BAKERSFIELD CITY SCHOOL DISTRICT

LOCAL CONTROL AND ACCOUNTABILITY PLAN
2014 -15 THROUGH 2016-17

Local Control and Accountability Plan

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Table of Contents

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
Bakersfield City School District initiated a series of stakeholder meetings to inform and disseminate information on the Local Control Accountability Plan (LCAP) process. The initial meeting was a Board of Trustees Study Session on the District's process and timeline for the LCAP development. Immediately following this study session, the LCAP development timeline was posted on the District website along with general information about the Local Control Funding Formula (LCFF) and the actions districts are required to implement. In preparation for the development of the LCAP, the District conducted a systematic review of student outcome data, the current status of the District's Local Educational Agency Plan (LEAP), and the State Priorities as defined in statute. The Superintendent solicited districtwide feedback on the District's proposed direction in student achievement, parent engagement, school safety, state of the art technology, and accountability. To facilitate a broader discussion of the District's direction and gain a wide-range of perspectives and recommendations, the Superintendent organized a comprehensive series of forums that included both LCAP required and non-required stakeholder groups. Specifically, the Superintendent met with the following stakeholders: District English Learner Advisory Committee, District Advisory Committee, Regional Advisory Committee, Community Advisory Committee, Bakersfield Elementary Teachers Association, California School Employees Association, Laborers' International Union North America, school principals, other site administrators, central office support staff, Administrative Leadership Team, District Leadership Team, student leadership from each school site, general community (two forums), and school site team members. All stakeholder groups had an opportunity to provide both oral and written feedback on recommended goals and actions prior to completing the proposed LCAP. In addition, required stakeholder groups received written responses to questions and comments.	Throughout the involvement process all stakeholders were engaged in an open dialogue which served to inform, educate, and refine the District's preliminary plan. The themes that surfaced following a review of the preliminary plan with stakeholders were as follows: • Reduce class size • Provide on-going high quality professional development on Common Core State Standards (CCSS) for teachers, administrators, and instructional support staff • Build capacity on CCSS for new and late teacher hires • Provide supplemental instructional materials and resources aligned to the CCSS • Access to technology that prepares students for the 21st Century learning skills defined in CCSS • Create a culture of reading • Provide professional development to address the needs of English learners • Create project based learning through the implementation of Science, Technology, Engineering, Mathematics (STEM) • Mitigate summer learning loss • Increase parent engagement to support student learning • Provide foster youth continuity of educational services • Reduce suspensions and expulsions particularly among African American students • Extra time for collaboration and learning The impact of this feedback resulted in the development of a comprehensive plan.

Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: Provide professional learning on the new Common Core State Standards (CCSS) and English Language Development (ELD) Standards	1.0 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	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15				1,2,4,7,8
Metric: Participation rates in professional learning for all instructional staff	1.0 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	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	85% of Instructional staff will receive training	85% of Instructional staff will receive training	85% of Instructional staff will receive training	1,2,4,7,8

| Identified Need and Metric | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities |
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: **Improve academic achievement for all students including all demographic groups**	1.0 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	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15				1,2,4,7,8
Metric: Local and state assessments	1.0 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	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	Establish state baseline data Establish local baseline data	+3% to +6% (Smarter Balanced) +3% to +6% (Local assessments)	+3% to +6% (Smarter Balanced) +3% to +6% (Local assessments)	1,2,4,7,8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: **Increase English language proficiency for English learners**	1.0 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	English learners, Redesignated English learners	All schools	N/A for 2014-15				1,2,4,7,8
Metric: State assessments	1.0 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	English learners, Redesignated English learners	All schools	N/A for 2014-15	59.0% (AMAO I) 22.8% (AMAO II) Establish state baseline data	60.5% (AMAO I) 24.3% (AMAO II) +3% to +6% (AMAO III)	62.0% (AMAO I) 25.8% (AMAO II) +3% to +6% (AMAO III)	1,2,4,7,8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	**Applicable Pupil Subgroups**	**School(s) Affected**		**LCAP YEAR Year 1: 2014-15**	**LCAP YEAR Year 2: 2015-16**	**LCAP YEAR Year 3: 2016-17**	
<u>Need:</u> **Improve school Climate Satisfaction Survey participation for parents and staff**	2.0 Ensure a safe, healthy, and secure environment for all students, parents, and employees	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15				3,4,5,6,8
<u>Metric 1:</u> Parent and staff Climate Satisfaction Survey participation rates	2.0 Ensure a safe, healthy, and secure environment for all students, parents, and employees	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	85% (Survey completion)	85% (Survey completion)	85% (Survey completion)	3,4,5,6,8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Metric 2: Parent and staff Climate Satisfaction Survey results	2.0 Ensure a safe, healthy, and secure environment for all students, parents, and employees	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	4.5 (Average score on 5-point Likert Scale)	4.5 (Average score on 5-point Likert Scale)	4.5 (Average score on 5-point Likert Scale)	3,4,5,6,8
Metric 3: Student Climate Satisfaction Survey participation rate	2.0 Ensure a safe, healthy, and secure environment for all students, parents, and employees	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	85% (Survey completion)	85% (Survey completion)	85% (Survey completion)	3,4,5,6,8
Metric 4: Student Climate Satisfaction Survey results	2.0 Ensure a safe, healthy, and secure environment for all students, parents, and employees	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	Establish scale	TBD	TBD	3,4,5,6,8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	**Applicable Pupil Subgroups**	**School(s) Affected**		**LCAP YEAR Year 1: 2014-15**	**LCAP YEAR Year 2: 2015-16**	**LCAP YEAR Year 3: 2016-17**	
Need: Reduce suspensions and expulsions for all students	2.0 Ensure a safe, healthy, and secure environment for all students, parents, and employees	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15				3,4,5,6,8
Metric 1: Local discipline reports	2.0 Ensure a safe, healthy, and secure environment for all students, parents, and employees	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	Suspension and expulsion rates at or below state average	Suspension and expulsion rates at or below state average	Suspension and expulsion rates at or below state average	3,4,5,6,8
Need: Improve school Climate Satisfaction Survey participation for parents and increase parent engagement	3.0 Ensure all parents and community members are welcomed and engaged in the learning process	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15				2,3,4,6,8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Metric 1: Parent Climate Satisfaction Survey participation rate	3.0 Ensure all parents and community members are welcomed and engaged in the learning process	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	85% (Survey completion)	85% (Survey completion)	85% (Survey completion)	2,3,4,6,8
Metric 2: Parent Climate Satisfaction Survey results	3.0 Ensure all parents and community members are welcomed and engaged in the learning process	All students including low-income, English learners, Redesignated English learners, and foster youth	All schools	N/A for 2014-15	4.5 (Average score on 5-point Likert Scale)	4.5 (Average score on 5-point Likert Scale)	4.5 (Average score on 5-point Likert Scale)	2,3,4,6,8

Section 3: Actions, Services, and Expenditures

Section 3A

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
1.0	5,6	Reduce class size in grades 4-6 from 30 to 28 and in grades 7-8 from 31 to 29 to support effective instructional differentiation in the classroom and improve student outcomes	LEA-wide - grades 4-6 and 7-8	N/A for 2014-15	$1,540,455 (LCFF)	$1,540,455 (LCFF)	$1,540,455 (LCFF)
1.0	1,2,4,5,6,7,8	Provide professional learning on CCSS/ELD to strengthen the instructional team's capacity to deliver Good First Instruction including the effective use of the newly adopted mathematics materials	LEA-wide	N/A for 2014-15	$1,568,993 (LCFF) $446,184 (Title I) $410,000 (Title II) $175,000 (CCSS)	$1,568,993 (LCFF) $446,184 (Title I) $410,000 (Title II) $0	$1,568,993 (LCFF) $446,184 (Title I) $410,000 (Title II) $0
1.0	1,2,4,5,6,7,8	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	LEA-wide - All new teachers	N/A for 2014-15	$62,000 (LCFF)	$62,000 (LCFF)	$62,000 (LCFF)
1.0	1,2,4,5,6,7,8	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	N/A for 2014-15	$328,698 (LCFF)	$328,698 (LCFF)	$328,698 (LCFF)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
1.0	2,4,5,7,8	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	LEA-wide	N/A for 2014-15	$819,000 (LCFF)	$819,000 (LCFF)	$819,000 (LCFF)
1.0	2,4,5,7,8	Provide 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	N/A for 2014-15	$186,000 (LCFF)	$186,000 (LCFF)	$186,000 (LCFF)
1.0	2,4,5,6,7,8	Provide the equivalent of two extra days at each school site, outside of the regular school day, to collaborate on the CCSS, Professional Learning Community (PLC), Positive Behavior Interventions and Supports (PBIS) and Cultural Proficiency in order to strengthen instructional teams efficacy	LEA-wide – all teachers and site instruct-ional staff	N/A for 2014-15	$978,248 (LCFF)	$978,248 (LCFF)	$978,248 (LCFF)
1.0	2,4,5,6,7,8	Provide ongoing professional learning on CCSS, PLC, PBIS and Cultural Proficiency in partnership with leading experts to strengthen the capacity of veteran and new Guiding Coalition Members	LEA-wide – Guiding Coalition Teams	N/A for 2014-15	$1,234,935 (LCFF)	$1,234,935 (LCFF)	$1,234,935 (LCFF)
1.0	2,4,5,6,7,8	Provide Guiding Coalition 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	LEA-wide – Guiding Coalition Teams	N/A for 2014-15	$280,262 (LCFF)	$280,262 (LCFF)	$280,262 (LCFF)
1.0	2,7	Hire one full-time 12 month Clerk 8 to support the implementation of professional development services	LEA-wide	N/A for 2014-15	$72,429 (LCFF)	$72,429 (LCFF)	$72,429 (LCFF)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
1.0	2,4,5,7,8	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 American, Latinos and women	LEA-wide	N/A for 2014-15	$410,980 (LCFF)	$170,980 (LCFF)	$170,980 (LCFF)
1.0	1,2,4,5,6,7,8	Provide two hour monthly professional development on the systematic delivery of ELD instruction and the integration of EL strategies across content areas to improve student outcomes	LEA-wide	N/A for 2014-15	$1,030,848 (LCFF)	$1,030,848 (LCFF)	$1,030,848 (LCFF)
1.0	2,4,5,7,8	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 school to support students' learning in the CCSS	LEA-wide	N/A for 2014-15	$6,976,266 (LCFF) $1,032,000 (Microsoft Settlement)	$0 $0	$0 $0
1.0	2,4,5,7,8	Purchase Chromebooks to support additional need for computer labs for use during Smarter Balanced testing and Summer School	LEA-wide	N/A for 2014-15	$474,150 (LCFF)	$0	$0
1.0	2,4,5,7,8	Expand wireless network to accommodate technological devices	LEA-wide	N/A for 2014-15	$500,000 (LCFF)	$0	$0
1.0	2,4,5,7,8	Purchase software license to provide all students basic operations, keyboarding, digital research, and safety computer skills	LEA-wide	N/A for 2014-15	$185,000 (LCFF)	$185,000 (LCFF)	$185,000 (LCFF)
1.0	5,7	Hire one Computer Technician to support additional use of technology throughout the District	LEA-wide	N/A for 2014-15	$60,188 (LCFF)	$60,188 (LCFF)	$60,188 (LCFF)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
2.0	3,4,5,6,8	Hire 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 and suspensions	LEA-wide	N/A for 2014-15	$3,030,620 (LCFF) $204,587 (IDEA)	$3,030,620 (LCFF) $204,587 (IDEA)	$3,030,620 (LCFF) $204,587 (IDEA)
2.0	4,5,6,8	Provide onsite coaching, consultation and support for Behavioral Intervention Specialists and school support staff to ensure strong implementation of PBIS	LEA-wide	N/A for 2014-15	$63,000 (LCFF)	$63,000 (LCFF)	$63,000 (LCFF)
2.0	4,5,6,8	Provide professional learning on "Check In/Check Out" (CICO), "Active Supervision" and "Collaborative Problem Solving" for Administrative Leadership Team and Behavioral Intervention Specialists to support the development and implementation of Tier 2 and Tier 3 intervention	LEA-wide	N/A for 2014-15	$4,500 (LCFF)	$4,500 (LCFF)	$4,500 (LCFF)
2.0	4,5,6,8	Provide materials for professional learning and implementation of Tier 2 and Tier 3 interventions at all school sites	LEA-wide	N/A for 2014-15	$81,325 (LCFF)	$81,325 (LCFF)	$81,325 (LCFF)
2.0	4,5,6,8	Provide professional learning in Crisis Prevention Institute's Non-Violent Crisis Intervention (CPI) to build capacity for effectively de-escalating crisis situations	LEA-wide	N/A for 2014-15	$8,272 (LCFF)	$8,272 (LCFF)	$8,272 (LCFF)
2.0	3,5,6,8	Create attendance committee to identify best practices to better inform the District's strategic planning for increasing student attendance	LEA-wide	N/A for 2014-15	$14,257 (LCFF)	TBD	TBD

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
2.0	3,5,6,8	Hire one full-time Clerk to support the implementation of Positive Behavioral Interventions and Supports Programs	LEA-wide	N/A for 2014-15	$72,429 (LCFF)	$72,429 (LCFF)	$72,429 (LCFF)
2.0	4,5,6,7,8	Provide professional learning in Cultural Proficiency to value diversity and provide specific classroom management strategies to support an optimal learning environment	LEA-wide	N/A for 2014-15	$490,245 (LCFF)	$490,245 (LCFF)	$490,245 (LCFF)
2.0	4,5,6,7,8	Provide professional learning in Cultural Proficiency for bus drivers and clerical staff to promote the value of diversity and create a more welcoming environment	LEA-wide	N/A for 2014-15	$42,064 (LCFF) $76,813 (CA Endowment)	$42,064 (LCFF) $0	$42,064 (LCFF) $0
3.0	3,4,6,8	Develop 10 regional Parent Learning Centers to build capacity of parents and families to support student learning: • Hiring and training of 10 Community Relations Liaisons; • Training of the Administrator Leadership Team and support staff in effective parent engagement practices; • Recruitment and training of a cadre of	Cato, Chipman, Evergreen, Franklin, Horace Mann, Hort, Longfellow, Nichols, Owens Primary, Rafer Johnson	N/A for 2014-15	$538,606 (LCFF)	TBD	TBD

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17

		parents to partner with District staff to support the planning and implementation of the learning modules below:
		
		   o How Parents Can Support and Monitor Student Academic Progress;
		
		   o Using Technology to Support Student Learning (i.e. iReady, Accelerated Reader, EdSphere, Parent Portal, etc.);
		
		   o How to Promote Positive Behaviors in the Home and at School;
		
		   o Becoming An Active Volunteer/Parent Leader in BCSD;
		
		   o Navigating School, District and Community Services and Resources;
		
		• Collection and circulation of hard copy parent resources
			Cato, Chipman, Evergreen, Franklin, Horace Mann, Hort, Longfellow, Nichols, Owens Primary, Rafer Johnson	N/A for 2014-15	$538,606 (LCFF)	TBD	TBD

Section 3B

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
1.0	1,2,4,5,6,7,8	**For English learners and redesignated fluent English proficient pupils:** Create EL training centers at the 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	Casa Loma, Garza, Horace Mann, Owens Primary, and Pauly	N/A for 2014-15	$188,544 (LCFF) $142,600 (Title III)	$188,544 (LCFF) $142,600 (Title III)	$188,544 (LCFF) $142,600 (Title III)
1.0	1,2,4,5,6,7,8	**For English learners and redesignated fluent English proficient pupils:** Conduct a pilot study using new ELD supplemental materials at the 10 highest EL concentrated schools to assess the added value of adopting a new Districtwide ELD program	Casa Loma, Fremont, Garza, Horace Mann, Jefferson, Owens Primary, Pauly, Pioneer, Wayside, and Williams	N/A for 2014-15	$257,400 (Title III)	$257,400 (Title III)	$257,400 (Title III)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
1.0	2,4,5,7,8	**For low income, foster youth, English learners and redesignated fluent English proficient pupils:** Implement Science, Technology, Engineering, and Mathematics (STEM) project based learning for junior high/middle school students in order to prepare students for 21st Century college and career readiness skills	Chipman, Compton, Curran, Downtown, Emerson, Sequoia, Sierra, Stiern, and Washington Jr. High/ Middle Schools	N/A for 2014-15	$576,535 (LCFF) $232,250 (Chevron/ Project Lead the Way (PLTW)	TBD	TBD
1.0	2,4,5,7,8	**For low income, foster youth, English learners and redesignated fluent English proficient pupils:** Pilot Science, Technology, Engineering, and Mathematics (STEM) project based learning 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	N/A for 2014-15	$112,503 (LCFF)	TBD	TBD

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17
1.0	2,3,4,5,6,7,8	**For low income, foster youth, English learners and redesignated fluent English proficient pupils:** Provide extended learning through Traditional Summer School, Summer Learning Centers, and Summer Learning Packets to combat the impact of learning loss over summer	LEA-wide	N/A for 2014-15	$1,942,461 (LCFF) $626,431 (Title I)	$1,942,461 (LCFF) $626,431 (Title I)	$1,942,461 (LCFF) $626,431 (Title I)
1.0	4,5,6,8	**For foster youth:** Provide transportation services for foster youth to their school of origin to provide students with educational stability and continuity of services	LEA-wide	N/A for 2014-15	$150, 000 (LCFF)	$150, 000 (LCFF)	$150, 000 (LCFF)
2.0	4,5,6,8	**For low income:** Expand the Community Mentor Program to provide greater services for students needing more intensive socio-emotional support, particularly African American students	LEA-wide	N/A for 2014-15	$36,000 (LCFF)	$36,000 (LCFF)	$36,000 (LCFF)
2.0	5,6,8	**For low income, foster youth, English learners and redesignated fluent English proficient pupils:** 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	Two schools to be identified	N/A for 2014-15	$7,500 (LCFF)	$7,500 (LCFF)	$7,500 (LCFF)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	**LCAP Year 2: 2015-16**	**LCAP Year 3: 2016-17**
2.0	3,4,5,6,8	**For low income, foster youth, English learners and redesignated fluent English proficient pupils:** Hire 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 and suspensions	LEA-wide	N/A for 2014-15	$590,184 (IDEA)	$590,184 (IDEA)	$590,184 (IDEA)

Section 3C

Describe the LEA's increase in 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 priority areas. (See 5 CCR 15496(b) for guidance.)

87.6% of students enrolled in the Bakersfield City School District are unduplicated pupils. Approximately $24,067,313 of LCFF supplemental and concentration funding was budgeted for expenditures described in section 3 above. $17,359,842 was allocated to 43 school sites based on their unduplicated number of low income, English learners and foster youth students to support services to meet the needs of the targeted student populations.

Section 3D

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). 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). 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.

The Bakersfield City School District is required to utilize $27,238,524 or 14.36% of Local Control Funding in the 2014-15 fiscal year to increase or improve services to unduplicated pupils. The expenditures described in section C above total $41,427,155 ($24,067,313+ $17,359,842) which is 23.61% of the Local Control Funding, exceeding the proportionality requirement.

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.

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 Specialists: Ensures 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 groups: Classification by race/ethnic group, primary language, 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.

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

Guiding Coalition: School site leadership team.

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 Intervention System): 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.

PBIS Continued
  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: 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.

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.