LEA-wide – Guiding Coalition teams	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		

Provide GC teams extra time, outside of the regular school day, to plan for CCSS, PLC, PBIS, and Cultural Proficiency in order to strengthen school leadership efficacy.		\$280,262 (LCFF)	The District provided two (2) flex days to each school site to allow GC team members additional time for learning and planning. Overall the District did not meet the goal of 85% professional learning participation: <ul style="list-style-type: none">83% of GC team members participated.		\$280,262 (LCFF)
Scope of service:	LEA-wide – Guiding Coalition Teams		Scope of service:	LEA-wide – Guiding Coalition Teams	
<u>X</u> ALL			<u>X</u> ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____		
Hire one (1) full-time 12 month Clerk 8 to support the implementation of professional learning services.		\$72,429 (LCFF)	One (1) full-time clerk was hired and trained to oversee the logistics of professional learning activities and to monitor participant attendance for compensation.		\$38,236 (LCFF)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____		
Purchase Accelerated Reader and accompanying books which represent the diversity of BCSD in order to support a culture of reading including, but not limited to, the contributions of African Americans, Latinos, and women.		\$410,980 (LCFF)	100% of Accelerated Reader licenses were purchased (one per school site). 11,073 K-8 high interest books, which represent the student diversity of BCSD and underrepresented student populations, were purchased across the District for use with Accelerated Reader.		\$410,282 (LCFF)

Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Purchase Chromebooks at a ratio of 1 device for every 2 students in grades K through 6 and a ratio of 1 to 1 in English Language Arts and mathematics at the junior high/middle schools to support students' learning in the CCSS.	\$6,976,266 (LCFF) \$1,032,000 (Microsoft Settlement)	100% of Elementary Chromebooks were purchased (9,428). 100% of Jr. High/Middle Chromebooks were purchased (5,220).	\$6,973,986 (LCFF) \$1,062,323 (Microsoft Settlement)
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Purchase Chromebooks to support additional need for computer labs for use during Smarter Balanced testing and Summer School.	\$474,150 (LCFF)	Purchased 595 Chromebooks, 600 mice, 1,674 headphones, and 11 computer carts for use during Smarter Balanced testing and Summer School.	\$474,150 (LCFF)
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Expand wireless network to accommodate	\$500,000	Expanded BCSD's wireless network to include 1,000	

technological devices.		(LCFF)	additional classroom wireless access points.		\$499,998 (LCFF)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		
Purchase software license to provide all students basic operations, keyboarding, digital research, and safety computer skills.		\$185,000 (LCFF)	100% (27,000) of licenses were purchased.		\$133,020 (LCFF)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		
Hire one (1) Computer Technician to support additional use of technology throughout the District.		\$60,188 (LCFF)	One (1) Computer Technician was hired and trained to support the use of technology throughout the District.		\$63,998 (LCFF)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		
Provide two (2) hour monthly professional learning on the systematic delivery of ELD instruction and the integration of EL strategies across content areas to		\$1,030,848 (LCFF)	Professional learning on systematic ELD was not offered until January 2015. Over a five month period, we trained 33% of our teachers. Of teacher participants, 93% reported overall favorable		\$291,191 (LCFF)

improve student outcomes.			feedback.																							
Scope of service:	LEA-wide		Scope of service:	LEA-wide																						
__ALL			__ALL																							
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: (Specify) _____																							
Create EL training centers at the five (5) highest EL concentrated schools to pilot research-based best practices and develop master ELD teachers who will serve as exemplars for future field observations.		\$188,544 (LCFF) \$142,600 (Title III)	<p>The five (5) EL training centers were implemented across the identified elementary pilot schools: Casa Loma, Garza, Horace Mann, Owens Primary, and Pauly. These schools received intensive support with research-based best practices and an ELD supplemental program.</p> <p>Overall the District did meet the goals of 85% professional learning participation for ELD instructional best practices and 80% overall favorable feedback:</p> <ul style="list-style-type: none">• 88% of instructional teams participated.• 93% reported overall favorable feedback. <table><thead><tr><th>EL Training Center Pilot Schools</th><th>ELD Instructional Best Practices PD Participation</th><th>Favorable Feedback</th></tr></thead><tbody><tr><td>Casa Loma</td><td>95%</td><td>85%</td></tr><tr><td>Garza</td><td>94%</td><td>97%</td></tr><tr><td>Horace Mann</td><td>88%</td><td>93%</td></tr><tr><td>Owen Primary</td><td>83%</td><td>98%</td></tr><tr><td>Pauly</td><td>79%</td><td>92%</td></tr><tr><td>Aggregate 5 Pilot Schools</td><td>88%</td><td>93%</td></tr></tbody></table>		EL Training Center Pilot Schools	ELD Instructional Best Practices PD Participation	Favorable Feedback	Casa Loma	95%	85%	Garza	94%	97%	Horace Mann	88%	93%	Owen Primary	83%	98%	Pauly	79%	92%	Aggregate 5 Pilot Schools	88%	93%	\$149,671 (LCFF) \$74,556 (Title III)
EL Training Center Pilot Schools	ELD Instructional Best Practices PD Participation	Favorable Feedback																								
Casa Loma	95%	85%																								
Garza	94%	97%																								
Horace Mann	88%	93%																								
Owen Primary	83%	98%																								
Pauly	79%	92%																								
Aggregate 5 Pilot Schools	88%	93%																								

Overall the District did meet the goals of 85% professional learning participation for ELD supplemental program training and 80% overall favorable feedback:

- 82% of instructional teams participated.
- 96% reported overall favorable feedback.

EL Training Center Pilot Schools	ELD Supplemental Program PD Participation	Favorable Feedback
Casa Loma	50%	97%
Garza	97%	95%
Horace Mann	86%	93%
Owen Primary	94%	99%
Pauly	83%	96%
Aggregate 5 Pilot Schools	82%	96%

The aggregated student data showed that EL students enrolled in the training center pilot schools outperformed their EL counterparts at non-pilot schools.

- The percent of EL students scoring “Proficient” or “Advanced” on ELA Benchmarks by the individual schools and by Districtwide aggregated pilot and non-pilot schools:

			<table><tr><td>EL Training Center Pilot Schools</td><td>ELA Unit 1</td><td>ELA Unit 3</td><td>Change</td></tr><tr><td>Owens Primary</td><td>29%</td><td>46%</td><td>+17</td></tr><tr><td>Garza</td><td>31%</td><td>38%</td><td>+7</td></tr><tr><td>Horace Mann</td><td>22%</td><td>25%</td><td>+3</td></tr><tr><td>Casa Loma</td><td>14%</td><td>13%</td><td>-1</td></tr><tr><td>Pauly</td><td>26%</td><td>26%</td><td>0</td></tr><tr><td>Aggregate 5 EL Training Center Pilots</td><td>25%</td><td>34%</td><td>+9</td></tr><tr><td>Aggregate Non-Pilots</td><td>24%</td><td>27%</td><td>+3</td></tr></table>	EL Training Center Pilot Schools	ELA Unit 1	ELA Unit 3	Change	Owens Primary	29%	46%	+17	Garza	31%	38%	+7	Horace Mann	22%	25%	+3	Casa Loma	14%	13%	-1	Pauly	26%	26%	0	Aggregate 5 EL Training Center Pilots	25%	34%	+9	Aggregate Non-Pilots	24%	27%	+3	
EL Training Center Pilot Schools	ELA Unit 1	ELA Unit 3	Change																																	
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Casa Loma	14%	13%	-1																																	
Pauly	26%	26%	0																																	
Aggregate 5 EL Training Center Pilots	25%	34%	+9																																	
Aggregate Non-Pilots	24%	27%	+3																																	
Scope of service:	Casa Loma, Garza, Horace Mann, Owens Primary, and Pauly		Scope of service:	Casa Loma, Garza, Horace Mann, Owens Primary, and Pauly																																
__ALL			__ALL																																	
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Conduct a pilot study using new ELD supplemental materials at the ten (10) highest EL concentrated schools to assess the added value of adopting a new Districtwide ELD program.		\$257,400 (Title III)	In addition to the five (5) EL training center schools that piloted a new supplemental ELD program (Casa Loma, Garza, Horace Mann, Owens Primary, and Pauly), the District included the next five schools with the highest EL concentration to pilot only the supplemental ELD program (Fremont, Jefferson, Pioneer, Wayside, and Williams). Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none">90% of ELD teachers participated.95% reported overall favorable feedback.		\$254,473 (Title III)																															

ELD Supplemental Only Program Pilot Schools	Participation	Favorable Feedback
Fremont	83%	96%
Jefferson	87%	98%
Pioneer	94%	100%
Wayside	88%	93%
Williams	100%	90%
Aggregate 5 Pilot Schools	90%	95%

The aggregated student data showed that EL students enrolled in the “ELD Supplemental Only Program” schools outperformed their EL counterparts at non-pilot schools.

- The percent of EL students scoring “Proficient” or “Advanced” on ELA benchmarks:

ELD Supplemental Only Program Pilot Schools	ELA Unit 1	ELA Unit 3	Change
Fremont	22%	26%	+4
Jefferson	30%	36%	+6
Pioneer	25%	23%	-2
Wayside	26%	28%	+2
Williams	15%	23%	+8
Aggregate 5 EL Supplemental Only Program Pilots	24%	27%	+3
Aggregate Non-Pilots	25%	27%	+2

		<p>At the beginning of the academic year, principals across our junior high/middle schools requested to field test an ELD supplemental program in order to better meet the needs of their EL students. As a result, the District implemented an ELD program in all junior high/middle schools. Training was centralized to allow all ELD teachers to collaborate as a districtwide PLC. Survey feedback was not differentiated by site and results are reported as a group.</p> <p>Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback:</p> <ul style="list-style-type: none">• 100% of instructional teams participated.• 94% reported overall favorable feedback. <p>The aggregated student data showed that EL students enrolled in junior high/middle schools made progress from Unit 1 to Unit 3 on their ELA benchmarks across the year.</p> <ul style="list-style-type: none">• The percent of EL students scoring “Proficient” or “Advanced” on ELA benchmarks by all junior high/middle schools:	
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		<table border="1"> <thead> <tr> <th>ELD Supplemental Program Junior High/Middle Schools</th> <th>ELA Unit 1</th> <th>ELA Unit 3</th> <th>Change</th> </tr> </thead> <tbody> <tr><td>Cato</td><td>5%</td><td>9%</td><td>+4</td></tr> <tr><td>Chipman</td><td>6%</td><td>10%</td><td>+4</td></tr> <tr><td>Compton</td><td>0%</td><td>0%</td><td>0</td></tr> <tr><td>Curran</td><td>6%</td><td>14%</td><td>+8</td></tr> <tr><td>Emerson</td><td>12%</td><td>16%</td><td>+4</td></tr> <tr><td>Sequoia</td><td>1%</td><td>20%</td><td>+19</td></tr> <tr><td>Sierra</td><td>4%</td><td>5%</td><td>+1</td></tr> <tr><td>Stiern</td><td>6%</td><td>11%</td><td>+5</td></tr> <tr><td>Washington</td><td>0%</td><td>5%</td><td>+5</td></tr> <tr><td>Aggregate Jr. H/MS</td><td>5%</td><td>10%</td><td>+5</td></tr> </tbody> </table>				ELD Supplemental Program Junior High/Middle Schools	ELA Unit 1	ELA Unit 3	Change	Cato	5%	9%	+4	Chipman	6%	10%	+4	Compton	0%	0%	0	Curran	6%	14%	+8	Emerson	12%	16%	+4	Sequoia	1%	20%	+19	Sierra	4%	5%	+1	Stiern	6%	11%	+5	Washington	0%	5%	+5	Aggregate Jr. H/MS	5%	10%	+5	
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Scope of service:	<u>EL Training Centers Pilot:</u> Casa Loma, Garza, Horace Mann, Owens Primary, and Pauly <u>ELD Program Only Pilot for Elementary Schools:</u> Fremont, Jefferson, Pioneer, Wayside, and Williams <u>ELD Program Only Pilot for all Junior High/Middle Schools:</u> Cato, Chipman, Compton, Curran, Emerson, Sequoia, Sierra, Stiern, and Washington		<u>EL Training Centers Pilot:</u> Casa Loma, Garza, Horace Mann, Owens Primary, and Pauly <u>ELD Program Only Pilot for Elementary Schools:</u> Fremont, Jefferson, Pioneer, Wayside, and Williams <u>ELD Program Only Pilot for all Junior High/Middle Schools:</u> Cato, Chipman, Compton, Curran, Emerson, Sequoia, Sierra, Stiern, and Washington																																															
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Implement STEM project-based learning for junior high/middle school students in order to prepare students for 21st Century college and career readiness skills.

\$576,535
(LCFF)

\$232,250
(Chevron/
Project Lead
the Way)

STEM was implemented across junior high/middle schools. Schools made every effort to select program participants that were representative of their school's student demographics.

STEM participation data showed that schools did not meet the goal of enrolling an adequate proportion of EL students in the program due to scheduling conflicts with ELD instruction and low income students.

- The percent of students represented in STEM compared to school-wide demographic categories and average daily attendance by District and individual schools:

Population	District JHMS Overall	
	STEM	District
Total	665	7,725
Female	48%	50%
Male	52%	50%
Low Income	76%	86%
Foster Youth	0.45%	1%
English Learner	1%	18%
RFEP	40%	28%
Average Daily Attendance	96%	95%

\$576,535
(LCFF)

\$228,004
(Chevron/
Project Lead the
Way)

Population	Chipman Junior High		Compton Junior High		Curran Middle School	
	STEM	School	STEM	School	STEM	School
Total	154	799	85	615	63	821
Female	36%	51%	51%	51%	48%	48%
Male	64%	49%	49%	49%	52%	52%
Low Income	56%	74%	85%	90%	97%	87%
Foster Youth	1%	1%	1%	1%	0%	1%
English Learner	0%	11%	1%	20%	6%	17%
RFEP	21%	17%	53%	28%	59%	23%
Average Daily Attendance	95%	95%	97%	94%	96%	94%

		Population	Emerson Middle School		Sequoia Middle School		Sierra Middle School		
			STEM	School	STEM	School	STEM	School	
		Total	47	769	41	1109	51	885	
		Female	49%	50%	44%	51%	57%	49%	
		Male	51%	50%	56%	49%	43%	51%	
		Low Income	91%	94%	93%	97%	92%	97%	
		Foster Youth	0%	1%	2%	1%	0%	0.45%	
		English Learner	0%	16%	0%	23%	0%	25%	
		RFEP	40%	20%	44%	36%	75%	42%	
		Average Daily Attendance	96%	94%	97%	96%	97%	95%	

			<table><tr><th>Population</th><th colspan="2">Stiern Middle School</th><th colspan="2">Washington Middle School</th><th colspan="2">Downtown</th></tr><tr><td></td><th>STEM</th><th>School</th><th>STEM</th><th>School</th><th>STEM</th><th>School</th></tr><tr><td>Total</td><td>53</td><td>1019</td><td>112</td><td>669</td><td>59</td><td>312</td></tr><tr><td>Female</td><td>49%</td><td>48%</td><td>59%</td><td>48%</td><td>49%</td><td>56%</td></tr><tr><td>Male</td><td>51%</td><td>52%</td><td>41%</td><td>52%</td><td>51%</td><td>44%</td></tr><tr><td>Low Income</td><td>89%</td><td>93%</td><td>89%</td><td>91%</td><td>22%</td><td>19%</td></tr><tr><td>Foster Youth</td><td>0%</td><td>1%</td><td>0%</td><td>1%</td><td>0%</td><td>0%</td></tr><tr><td>English Learner</td><td>0%</td><td>18%</td><td>1%</td><td>20%</td><td>2%</td><td>2%</td></tr><tr><td>RFEP</td><td>49%</td><td>38%</td><td>40%</td><td>23%</td><td>7%</td><td>2%</td></tr><tr><td>Average Daily Attendance</td><td>96%</td><td>95%</td><td>96%</td><td>94%</td><td>97%</td><td>97%</td></tr></table>		Population	Stiern Middle School		Washington Middle School		Downtown			STEM	School	STEM	School	STEM	School	Total	53	1019	112	669	59	312	Female	49%	48%	59%	48%	49%	56%	Male	51%	52%	41%	52%	51%	44%	Low Income	89%	93%	89%	91%	22%	19%	Foster Youth	0%	1%	0%	1%	0%	0%	English Learner	0%	18%	1%	20%	2%	2%	RFEP	49%	38%	40%	23%	7%	2%	Average Daily Attendance	96%	95%	96%	94%	97%	97%	
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Scope of service:	Chipman, Compton, Curran, Downtown, Emerson, Sequoia, Sierra, Stiern, and Washington Jr. High/ Middle Schools		Scope of service:	Chipman, Compton, Curran, Downtown, Emerson, Sequoia, Sierra, Stiern, and Washington Jr. High/ Middle Schools																																																																							
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Pilot STEM project-based learning in order to assess the added value and best practices in implementing a STEM Districtwide program throughout all elementary schools.		\$112,503 (LCFF)	STEM was implemented across three (3) elementary pilot schools. Schools made every effort to select program participants that were representative of their school’s student demographics. STEM participation data showed that elementary schools had representative students enrolled in the		\$54,484 (LCFF)																																																																						

program.

- The percent of students represented in STEM compared to school-wide demographic categories and average daily attendance by District and by individual schools:

Population	District Elem Overall	
	STEM	District
Total	214	22,738
Female %	54%	49%
Male %	46%	51%
Low Income	94%	89%
Foster Youth	2%	1%
English Learner	38%	34%
RFEP	14%	7%
Average Daily Attendance	96%	95%

Population	Hort Elementary		Horace Mann Elementary		McKinley Elementary	
	STEM	School	STEM	School	STEM	School
Total	74	722	83	877	57	783
Female %	51%	47%	54%	49%	58%	51%
Male %	49%	53%	46%	51%	42%	49%
Low Income	88%	88%	95%	97%	100%	98%
Foster Youth	4%	2%	0%	0.46%	2%	1%
English Learner	32%	34%	48%	57%	37%	39%
RFEP	9%	7%	14%	8%	11%	4%
Average Daily Attendance	95%	95%	97%	96%	96%	94%

Scope of service:	Horace Mann, Hort, and McKinley Elementary Schools		Scope of service:	Horace Mann, Hort, and McKinley Elementary Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____		
Provide extended learning through Traditional Summer School, Summer Learning Centers, and Summer Learning Packets to combat the impact of learning loss over summer.	\$1,942,461 (LCFF) \$626,431 (Title I)		<p>Provided three (3) summer learning opportunities for all students across the District:</p> <ul style="list-style-type: none"> Traditional Summer School <ul style="list-style-type: none"> 6,393 enrolled with 81% (5,206) retention Summer Learning Centers (SLC) <ul style="list-style-type: none"> 10 centers strategically located across the district Two teachers per center 188 Summer Learning Center Average Daily Attendance Summer Learning Packets <ul style="list-style-type: none"> Academic activities and assignments for each student To be completed either at home or with teacher support via the SLC 573 Summer Learning Packets returned. 	\$1,633,082 (LCFF) \$407,465 (Title I)	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____		

Provide transportation services for Foster Youth to their school of origin to provide students with educational stability and continuity of services.		\$150, 000 (LCFF)	Provided transportation to all Foster Youth who accepted services from home to their school of origin.		\$150, 000 (LCFF)
			Identified a staff member at each school site as a site Foster Youth Liaison to provide coordination of services between Youth Services Specialists, outside agencies, Intervention Specialists and school site Foster Youth Liaison.		
			Trained school site and office personnel (administrative and clerical) on the rights and responsibilities of Foster Youth.		
			Provided comprehensive social emotional support and case management to identified Foster Youth using Behavior Intervention Specialists and Youth Services Specialists.		
			Enhanced resources and service delivery for Foster Youth with the Kern County Department of Human Services.		
			Developed memorandums of understanding with the Kern County Department of Human Services and other agencies to facilitate data sharing and services to Foster Youth.		
			Prioritized access to Traditional Summer School to accommodate Foster Youth.		
Scope of service:	LEA-wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners XFoster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)			OR: __Low Income pupils __English Learners XFoster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		

Based on data analysis of the 2014-15 LCAP update, stakeholder feedback, and resources, the following changes will be recommended for Board approval:

IDENTIFIED NEEDS ALIGNING TO GOAL 1:

Build Capacity for delivering CCSS/ELD:

Synopsis: Overall academic performance data showed that students have made considerable gains over the last two years on local CCSS ELA benchmarks across all student groups. Math gains however showed to be inconsistent across years. These data suggest a need to strategically develop data-driven professional learning, especially in the area of CCSS math instruction. Principal data summits also informed professional development for the upcoming year. Data summits revealed the need for (1) closing the literacy gap across K-2 grades; (2) strengthening PLCs; and (3) more time for school-lead professional learning and planning.

Aligned Actions:

- Provide data-driven professional learning on CCSS ELA/ELD, Math, and K-2 foundational literacy skills during the summer and ongoing throughout the year for general education teachers, special education teachers, instructional coaches, and administrator leaders.
- Provide differentiated professional learning on strengthening PLCs.
- Provide additional learning and planning time outside of the regular school day for school staff.

Build Capacity for Increasing English Language Proficiency for ELs:

Synopsis: The District's EL Training Center Pilot Study showed that concentrated efforts yielded promising results for EL students. As the District continues to work with the initial pilot schools, it has prioritized expanding the scope of services and intensive support for teachers and EL students.

Aligned Action:

- Extend the EL pilot program to three (3) additional schools with the highest English learner concentration districtwide.

Increase Student Participation across Summer Learning Programs, STEM Programs, After School Programs, and Art

Synopsis: Although the District served 126% more students during this year's Traditional Summer School

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

as compared to last year, the goal of enrolling 8,000 students was not achieved. A broad advertisement campaign will be planned to better inform families and create incentives to increase participation across all summer programs. Stakeholder feedback suggested extending After School Program services to students on waiting lists. STEM feedback was positive for junior high/middle schools and it was suggested to extend the pilot at the three (3) elementary schools to a full year of implementation. Lastly, an art initiative from the local art community was received positively by elementary school sites.

Aligned Actions:

- Provide additional allocations for the District's Summer Learning Programs.
- Increase student participation across After School Programs.
- Extend and supplement STEM services across junior high/middle schools.
- Pilot a 5th grade project-based art curriculum at sixteen (16) elementary schools.

Increase Direct Support Services to Schools

Synopsis: Along with the increase in student services, new hires were required to support the scope of work.

Aligned Actions:

- Hire Academic Liaisons to support the After School Programs.
- Hire a Special Education Professional Development Coordinator to direct, oversee, and support teacher professional learning for special education teachers.
- Hire an additional Program Specialist to support the District's Induction and Intern Program.
- Hire Media Technicians/Library Media Assistants across schools.

Improve Technology Infrastructures and Technology Access

Synopsis: As the demands for technology grow, the District will continue to improve and expand the infrastructure to accommodate existing and new technologies. Stakeholders recommended improving the access of computers to students and teacher technology.

Aligned Actions:

- Purchase additional Chromebooks to improve the ratio of computers to students.
- Complete computer lab updates for remaining fourteen (14) schools.
- Expand wireless network access points.

- Upgrade outdated teacher desktop computers.
- Sustain and refresh outdated and damaged District technologies.

Original GOAL 2 from prior year LCAP:	Ensure a safe, healthy, and secure environment for all students, parents, and employees			Related State and/or Local Priorities:		
				1__ 2__ 3x 4x 5x 6x 7__ 8x		
				COE only: 9__ 10__		
				Local : Specify _____		
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• 85% of parents and staff will complete the District’s Climate Satisfaction Annual Survey.• An overall average score of 4.5 (based on a 5-point Likert Scale) on the Parent and Staff Climate Satisfaction Survey.• District to establish scale for Student Climate Satisfaction Surveys.• Suspension and expulsion rates at or below state average.			Actual Annual Measurable Outcomes:	<ul style="list-style-type: none">• Annual Parent Climate Survey<ul style="list-style-type: none">○ Available Mid-June 2015• Annual Staff Climate Survey<ul style="list-style-type: none">○ Available Mid-June 2015• Annual Healthy Kids Survey<ul style="list-style-type: none">○ Utilized a nationally based student survey which measures two critical developmental stages in elementary school-aged children (5th and 7th grades). Survey measures a range in student health behaviors such as drug use, violence, bullying, school safety, peer relationship, and student-teacher rapport.○ Although a student participation goal is not developed given that parental consent is required and participation optional, 100% of schools did administer the 2014-15 student survey.• 2013-14 Suspension and Expulsion Rates<ul style="list-style-type: none">○ The 2013-14 school year is being reported in order to provide the most recent annual State data comparison.○ The District did not meet the goal of yielding suspensions at the State average rate:	

			<ul style="list-style-type: none"> ▪ District Suspension Rate: 5.0% ▪ State Suspension Rate: 4.4% <ul style="list-style-type: none"> • 2013-14 Expulsion Rates <ul style="list-style-type: none"> ○ The District did meet the goal of yielding expulsions at the State average rate: <ul style="list-style-type: none"> ▪ District Suspension Rate: .01% ▪ State Suspension Rate: .01% <p><i>In April 2015, the State specified required elements for measuring the progress of the eight (8) State Priorities. Districts were required to address each priority beginning with the 2014-15 LCAP Update. The following State Priorities are aligned to Goal 2:</i></p> <p>STATE PRIORITY 3: PARENTAL INVOLVMENT</p> <ul style="list-style-type: none"> • Held 100% of regularly scheduled meetings for the following parent groups: <ul style="list-style-type: none"> ○ District English Learner Advisory Committee, District Advisory Committee, Community Advisory Committee and Migrant Regional Advisory Committee • Published an on-going article in local newspaper targeting our largest community, Spanish-speaking parents. • Provided on-going district and school site electronic, telephone, and printed advertisements in English and Spanish. • Held an LCAP community public forum <p>STATE PRIORITY 4: PUPIL ACHIEVEMENT</p> <ul style="list-style-type: none"> • See Goal 1 for outcomes
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			<p>STATE PRIORITY 5: PUPIL ENGAGEMENT</p> <ul style="list-style-type: none"> • 94.3% student attendance • 24.7% chronic (10% or more) absences • .08% middle school dropout rates • N/A High school dropout rates • N/A High school graduation rates <p>STATE PRIORITY 6: SCHOOL CLIMATE (some metrics repeat given that they overlap with our local metrics)</p> <ul style="list-style-type: none"> • 3.14% overall pupil suspension rates • 0.10% pupil expulsion rates • Annual Parent Climate Survey <ul style="list-style-type: none"> ○ Available Mid-June 2015 • Annual Staff Climate Survey <ul style="list-style-type: none"> ○ Available Mid-June 2015 • Annual Healthy Kids Survey <ul style="list-style-type: none"> ○ Utilized a nationally based student survey which measures two critical developmental stages in elementary school-aged children (5th and 7th grades). Survey measures a range in student health behaviors such as drug use, violence, bullying, school safety, peer relationship, and student-teacher rapport. ○ Although a student participation goal is not developed given that parental consent is required and participation optional, 100% of schools did administer the student survey. <p>STATE PRIORITY 8: OTHER PUPIL OUTCOMES</p> <ul style="list-style-type: none"> • Suspensions by student groups: <ul style="list-style-type: none"> ○ White: 3.09% ○ Latino: 2.55%
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			<ul style="list-style-type: none"> ○ African American: 8.51% ○ Other: 3.79% ○ Students with Disabilities: 3.79%
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire forty-two (42) Behavioral Intervention Specialists to deliver services for students needing on-going intensive behavioral support, particularly African American students with disproportionate number of office discipline referrals, suspensions and low academic achievement.	\$3,030,620 (LCFF) \$204,587 (IDEA)	This is the District's second year of PBIS implementation, which is a three-tiered proactive approach to establishing positive student behaviors and a positive school culture for all students to achieve social, emotional, and academic success. The District hired forty-two (42) Behavioral Intervention Specialists to support schools in their development of structures, planning, and direct student services for each of the PBIS tiers.	\$2,419,742 (LCFF) \$146,609 (IDEA)
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u>X</u> ALL		<u>X</u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	
Provide onsite coaching, consultation, and support for Behavioral Intervention Specialists and school support staff to ensure strong implementation of PBIS.	\$63,000 (LCFF)	Provided differentiated onsite coaching and consultation for Behavioral Intervention Specialists and school support staff to meet their individualized needs for PBIS implementation. <ul style="list-style-type: none"> • Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none"> ○ 100% of teachers participated. ○ 97% reported overall favorable 	\$32,954 (LCFF)

			feedback.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____		
Provide professional learning on “Check In/Check Out” (CICO), “Active Supervision” and “Collaborative Problem Solving” for ALT and Behavioral Intervention Specialists to support the development and implementation of Tier 2 and Tier 3 intervention.		\$4,500 (LCFF)	Provided the ALT and Behavioral Intervention Specialists with high leverage strategies (CICO, "Active Supervision" and "Collaborative Problem Solving") to strengthen PBIS Tier 2 and Tier 3 direct student services. <ul style="list-style-type: none">Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback:<ul style="list-style-type: none">100% of staff participated.83% reported overall favorable feedback.		\$4,500 (LCFF)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____		
Provide materials for professional learning and implementation of Tier 2 and Tier 3 interventions at all school sites.		\$81,325 (LCFF)	Purchased and disseminated 100% of materials targeting student aggression, willful defiance and substance abuse, and provided professional learning for implementation of materials in Tier 2 or Tier 3. <ul style="list-style-type: none">Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback:<ul style="list-style-type: none">100% of teachers participated.		\$79,920 (LCFF)

		○ 97% reported overall favorable feedback.	
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u>X</u> ALL		<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Provide professional learning in Crisis Prevention Institute's Non-Violent Crisis Intervention (CPI) to build capacity for effectively de-escalating crisis situations.	\$8,272 (LCFF)	Provided eight (8) sessions of professional learning in CPI to respond to crisis situations and verbal and physical de-escalation for Cafeteria Playground Supervisors and other school site personnel. Participation rate or survey feedback was not collected for this professional learning.	\$3,102 (LCFF)
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u>X</u> ALL		<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
Create Attendance Committee to identify best practices to better inform the District's strategic planning for increasing student attendance.	\$14,257 (LCFF)	Created Student Attendance Committee to more closely examine district data trends, research best practices for increasing school attendance and to develop, and implement a pilot program for Transitional Kindergarten through 1st grade in order to maintain positive attendance patterns throughout the TK-8 grade-levels. Pilot schools were as follows: McKinley, Longfellow, and Stella Hills Elementary Schools. The student data showed that TK-1 st grade attendance increased schoolwide this year compared to last year	\$2,422 (LCFF)

			for Longfellow and McKinley Elementary:																																				
			<div>Chronic Absenteeism Comparison 2013-14 to 2014-15</div> <table><tr><th>Grade</th><th></th><th>TK/K</th><th>1st Grade</th></tr><tr><td rowspan="3">Longfellow</td><td>2013-14</td><td>42.1%</td><td>29.0%</td></tr><tr><td>2014-15</td><td>33.1%</td><td>25.8%</td></tr><tr><td>+ -</td><td>9.0%</td><td>3.2%</td></tr><tr><td rowspan="3">McKinley</td><td>2013-14</td><td>51.2%</td><td>36.2%</td></tr><tr><td>2014-15</td><td>39.6%</td><td>27.5%</td></tr><tr><td>+ -</td><td>11.6%</td><td>8.7%</td></tr><tr><td rowspan="3">Stella Hills</td><td>2013-14</td><td>47.3%</td><td>37.4%</td></tr><tr><td>2014-15</td><td>58.2%</td><td>45.5%</td></tr><tr><td>+ -</td><td>-10.9%</td><td>-8.1%</td></tr></table>		Grade		TK/K	1st Grade	Longfellow	2013-14	42.1%	29.0%	2014-15	33.1%	25.8%	+ -	9.0%	3.2%	McKinley	2013-14	51.2%	36.2%	2014-15	39.6%	27.5%	+ -	11.6%	8.7%	Stella Hills	2013-14	47.3%	37.4%	2014-15	58.2%	45.5%	+ -	-10.9%	-8.1%	
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	2014-15	58.2%	45.5%																																				
	+ -	-10.9%	-8.1%																																				
			Best practices from the pilot study will be recommended to schools sites Districtwide.																																				
Scope of service:	McKinley, Longfellow, and Stella Hills Elementary schools		Scope of service:	McKinley, Longfellow, and Stella Hills Elementary schools																																			
<u>X</u> ALL			<u>X</u> ALL																																				
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____																																				
Hire one (1) full-time Clerk to support the implementation of Positive Behavioral Interventions and Supports Programs.		\$72,429 (LCFF)	Hired and trained one (1) full time, Clerk to support the implementation of Positive Behavioral Interventions and Supports Programs.		\$54,711 (LCFF)																																		
Scope of service:	LEA-wide		Scope of service:	LEA-wide																																			
<u>X</u> ALL			<u>X</u> ALL																																				
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____																																				

Provide professional learning in Cultural Proficiency to value diversity and provide specific classroom management strategies to support an optimal learning environment.		\$490,245 (LCFF)	Provided professional learning for teachers, administrators, and instructional support staff in cultural proficiency, and specific classroom management strategies to support African American students. <div>1. School Principals and support staff professional learning:<ul style="list-style-type: none">Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback:<ul style="list-style-type: none">100% of Principals participated89% of support staff participated.83% of principals and support staff reported overall favorable feedback.</div> <div>2. Teacher e-course professional learning:<ul style="list-style-type: none">The District partnered with a third party to develop an electronic Cultural Proficiency course.<ul style="list-style-type: none">A total of eight (8) Cultural Proficiency modules were developed and available for completion outside of school hours.All teachers had access to the e-course but were not mandated to participate.A total of 45% of teachers opted to participate in the e-course.</div>	\$427,600 (LCFF)	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR:			OR:		

socio-emotional support, particularly African American students.			program were studied.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____		
Develop and pilot a lunch time/recess extracurricular program to promote positive peer relations to reduce the frequency of problem behaviors through organized play activities.		\$7,500 (LCFF)	Implemented a lunch time/recess extracurricular pilot program at one (1) elementary school, Voorhies Elementary School. <ul style="list-style-type: none">Overall the pilot school did meet the goal of reducing the number of referrals 30 minutes before and 30 minutes after the lunch recess.<ul style="list-style-type: none">45.5% reduction for Voorhies.		\$7,133 (LCFF)
Scope of service:	Two schools to be identified		Scope of service:	Voorhies Elementary Stella Hills Elementary	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____		
Hire six (6) Youth Services Specialists to provide targeted support as needed for Tier 2 and Tier 3 students, particularly African American students with disproportionate number of office discipline referrals, suspensions, and low academic achievement.		\$590,184 (IDEA)	Hired and trained six (6) Youth Service Specialists to provide direct services to PBIS Tier 2 and Tier 3 students.		\$445,665 (IDEA)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR:			OR:		

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on data analysis of the 2014-15 LCAP update, stakeholder feedback, and resources, the following changes will be recommended for Board approval:</p> <p>IDENTIFIED NEEDS ALIGNING TO GOAL 2:</p> <p><u>Build Staff Capacity for Effective Implementation of PBIS:</u></p> <p><i>Synopsis: In the District's second year of PBIS implementation, stakeholders expressed the need for additional professional development in building capacity for addressing the data trend of student aggression. Given that the extracurricular lunch time/recess pilot yielded promising results for mitigating student discipline referrals, the District will extend this opportunity to all schools. Moreover, central office departments suggested partnering together to provide parents with strategies for improving communication and rapport with their children. Lastly, in an effort to build continuity with all staff in supporting the tenets of PBIS, stakeholders recommended training frontline staff and as result, bus drivers will be included in this upcoming year.</i></p> <p>Aligned Actions:</p> <ul style="list-style-type: none"> • Professional learning for school staff on effective interventions and strategies to mitigate student aggression and improve classroom behavioral management. • Provide professional learning for Youth Service Specialists and regional Parent Resource Center staff on strategies for mitigating challenging youth behaviors. • Provide additional professional learning in Cultural Proficiency for bus drivers and clerical staff. • Provide professional learning in the tenets of PBIS for bus drivers. • Allocate funding to all schools for the development of an extracurricular lunch program. <p><u>Provide Additional Support Staff to Deliver More Intensive Direct Services to Tier 3 PBIS Students:</u></p> <p><i>Synopsis: In an effort to provide consistent mentoring services to PBIS Tier 3 students, the District will partner with a local community organization. In further support of direct student services, it was determined that additional Psychologists are needed to provide immediate access to intensive intervention. Lastly, as the District's PBIS program continues to expand, a Coordinator is needed to oversee and support school implementation.</i></p>		

Aligned Actions:

- Partner with a community organization to provide direct mentoring services to PBIS Tier 3 students.
- Hire additional Psychologists to increase student access to intensive intervention.
- Hire a District PBIS Coordinator to better support schools' implementation efforts.

Provide Comprehensive Student Health Care

Synopsis: In order to address students' health issues created by inadequate preventative care and treatment, the District has pursued partnerships with the local health community, developed the scope of work, and organized resources necessary to begin implementation of services.

Aligned Action:

- Pilot two (2) regional Comprehensive School-Based Health Clinics to provide preventative care and treatment for students.

Original GOAL 3 from prior year LCAP:	Ensure all parents and community members are welcomed and engaged in the learning process			Related State and/or Local Priorities:	
				1__ 2x 3x 4x 5__ 6x 7__ 8x	
				COE only: 9__ 10__	
				Local : Specify _____	
Goal Applies to:		Schools:	All		
		Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">85% of parents and staff will complete the District’s Climate Satisfaction Annual Surveys.An overall average score of 4.5 (based on a 5-point Likert Scale) on the Parent and Staff Climate Satisfaction Surveys.			Actual Annual Measurable Outcomes:	STATE PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS <ul style="list-style-type: none">See Goal 1
					STATE PRIORITY 3: PARENTAL INVOLVEMENT <ul style="list-style-type: none">See Goal 3
				STATE PRIORITY 4: PUPIL ACHIEVEMENT <ul style="list-style-type: none">See Goal 1	
				STATE PRIORITY 6: SCHOOL CLIMATE <ul style="list-style-type: none">See Goal 2	
				STATE PRIORITY 8: OTHER PUPIL OUTCOMES <ul style="list-style-type: none">See Goal 1	

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Develop ten (10) regional Parent Learning Centers to build capacity of parents and families to support student learning:</p> <ul style="list-style-type: none"> • Hire and train ten (10) Community Relations Liaisons (CRL). • Train of the Administrator Leadership Team and support staff in effective parent engagement practices. <p>Recruit and train a cadre of parents to partner with District staff to support the planning and implementation of the following learning modules:</p> <ul style="list-style-type: none"> • How Parents Can Support and Monitor Student Academic Progress • Using Technology to Support Student Learning (i.e. i-Ready, Accelerated Reader, EdSphere, Parent Portal, etc.) • How to Promote Positive Behaviors in the Home and at School • Becoming an Active Volunteer/Parent Leader in BCSD • Navigating School, District and Community Services and Resources • Effective dissemination of printed resources for parents 	\$538,606 (LCFF)	<p>100% of regional Parent Resource Centers were opened in March 2015, at the following schools:</p> <ul style="list-style-type: none"> • Evergreen Elementary • Franklin Elementary • Horace Mann Elementary • Longfellow Elementary • Nichols Elementary • Owens Primary • Cato Middle • Chipman Jr. High • Emerson Middle • Stiern Middle <p>100% of CRLs were hired and are in progress of completing their series of training modules. Of training completed:</p> <ul style="list-style-type: none"> • Overall the District did meet the goals of 85% professional learning participation and 80% overall favorable feedback: <ul style="list-style-type: none"> ○ 89% of CRLs participated. ○ 100% reported overall favorable feedback. <p>Hired one (1) Coordinator for Parent Engagement to facilitate the scope of work and oversee the progress of parent services.</p>	\$458,753 (LCFF)

Scope of service:	Cato, Chipman, Emerson, Evergreen, Franklin, Horace Mann, Longfellow, Nichols, Owens Primary, and Stiern Schools		Scope of service:	Cato, Chipman, Emerson, Evergreen, Franklin, Horace Mann, Longfellow, Nichols, Owens Primary, and Stiern Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Based on data analysis of the 2014-15 LCAP update, stakeholder feedback, and resources, the following changes will be recommended for Board approval:</p> <p>IDENTIFIED NEED ALIGNING TO GOAL 3:</p> <p><u>Strategically Expand Regional Parent Resource Centers to Broaden Available Services:</u></p> <p><i>Synopsis: The initial opening of the regional Parent Resources Centers sparked an interest from stakeholders and was recommended by a Board Member to grow the services to other areas in the community. As a result, the District will add an additional five (5) schools in the upcoming academic year.</i></p> <p>Aligned Action:</p> <ul style="list-style-type: none"> Extend the regional Parent Resource Centers to an additional five (5) schools to build capacity of parents and families to support student learning. 			

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, Foster Youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 58,488,681
Districtwide services: 89.46% of students enrolled in the District are unduplicated pupils (services are summarized below): <ul style="list-style-type: none"> • Lower class sizes to 28:1 in grades 4-6. • Provide professional learning for CCSS, ELD, PLC, PBIS and Cultural Proficiency, classroom management. • Expand Summer School Programs. • Expand After School Program. • Increase school library staffing. • Provide additional library materials for classrooms and school libraries. • Pilot new art curriculum. • Increase staffing for choir program at junior high/middle schools. • Provide additional student Chromebooks. • Upgrade student computer labs. • Upgrade and replace instructional technology devices and equipment. • Increase PBIS services to students. • Provide alternative to suspension programs at all junior high/middle schools. • Improve attendance rates. • Pilot two (2) regional Comprehensive School-Based Health Clinics. • Provide regional Parent Resource Centers at fifteen school sites. • Provide STEM project-based learning at all at junior high/middle schools and pilot at three (3) elementary schools. • Allocate funds to forty-three (43) school sites, based on unduplicated pupil counts, to support services to meet the needs of targeted student populations. 	

Unduplicated Pupil Services (services are summarized below):

- Conduct EL training centers at eight (8) of the highest EL concentrated schools.
- Provide professional learning at ten (10) elementary schools that are piloting new ELD supplemental programs.
- Field test new ELD supplemental program/materials at all junior high/middle schools.
- Provide transportation for Foster Youth to their school of origin.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

29.07	%
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The District is required to utilize at least 29.07% of its Local Control Funding in the 2015-16 year to increase or improve services for unduplicated pupils. The expenditures for services described in Section 2 above meet this requirement.

**Local Educational Agency Plan 2015-16
Title I and II**

Actions/Services	Scope of Service	Pupils to Be Served Within Identified Scope of Service	Budgeted Expenditures
Allocate funds to eligible schools based on free and reduced pupil counts to meet the needs of schoolwide and targeted students.	TK-8 th eligible schools	Targeted and school wide student groups	\$9,000,065 (Title I, Part A) \$138,316 (Title I, Parent Funds)
<p>Provide professional learning to meet the identified needs of teachers, principals, instructional support staff and paraprofessionals to:</p> <ul style="list-style-type: none"> • Address non-proficient students across all content areas, • Make data-driven instructional decisions to improve student learning, • Integrate technology in daily instructional practices, and • Integrate cultural proficiency and Positive Behavioral Intervention and Supports (PBIS) in daily instruction. <p>Collaborate with various stakeholders (teachers, principals, paraprofessionals, other relevant school personnel, and parents) in the planning of professional development activities and in the preparation of the LEA/LCAP Plan.</p>	LEA-wide: teachers principals coaching/support staff paraprofessionals	Identified BCSD student groups low-income and minority students	\$381,793 (Title I, Part A) \$293,280 (Title II, Part A)
Coordinate resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff as required under ESEA Section 1119, "Qualifications for Teachers and Paraprofessionals."	LEA-wide: Identified TK-8 th grade teachers and paraprofessionals		\$ 9,225 (Title II, Part A)
Reduce class size in grades 7-8 to support effective instructional differentiation and improve student outcomes	LEA-wide: 7-8 grade Junior High/Middle Schools		\$1,589,872 (Title II, Part A)
Provide staff and resources to continue to facilitate the District Advisory Council (DAC) and to the build capacity of parents and families to support student learning required under ESEA Section 1118, "Parental Involvement".	LEA-wide ALL		\$271,582 (Title I, Part A)

Provide school site coaching to build capacity for PBIS implementation.	LEA-wide ALL	Tier II & Tier III Behavioral Intervention Students	\$138,622 (Title I, Part A)
<p>Integrates educational services to increase effectiveness across the following instructional program:</p> <ul style="list-style-type: none"> • State Pre-Schools • School Readiness • Migrant (Region 21 services) and Migrant Pre-School 	LEA-wide Identified student groups	Pre-school, Migrant, School Readiness	<p>\$2,309,990 (State Pre-Schools)</p> <p>\$385,000 (School Readiness)</p> <p>\$3,341,121 (Migrant Region 21 and Pre-School)</p>
<p>Ensure centralized services for the provision of technical assistance for:</p> <ul style="list-style-type: none"> • Developing, revising, and implementing the Single Plan for Student Achievement (SPSA). • Analyzing data to identify needs in instruction, parental involvement, and professional development. • Implementing research based strategies. • Analyzing and revising the school budget to ensure school resources are used effectively. 	LEA-wide ALL schools		\$1,030,512 (Title I, Part A)
<p>Provide resources, support, and services for homeless students and families to include:</p> <ul style="list-style-type: none"> • District liaison and support staff • Home visits and coordination of community resources • Public transportation bus passes • Teacher tutor at the Bakersfield Homeless Shelter 	All schools and students K-8	Students identified through McKinney Vento criteria	\$189,944 (Title I, Part A)
Communicate to parents of identified and eligible students regarding services, such as School Choice and Supplemental Educational Services (SES).	Eligible school sites	Eligible Students	\$2,892,925 (Title I, Part A)

Local Educational Agency Plan 2015-16 Title III			
Actions/Services	Scope of Service	Pupils to Be Served Within Identified Scope of Service	Budgeted Expenditures
Provide instructional coaches to support teachers in utilizing research based strategies to engage English Learners within and across all content areas, emphasizing all language domains.	LEA-wide	English Learners	\$591,097 (Title III)
Provide EL Coaches to extend and support English Learners during the District summer school program.	Summer School	English Learners	\$82,319 (Title III)
Provide supplemental ELD materials and professional learning across the ten highest EL concentrated schools.	Casa Loma, Fremont, Garza, Horace Mann, Jefferson, Owens Primary, Pauly, Pioneer, Wayside and Williams	English Learners	\$117,997 (Title III)
Continue to build teacher capacity using research based instructional strategies to support ELs across all content areas at the non-pilot schools.	All non-pilot schools	English Learners	\$26,400 (Title III)
Participate in professional learning to strengthen District coaching capacity.			\$15,000 (Title III)
Facilitate monthly District English Learner Advisory Committee (DELAC) meetings to build capacity of parent members to include: <ul style="list-style-type: none"> • DELAC sub-committee school visits. • Professional development opportunities for parents based upon identified needs and required EL components. • Parent and community participation via Community Based English Tutoring (CBET) activities. • Transition of English Learners to redesignated status (RFEP) with EL parents. 			Within in Scope of Work
Duplicate and distribute Parental Notification to regularly communicate with parents in their primary language, as required by law.			\$3,500 (Title III)

**LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM 2015-2016
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Bakersfield City School District

County District Code: 15-63321

Date of Local Governing Board Approval: June 23, 2015

District Superintendent: Dr. Robert Arias

Address: 1300 Baker Street

City: Bakersfield

Zip Code: 93305

Phone: (661) 631-4610

FAX: 661-324-3190

E-mail: ariasr@bcsd.com

Signatures:

	Dr. Robert Arias	June 23, 2015
Signature of Superintendent	Printed Name of Superintendent	Date
	Pam Baugher	June 23, 2015
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved Local Control Agency Plan and LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that they have been locally adopted and original signed copies of the assurances are on file in the LEA.

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual signatures for this LEA Plan Addendum are on file.

State Priorities

Conditions for Learning

Priority 1: Basic Services

Compliance with the Williams Act requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

Priority 2: Implementation of State Standards

Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.

Priority 7: Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, Foster Youth, and individuals with exceptional needs.

Engagement

Priority 3: Parent Involvement

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, Foster Youth, and individuals with exceptional needs.

Priority 5: Pupil Engagement

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Priority 6: School Climate

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Pupil Outcomes

Priority 4: Pupil Achievement

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Priority 8: Other Pupil Outcomes

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Definition of Terms

Accelerated Reader: Software for primary and secondary schools used to incentivize reading and monitor the practice of reading.

Active Supervision: A general set of strategies used to support continuous movement and interaction by staff with students in order to remind, prompt, and provide immediate reinforcement of pro-social behavior in non-classroom settings.

ALT (Administrative Leadership Team): School and district leadership team.

AMAO (Annual Measurable Achievement Objectives): Federal measures of English learners' language acquisition that comprise three distinct measures:

AMAO I, percent of English learners acquiring one English language proficiency level.

AMAO II, percent of English learners that have reached English language proficiency.

AMAO III, the percent of English learners that have met proficiency on the state academic assessment.

Behavioral Intervention Specialist: Support staff who ensure that high risk students are provided intensive academic and behavioral support through individual student case management.

CCSS (Common Core State Standards): An education initiative detailing what K-12 students should know and be able to do at the end of each grade level.

CELDT (California English Language Development Test): Annual assessment of English proficiency for students identified as English learners.

CICO (Check In/Check Out): An evidence-based Tier II intervention designed for students whose problem behaviors are unresponsive to Tier I practices and systems. CICO features increased positive adult contact, embedded social skills training, frequent feedback, and daily home-school communication.

Chromebooks: Computer laptops

Collaborative Problem Solving: An approach to understanding and helping children with behavioral challenges in which staff assist students in developing skills needed to problem solve situations in which students are exhibiting problem behaviors.

Community Mentor Program: Ensures that high risk students are provided intensive socio-emotional support from community volunteers.

Computer Technician: A person who repairs and maintains computers.

CPI (Crisis Prevention Institute's Non-Violent Crisis Intervention): Certified training focusing on equipping staff with positive strategies for handling crisis and difficult situations with students.

Cultural Proficiency: Knowledge of infusing culturally responsive practices into work with students, families, and co-workers.

Demographic group: Classification by race/ethnic group, primary language, low-income, Foster Youth, or educational program.

District Leadership Team: A team of teachers, parents, and community leaders, as well as school and district administrators, that monitor the progress of the District plan.

EL (English learners): Students identified as having a primary language other than English.

ELD (English Language Development): Direct instruction for English learners.

Foster Youth: A minor that has been placed into a group home, or private home of a state-certified caregiver.

GC (Guiding Coalition): School site leadership team.

Good First Instruction: Effective classroom instruction aligned to students' needs.

IDEA (Individuals with Disabilities Education Act): The nation's federal special education law that ensures public schools serve the educational needs of students with disabilities.

Induction and Intern Programs: Offers professional development opportunities for both general education and special education teachers in their first or second year of teaching.

Instructional Differentiation: Instructional delivery that reaches students with different learning styles and different abilities.

i-Ready: A K-12 adaptive diagnostic in English language arts and mathematics that contains both teacher-led and individualized online instruction aligned to the Common Core State Standards.

LCAP (Local Control and Accountability Plan): A plan and budget adopted by a school district that reflects goals and specific actions based on locally adopted priorities and aligned to state identified priorities.

LCFF (Local Control Funding Formula): California's new school finance model for allocation of state funding to local school districts.

LEA (Local Educational Agency): An acronym used to describe school districts.

Low-income: Family incomes that are insufficient to meet their basic needs.

Microsoft Settlement: Funds available to school districts for implementing educational technology as a result of a 2003 settlement agreement.

Office Discipline Referral Report: A comprehensive electronic districtwide reporting system citing all incidents of discipline for all schools and demographic categories.

Parent Climate Survey: Annual measure of parents' perceptions of a healthy and welcoming school environment.

PBIS (Positive Behavior Interventions and Supports): An evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. PBIS consists of three Tiers:

Tier I – Establishment of school-wide universal expectations, rewards, and consequences along with proactive systems and structures that teach, support, and reinforce universal expectations for all students in all school locations.

Tier II – Prescriptive, targeted interventions of moderate frequency, intensity, and duration for identified behaviorally at-risk students.

Tier III – Prescriptive for students exhibiting chronic behaviors who are in need of intensive individualized instruction and support to facilitate acquisition of replacement behaviors and adaptive skills.

PLTW (Project Lead The Way): A national non-profit organization that provides the science, technology, and engineering, and mathematics curriculum.

Ready Common Core: Supplemental curriculum materials aligned to CCSS.

RFEP (Redesignated Fluent English Proficient): English learners who have met the reclassification criteria.

Staff Climate Survey: Annual measure of staffs' perceptions of a healthy and welcoming work environment.

STEM (Science, Technology, Engineering, and Mathematics): Project-based instruction in Science, Technology, Engineering, and Mathematics.

Student Climate Survey: Annual measure of students' perceptions of a healthy and welcoming learning environment.

Summer Learning Centers: Strategically located centers that provide students and parents access to computers, a library, and learning activities in English language arts and math.

Summer Learning Packets: Learning activities in English language arts and math sent home with students.

Traditional Summer School: A K-8 educational program aligned to CCSS.

Unduplicated count: Each pupil is counted only once for purposes of calculating eligible dollars under the Local Control Funding Formula. Specifically, even if the pupil meets more than one of the following LCAP criteria: pupils who (1) are English learners, (2) meet income eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are in foster care, you may only count them once for purposes of LCFF.

Youth Services Specialists: Ensures that high risk students are provided intensive academic and behavioral support.

5-point Likert Scale: A scale from which respondents choose 1 "Strongly Disagree", 2 "Disagree", 3 "Neither Agree nor Disagree", 4 "Agree", or 5 "Strongly Agree".

21st Century college and career readiness skills: The essential proficiencies students need to ensure adequate preparation for college and career success. These college and career readiness proficiencies are intentionally aligned with the highest order thinking skills, such as application, analysis, and evaluation.