

The Single Plan for Student Achievement

School: Bakersfield High School
CDS Code: 15635291530708
District: Kern High School District
Principal: David Reese
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on October of 2016.

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School Vision and Mission

Bakersfield High School's Vision and Mission Statements

School Mission and Vision

Bakersfield High School has accepted learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of the ir impact on learning. We are committed to working together to achieve our collective purpose (using high-test/performing learning teams), and will assess our effectiveness on the basis of results, rather than only intentions. Individuals, teams, site council, and district/school officials and leaders, will seek relevant data and information to use that toward ongoing and continued improvement.

Mission Statement

Bakersfield High School is committed to a quality educational program, responsive to the needs of its students within a safe, nurturing environment. The staff, students, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, Bakersfield High School prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

Vision Statement

Bakersfield High School, as a developing professional learning community, is committed to providing relevant, rigorous curriculum and assessment that enables students to attain their individual goals in a clean, safe and secure environment which promotes responsible behavior and pride in our school.

School Motto

Once a Driller, Always a Driller.

Professional Learning Community

Big Idea # 1 Drillers accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.

Big Idea # 2 Drillers are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams

Big Idea # 3 Drillers assess our effectiveness on the basis of results rather than only intentions. Individuals, teams, and our school-community will seek relevant data and information and use that data/information to promote ongoing and continuous improvement.

BHS Focus Areas 2017-2018

GOAL #1: Provide School-Wide Academic Intervention/Support in order to narrow the achievement gap between Significant Student Subgroups (investigating school-wide interventions at other schools and focused Professional Development towards this area of interest...and implementation of the Common Core)

GOAL #2: Prepare students for post high school experience (Career or College) and focus on increased A-G rates, CTE offerings and articulation, and EAP for juniors

GOAL #3: Continue to grow and develop as a school-wide (and District) Professional Learning Community with a clear focus on student learning, collaboration between teachers, and usage of high-yield research based instructional strategies in the classroom

School Profile

Bakersfield High School is one of the largest (2,912 students) and the oldest comprehensive high school (opened in 1893) in the Southern San Joaquin Valley. Bakersfield High School is one of eighteen comprehensive high schools in the Kern High School District, which is the largest high school district in the state of California (37,000 + students). Bakersfield High School has an alumnus that extends worldwide and permeates all levels of society. Notable graduates include California Governor and US Supreme Court Chief

Justice Earl Warren, US Gold Medalist Jake Varner, Football Hall of Famer Frank Gifford, and current U.S. Congressman and Majority Leader, Kevin McCarthy.

Bakersfield High School is located in the city of Bakersfield which is the county seat of Kern County, one of the largest (geographically) counties in the state of California. The county population is approaching 700,000 and its land area covers 8,141 square miles. Approximately 375,000 people live within the city limits of Bakersfield in a land area of 113 square miles. An additional 100,000+ people live within the greater metropolitan area. The economic base of Bakersfield and Kern County is oil production, agriculture, and warehousing. Bakersfield is located in the San Joaquin Valley, approximately 100 miles north of Los Angeles and 280 miles south of San Francisco.

Bakersfield High School is one of the most ethnically and socio-economically diverse high schools in the state of California. BHS has graduates who attend some of the most prestigious universities in the nation as well as students who struggle to graduate from high school. The student population draws from upper middle class to inner-city lower socio-economic neighborhoods. The school is proud of its heritage and the contributions that its graduates have made to the city, state, and to the nation. BHS is committed to excellence for staff and students, and we are especially proud of its hard earned reputation as a comprehensive high school offering the highest possible quality academic, athletic, and activity programs (nationally ranked football and wrestling teams, CEO Public Service Academy, Fashion Design and Agriculture as county featured CTE programs, state ranked forensics program, ELA department partnership with the CSU system, regionally noted Advanced Placement/Honors program, model transition program for Special Education and Foster Youth, AVID and student support, music and theatre...the list goes on and on).

In recent years, Bakersfield High School created three new elements to our instructional program on campus. BHS will continue to foster the growth of these elements in the 2016-2017 school year:

1. Feeder Schools Articulation Council
2. Community Advisory Council
3. Principal Advisory Councils for EL, Special Education, Foster Youth, GATE/Advanced Placement, and Title 1/Migrant that include parents, students, community partners and faculty

The Bakersfield High School Community Advisory Council (BHSCAC) is an independent, nonpartisan, and broadly representative body consisting of a balanced mix of the diverse interests that are affected by community needs within Central Bakersfield--specifically related to career tech and higher-education opportunities for young people that attend Bakersfield High School. When the council was founded in 2010, the five primary focus areas would be: agriculture, career technical education, engineering, public service, and virtual business. The primary mission of the Advisory Council is to advocate for and support Bakersfield High academic programs and provide informed recommendations and advice to the faculty and administration on selected major policy issues (for staff consideration) related to the strategic and operational function of the comprehensive high-school.

BHSCAC is charged to bring the community's voice and knowledge into development and implementation of Bakersfield High School student learning efforts and parent/family outreach. The council advises on the priorities and needs of the community and acts as a source of guided information for faculty and administration at the high-school. Bakersfield High School is committed to building community based ties that work together to improve the services offered within the Central Bakersfield area, with an emphasis on those within our own student body.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Student support services include prevention, intervention, transition and follow-up services for students and families. This BHS site team will work collaboratively with teaching faculty, student, and family---attempting to provide direct services for all current students, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counseling, consultation and individual assessment/monitoring. In addition, student support services personnel provide in-service training, parent education, community collaboration, and carry out student service program management. Student support services are a vital part of comprehensive school program success.

DRILLER PROFESSIONAL LEARNING COMMUNITY

Big Idea # 1

Drillers accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.

Big Idea # 2

Drillers are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams

Big Idea # 3

Drillers assess our effectiveness on the basis of results rather than only intentions. Individuals, teams, and our school-community will seek relevant data and information and use that data/information to promote ongoing and continuous improvement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
 - a. collaborative teacher teams
 - b. essential learnings identified
 - c. common formative assessments

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 - a. collaborative teacher teams
 - b. essential learnings identified
 - c. common formative assessments

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

- a. collaborative teacher teams
- b. essential learnings identified
- c. common formative assessments

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Yes, this is confirmed by the KHSD Personnel Division for all certificated faculty

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Yes, this is coordinated by KHSD Instructional Services Division

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Yes, this is coordinated by KHSD Instructional Services Division

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

- a. collaborative teacher teams
- b. essential learnings identified
- c. common formative assessments

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- a. collaborative teacher teams
- b. essential learnings identified
- c. common formative assessments

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Yes, this is coordinated by KHSD Instructional Services Division

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Yes, this is coordinated by KHSD Instructional Services Division

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
 - a. Create a master schedule that provides access for strategic support classes in Math and ELA.
 - b. Place strategic students in appropriate classes to support standards mastery in the regular program.
 - c. Create individualized learning plans for special needs students (e.g. English Learners and Special Education Students) to achieve academic success.

14. Research-based educational practices to raise student achievement

- a. Identify and implement schoolwide research-based strategies to increase student engagement and raise student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
 - a. Provide resources from family, school, district, and community to assist underachieving students.
 - b. Involve parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs.
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
 - a. Ensure services provided by categorical funds enable underperforming students to meet standards.
18. Fiscal support (EPC)
 - a. Provide fiscal support.

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	638	626	599	589	605	580	572	605	580	92.3	96.8	96.8
All Grades	638	626	599	589	605	580	572	605	580	92.3	96.8	96.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2560.7	2561.1	2539.2	14	12	6.90	29	33	32.07	27	27	27.93	28	28	33.10
All Grades	N/A	N/A	N/A	14	12	6.90	29	33	32.07	27	27	27.93	28	28	33.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	22	19	16.03	49	57	50.52	28	24	33.45
All Grades	22	19	16.03	49	57	50.52	28	24	33.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	20	21	13.79	44	44	47.07	32	35	39.14
All Grades	20	21	13.79	44	44	47.07	32	35	39.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	14	14	12.07	61	63	62.24	25	23	25.69
All Grades	14	14	12.07	61	63	62.24	25	23	25.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	20	24	15.34	56	54	54.66	23	21	30.00
All Grades	20	24	15.34	56	54	54.66	23	21	30.00

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	638	626	599	576	597	582	564	594	581	90.3	95	97.2
All Grades	638	626	599	576	597	582	564	594	581	90.3	95	97.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2528.1	2528.5	2506.2	5	5	3.27	15	17	12.74	24	22	22.03	54	56	61.96
All Grades	N/A	N/A	N/A	5	5	3.27	15	17	12.74	24	22	22.03	54	56	61.96

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	15	14	10.67	29	27	22.55	56	59	66.78	
All Grades	15	14	10.67	29	27	22.55	56	59	66.78	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	8	6	2.24	49	43	34.42	42	51	63.34
All Grades	8	6	2.24	49	43	34.42	42	51	63.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	7	9	5.68	53	49	52.15	40	42	42.17
All Grades	7	9	5.68	53	49	52.15	40	42	42.17

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9				19	5	18	49	44	61	22	36	16	9	15	5
10				15	4	16	47	38	32	28	21	21	9	38	32
11				29	19	17	42	44	28	26	25	33	3	13	22
12	3			24	11	27	30	78	36	21	11	9	21		27
Total	1			21	8	19	44	45	44	24	27	20	10	19	17

Conclusions based on this data:

1. Our Early Advanced classes are growing while our Beginning classes are remaining low.
2. Majority of our freshmen and sophomores are beginning in Intermediate and Early Advanced.
3. Majority of our juniors and seniors are in our Early Advanced and Intermediate classes.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		4		19	4		45	38		25	28		11	26	
10		6		16	6		43	29		28	16		14	42	
11				28	19		41	44		25	25		6	13	
12	6	13		23	27		29	47		23	7		20	7	
Total	1	5		20	10		41	38		25	21		13	26	

Conclusions based on this data:

1. Our Early Advanced and Intermediate are were the majority of our lower classmen are placed.
2. Extra support is necessary with the Beginning Class with such high enrollment.

Planned Improvements in Student Performance

Conditions of Learning

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Basic Services, Implementation of State Standards, Course Access
LEA/LCAP GOAL:
KHSD students will learn in clean, safe, and well-equipped schools and will be provided with relevant, innovative, and ample instructional resources. KHSD students will be taught by highly-qualified, well-trained, and diverse faculty, who provide rigorous and relevant instruction that prepares students for success at the next level of learning.
SCHOOL GOAL #1:
Continue to grow and develop as a school-wide Professional Learning Community with a clear focus on student learning, student feedback/formative assessment that is regular and ongoing, usage of relevant and necessary instructional technologies, collaboration between teachers and usage of high-yield research based instructional strategies in the classroom Professional Learning Community Big Idea # 1 Drillers accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning. Big Idea # 2 Drillers are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams Big Idea # 3 Drillers assess our effectiveness on the basis of results rather than only intentions. Individuals, teams, and our school-community will seek relevant data and information and use that data/information to promote ongoing and continuous improvement. BHS Focus Areas 2017-2018 GOAL #1: Provide School-Wide Academic Intervention/Support in order to narrow the achievement gap between Significant Student Subgroups (investigating school-wide interventions at other schools and focused Professional Development towards this area of interest and implementing the Common Core/NGSS [Next Generation State Standards] standards) GOAL #2: Prepare students for post high school experience (Career or College) and focus on increased A-G rates, CTE offerings and articulation, and EAP for juniors GOAL #3: Continue to grow and develop as a school-wide (and District) Professional Learning Community with a clear focus on student learning, collaboration between teachers, and usage of high-yield research based instructional strategies in the classroom

Data Used to Form this Goal:

CAASPP (California Assessment of Student Performance)
CDE
Graduation rate
A-G passage rate
Surveys
Perception Data
CTE Pathways/Articulation Agreements
EAP for juniors
Suspension/Expulsion Data
Attendance rate
Chronic Absenteeism rate
Dropout and graduation rates
College readiness
Language proficiency

Findings from the Analysis of this Data:

With the movement to Common Core (State of California), NGSS, and SBAC testing, our faculty has realized the challenges and opportunities that are still ahead. We are working hard towards the full implementation of an advanced and progressive Professional Learning Community and will continue to embrace important professional development that is aligned with District and Site learning goals. Faculty are utilizing the new Anchor tasks so that they can adapt to the SBAC testing and assessment guidelines and expectations. With the use of instructional technology for future testing sessions, teachers and faculty understand the need for adaption and merit-based implementation and instructional design in the coming academic school year(s). We will work hard to assess and analyze data that is student specific and serve students in preparation for college or career readiness. Student response to Common Core has been very positive and the various modes that are now introduced are appealing to the student body, for the most part. We recognize the need to address A-G readiness for college preparedness and will continue to strive for growth in all measurable indicators that include graduation rates and school-climate aspects (attendance, engagement, parental involvement, suspension rates, etc.). In addition, we will identify and empower our Tier I and Tier II Teams to help with struggling freshman learners and offer an array of student support services on campus. Our site leadership team will continue to recognize and implement school/program goals with our 8 state priorities in mind: Student Achievement, Basic Services, Course Access, Student Engagement, School Climate, Parent Involvement, Common Core implementation, and other Student Outcomes.

How the School will Evaluate the Progress of this Goal:

- Each learning team will have a department specific drive, to be used by the team, that contains electronic copies of curriculum blue prints, learning targets, common formative assessments, and common summative assessments or benchmarks.
- Learning teams will keep copies of learning targets and "I can" statements on the Google drive, shared drives, or a hard copy.
- Teachers will collaborate within their learning teams to identify the gaps and create intervention and enrichment within their classrooms.
- Teachers, counselors and the Title I Coordinator will monitor student performance to ensure students are correctly placed.
- The Title I Coordinator and counseling staff will document students assigned to strategic classes in Math and will evaluate each student to ensure accurate placement.
- Learning teams will use CAs to ensure that standards based objectives are explicitly addressed and that gaps are filled in as needed.
- The use of appropriate standards-based materials and research based strategies will be monitored through the use of the co-teaching, observation, and coaching model.
- The learning teams will create CAs to determine where the learning gap is.
- With the new implementation of Illuminate, learning teams will begin utilizing this new program to help analyze data to help drive instruction.
- All relevant faculty will communicate regularly to analyze the appropriateness of student placement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop content-specific assessments that reflect an alignment of written curriculum, standards, instructional program and expected school-wide learning results. Title I will fund professional development that assists teacher in developing content specific to Title I courses.	7/1/17 - 6/30/18	Principal and Assistant Principal, Instruction	Title I funding will support teacher collaboration as they develop content and assessments for the Title I courses.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Bakersfield High School maintains twenty (27) subject area Learning Teams and thirteen (13) WASC Teams. All teachers and departments are involved in the Learning Team process. Considerable time is set aside for Learning Teams to meet during the school year, almost weekly. Time is allotted during the 2 pre-school in-service days, one full day in January and 29 early-release days have been set aside for this purpose, as well as department meetings. Furthermore, several groups also meet outside of the prescheduled time for collaboration. A considerable amount of time during the meetings will be devoted to analyzing standards and determining relevance and longevity, developing common formative assessments, aligning curriculum, standards and instructional program.</p>		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Identify appropriate assessments to administer and measure student progress, including: tests, essays, portfolios, and projects.</p> <p>Significant progress was made in developing mathematical instructional strategies during the past 3 summers. Teachers were hired to collaboratively develop mathematical “anchor tasks”, along with supporting tasks for Foundations, that are now in use in algebra, advanced algebra, and geometry classes district-wide. We purchased new math books for Geometry and Algebra for 2015-2016, to help align with the new state standards. Recognizing that the Smarter Balanced Assessment Consortium (SBAC) has developed more rigorous assessments that require students to utilize all eight mathematical practices, common lessons for use district-wide were developed by these teacher-leaders. Lessons developed fall into two categories. Resources can be found on the District Google drive. In addition, all Algebra, Advanced Algebra, and Geometry classes have a cumulative test at the end of every quarter to gauge their progress.</p>	7/1/17 - 6/30/18	Assistant Principal, Instruction Department chairpersons Teachers	<p>To promote our PLC at Bakersfield High School, learning teams will examine and/or create Common Formative Assessments (CFAs) and Common Assessments (CAs).</p> <p>Title I funding will be used to support teacher collaboration for teachers of Title I classes. Teachers will analyze the course content of the Title I classes and will create CAs that allow them to accurately monitor student progress and adjust instruction accordingly.</p>	1000-1999: Certificated Personnel Salaries	General Fund Title I Part A: Professional Development (PI Schools)	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Title I funding will be used for our BHS teachers to have extra time to meet with feeder-school leaders to ensure our partnering schools are clear on the direction KHSD is heading in mathematics, specifically related to the intervention for under-performing students. Funding provided for substitute pay and after-school hourly pay for BHS Title I teachers.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,000
Administer curriculum-embedded assessments every 6-8 weeks in Math, ELA, Science and History-Social Science.	7/1/17 - 6/30/18	Assistant Principal, Instruction Title I Coordinator Teachers	Curriculum-embedded assessments will be administered every quarter. Substitutes will be provided for teachers of Title I classes to analyze assessment results and plan for intervention for under-performing students. Primary areas for substitute support are classes that support Title I students (Literacy and Career Tech).	1000-1999: Certificated Personnel Salaries	General Fund Title I Part A: Professional Development (PI Schools)	3,000
Administer standards-based Common Assessments (CA) in Math, ELA, Science and History-Social Science to measure student academic progress towards mastery of CCSS.	7/1/17 - 6/30/18	Assistant Principal, Instruction Department Chairpersons Title I Coordinator Teachers	Math, ELA, Science and History-Social Science will administer Common Assessments to determine if intervention or enrichment is needed.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teachers of classes that support Title I students (Literacy and Career Tech) will meet after school and/or have substitutes provided to meet during the school day to analyze student performance on the Common Assessments and to create/revise instructional units to meet the needs of under-performing students.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	800
Identify a clear, coherent vision of what students should know and be able to do.	7/1/17 - 6/30/18	Principal	Faculty will continue to work within their departments and learning teams to continually adjust clear learning targets and "I can" statements that align with the CCSS or NGSS. Learning Team leaders, along with department chairs, will meet quarterly to ensure our vision for our students is transparent.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Funding (substitute/hourly-rate after school pay) will be provided by Title I coordinator to meet with key stakeholders involved in the process of data collection related to interventions and services for under performing students, as well as the planning for communication with the parents/ community which includes dissemination of student performance results and related intervention programs.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,500
Disaggregate student academic achievement data in core subjects by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Title I Coordinator Department Chairpersons Teachers	In 2017-2018, our administration will provide disaggregated data for all recognized subgroups for SBAC at preschool in-service days. The departments will analyze data in learning teams. Title I funding will be provided for teachers of Title-I funded classes to meet, address the specific needs of Title I students, and create instructional resources that will assist in meeting Title I students' specific learning needs.	1000-1999: Certificated Personnel Salaries	General Fund Title I Part A: Professional Development (PI Schools)	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Title I will purchase supplemental instructional materials that are needed to target the achievement of low-performing students.	4000-4999: Books And Supplies	Title I	10,000
Create a fully elaborated plan to address recruitment and retention of fully credentialed, highly qualified teachers within three years.	7/1/17 - 6/30/18	Principal Title I Coordinator	The school administrative team will meet once quarterly to monitor teacher retention. Evidence will be analyzed during the Dec. and April administrative team meetings. BHS will hold new teacher meetings at the beginning and middle of each year to provide support for new staff.		General Fund	
Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming.	7/1/17 - 6/30/18	Principal Learning team leaders Student Learning Committee Freshmen Intervention Team	Learning teams will continue to identify and clarify expectations for student mastery through learning targets and CAs. The Student Learning Committee and our SST will explore the specific needs of underperforming students during their bi-weekly meetings.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			A Tier I and Tier II team will work on having a clear and consistent school-wide strategy that will help the Title I students who are targeted as underperforming.		General Fund	
			Teachers will have an opportunity to attend SEL/PBIS training.	1000-1999: Certificated Personnel Salaries	Title I	1,000
Identify and implement school-wide research-based strategies to increase student engagement and raise student achievement.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction District office support for district-wide meetings Professional Development experts Cross-Curricular Literacy Team	Teachers will attend trainings throughout the year to learn new strategies to help increase student engagement.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	8,000
			Funding is provided for BHS to identify and hire professional development providers to visit the campus and instruct on research-based strategies that promote student engagement and raise student achievement.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	6,000
			Title I funds will be used to send our AVID teachers for intensive training on how to implement school-wide strategies, in order to better service our Title I students. Title I will pay for subs for the District offered AVID workshops.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	9,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify areas of concern, by cluster, standard, and objective in core subjects and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Learning Team Leaders	During the “early release” days immediately following CAs, learning teams will discuss mastery on standards and make changes to curriculum, as necessary. Time is banked for "early release" days.		General Fund	
			Teachers, who teach multiple levels, will be given additional time to collaborate with others to ensure that all key players have a say in their curriculum.		Title I	1,500
Provide on-going instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including observation/feedback.	7/1/17 - 6/30/18	Principal	The administration will continue to participate in contract mandated evaluations of faculty.		General Fund	
			BHS has replaced school staff relevant to the school not making adequate yearly progress by reallocating resources to fund a resource teacher to provide support for teachers. Salary for Title I Coordinator/ELA Resource Teacher - 2 periods @ \$20,000/period	1000-1999: Certificated Personnel Salaries	Title I	40,000
			Salary for Math Resource Teacher 1 period @ \$20,000/period	1000-1999: Certificated Personnel Salaries	Title I	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher collaboration by grade level and department to discuss student achievement results and modify instruction based on student achievement needs.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Title I coordinator to assist with Student Learning Committee	Learning teams, departments, WASC teams, AVID Site Team, and the Tier I and II Team will continue to meet regularly to discuss student achievement results and modify instruction based on student achievement needs.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,000
			Title I will fund the collaboration of the AVID Site Team by providing for substitutes and/or hourly-rate pay for after school meetings. The AVID Site Team focuses on providing intervention for under-performing students, dealing with the most needy students first, as identified by their instructors and summative evaluation data.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,000
Implement a monitoring system (e.g. self- & peer-monitoring) to ensure Implementation of professional development.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Department Chairpersons and Learning Team Leaders	BHS administration supports self- & peer-monitoring through learning teams. Time is banked for the teams to meet frequently. Title I will pay for subs for peer-to-peer classroom visits to support peer collaboration.		General Fund Title I Part A: Professional Development (PI Schools)	 1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a master schedule that appropriately places all students.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Title I Coordinator Department Leaders Special Education Program Specialist	The Title I Coordinator will work with the administration to create a master schedule that appropriately places all students, including our EL and Title I students. At the start of every semester (and during the year as needed), the Departments will work closely with the Title I Coordinator, Special Education Program Specialist and Counseling on level and placement decisions, based on valid indicators related to student performance. We will take into account grade 8 test scores (STAR Renaissance), placement recommendations, teacher, student, and family input, and student assessment while at Bakersfield High School.		General Fund	
Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Math classes.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Title I Coordinator Title I Teachers	All math teachers will monitor individual student progress through CAs, reassess and adjust student placement each semester.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Funding is provided for teachers of Title I courses to collaborate to identify students who need adjustments to their schedule according to available student achievement data. Time to meet with school leaders will also be funded, either through substitutes and/or hourly-rate pay.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,500
Confirm standards-based objectives are explicitly addressed and fill gaps as needed in all core subjects.	7/1/17 - 6/30/18	Learning Team Leaders Title I Coordinator Teachers	The learning teams will work on a process for confirming that standards-based objectives are explicitly taught and identified gaps are filled in. Literacy and Career Tech will be provided with needed supplemental instructional materials to ensure students learn according to the appropriate modalities. Funding for manipulatives, technology, and supplemental texts.	4000-4999: Books And Supplies	General Fund Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Determine appropriate standards-based materials and research-based strategies to increase student engagement in all core subjects.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction District professional development leaders	Departments will create a common language of instruction within their learning teams to discuss, implement and analyze which materials and strategies are best suited to increase student engagement in core subjects.		General Fund	
			Kagan professional development, either district-provided (pay for subs and/or registration fee) or school-site specific.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2,000
			Along with the departments creating a common language in their discipline, the AVID Site Team will create a common language throughout the school by creating school-wide strategies that are transparent and consistent with all classes.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2,000
After-school tutoring is available for all Title I students in all core students, twice a week. Certificated teachers are utilized for tutoring.	7/1/17 - 6/30/18	Title I Coordinator	A certificated teacher is provided for student tutoring every Monday, Tuesday, Wednesday, and Thursday, directly after school.	1000-1999: Certificated Personnel Salaries	Title I SES/Intervention	47,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			BHS will provide Academic Summer Bridge-targeted reading and math intervention courses for summer session.	1000-1999: Certificated Personnel Salaries	Title I SES/Intervention	20,000
			BHS will provide AP Summer Bridge-strategies/skills course	1000-1999: Certificated Personnel Salaries	Title I SES/Intervention	8,000

Planned Improvements in Student Performance

Pupil Outcomes

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Achievement, Other Pupil Outcomes
LEA/LCAP GOAL:
KHSD students will graduate, ready and prepared for their individual postsecondary experience – college or career.
SCHOOL GOAL #2:
Professional Development for implementation of the Common Core State Standards and Smarter Balanced Assessment. Continue to prepare students to graduate and be ready for their postsecondary experience - college or career. BHS Student Support Services Bakersfield High School has a focus on ALL students that need support, and that includes the Advanced Placement students, most needy at-risk students (SES and achievement) and everything in between on our campus. Student support services include prevention, intervention, transition and follow-up services for students and families. This BHS site team will work collaboratively with teaching faculty, student, and family---attempting to provide direct services for all current students, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counseling, consultation and individual assessment/monitoring. In addition, student support services personnel provide in-service training, parent education, community collaboration, and carry out student service program management. Student support services are a vital part of comprehensive school program success.

Data Used to Form this Goal:

CAASPP (California Assessment of Student Performance)
CDE
Graduation rate
A-G passage rate
Surveys
Perception Data
CTE Pathways/Articulation Agreements
EAP for juniors
Suspension/Expulsion Data
Attendance rate
Chronic Absenteeism rate
Dropout and graduation rates
College readiness
Language proficiency

Findings from the Analysis of this Data:

With the movement to Common Core (State of California) and SBAC testing, our faculty has realized the challenges and opportunities that are still ahead. We are working hard towards the full implementation of an advanced and progressive Professional Learning Community and will continue to embrace important professional development that is aligned with District and Site learning goals. Faculty are working on creating new Anchor Tasks so that they can adapt to the SBAC testing and assessment guidelines and expectations. With the use of instructional technology for future testing sessions, teachers and faculty understand the need for adaption and merit-based implementation and instructional design in the coming academic school year(s). We will work hard to assess and analyze data that is student specific and serve students in preparation for college or career readiness. Student response to Common Core has been very positive and the various modes that are now introduced are appealing to the student body, for the most part. We recognize the need to address A-G readiness for college preparedness and will continue to strive for growth in all measurable indicators that include graduation rates and school-climate aspects (attendance, engagement, parental involvement, suspension rates, etc...). In addition, we will identify and empower a Freshman Intervention Team to help with struggling freshman learners and offer an array of student support services on campus. Our site leadership team will continue to recognize and implement school/program goals with our 8 state priorities in mind: Student Achievement, Basic Services, Course Access, Student Engagement, School Climate, Parent Involvement, Common Core implementation, and other Student Outcomes.

How the School will Evaluate the Progress of this Goal:

- Learning teams will keep folders on the department specific drive, or Google drive, with electronic copies of learning targets and "I can" statements.
- The Title I Coordinator will work with the administration on the master schedule to ensure strategic and support classes are available in Math and ELA.
- Placement will be monitored by communications between teachers, counselors, the Title I/EL office and administration regarding student achievement.
- Four year plans will be on file for each student. EL Coordinator will monitor the individualized learning plans for EL students. The Special Education Specialist will monitor the individualized plans for Special Education students.
- The Title I Coordinator will work with the administration on the master schedule to ensure there is access for strategic support classes.
- Placement will be monitored by communication between teachers, counselors, the Title I/EL office and administration regarding student achievement.
- Agendas and minutes will be kept at each meeting.
- The Title I Coordinator will collect all results of the action research and disseminate all results to the learning team.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Place strategic students in appropriate classes to support standards mastery in the regular program.	7/1/17 - 6/30/18	Principal Assistant Principals, Instruction Assistant Principal, Administration School Counselors Department Chairpersons	The administration will work with staff to confirm identification of strategic students, ensure that students are placed appropriately, and ensure that instruction supports the mastery of standards. BHS administration, ELA and Math teachers, will continue to meet with feeder school staff to dialogue about high school requirements and expectations, so that placement for incoming 9th graders will be as accurate as possible. School leadership will administer the Star Renaissance to ensure correct placement has been obtained in the 9th grade.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify clear expectations for common core ready for all students, especially for students who are identified as underperforming.	7/1/17 - 6/30/18	Assistant Principal, Instruction Teachers Teachers of Title I classes	Teachers will create curriculum aligned to CCSS/NGSS to help monitor student progress. EL teachers will create pacing guides aligned to EL standards and CCSS. Quarterly units now incorporate literacy-rich activities built around a template developed and provided by Instructional Services. Currently, all teachers of English, world history, United States history, government, earth and integrated science, biology, and chemistry have been through the three-series workshops and have developed literacy-rich units for their core subjects.		Title I	1,500
			Funding for substitutes in order for teachers of Title I classes to attend professional development to learn about research-based teaching strategies.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	8,083

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify policies and bylaws that are aligned with the school's purpose and support the achievement of CCSS or NGSS/NCLB and schoolwide learning results.	7/1/17 - 6/30/18	Principal	The administration will work with staff to identify, develop and implement policies and bylaws that are aligned with the school's purpose and support the achievement of CCSS or NGSS and school-wide learning results.		General Fund	
Create individualized learning plans for special needs students (e.g. English Learners and Special Education Students) to achieve academic success.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction	Staff will create and implement individualized learning plans for special needs students to achieve academic success. All students will have a four year plan that includes three pathways; College Preparatory, Career Preparatory, Individualized Plan, and updated yearly. Teachers will share their pacing guides with fellow colleagues. Teachers will monitor the newly created pacing guide and curriculum to ensure all levels of EL are effective with their use of CCSS.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and implement school wide research-based strategies to increase student engagement and raise student achievement.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction	As part of it's effort to provide scientifically-based professional development for all relevant staff that is likely to improve academic achievement of low performing students, the BHS staff will address absenteeism and tardies, utilizing our Community Specialists, while identifying how student engagement will help decrease the numbers with attendance.		General Fund	
			Funding for professional development specific to the needs of BHS's Title I students. Example: Kelly Gallagher and Rick Morris. Funding also for substitutes as Title I teachers participate in up to 10 days of RIAP and ERWC training.	1000-1999: Certificated Personnel Salaries	Title I	850
			Funding for teacher collaboration and curriculum development (after-school pay) based upon what was learned by Title I teachers who participated in RIAP, ERWC, and District-funded professional development workshops.	1000-1999: Certificated Personnel Salaries	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Collaboration with local and regional universities and feeder schools has remained strong throughout the process of transitioning to the CCSS/NGSS but has become particularly important during this period of transition as we examine “Instructional Practice” and align classroom practices with those that will ensure successful transition to the CCSS. Based upon the successful California State University (CSU) Expository Reading and Writing Curriculum (ERWC) model and with support from local literacy expert Dr. Hamilton-Bunch, KHSD ELA, science and social studies teachers have developed literacy units for their core subjects.</p> <p>In order to provide students support for their A-G courses and to prepare them for post-secondary education, we have collaborated with CSUB and brought in Cal-SOAP and College Corps to offer extra support for our students.</p>		<p>General Fund</p> <p>General Fund</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teachers will have an opportunity to attend a PLC in Las Vegas to help implement strategies within their classroom.		Title I	4,000
			Teachers will be given opportunities to attend workshops in their discipline to help with engagement within their own classroom.		Title I Part A: Professional Development (PI Schools)	11,542

Planned Improvements in Student Performance

Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parental Involvement, Pupil Engagement, School Climate
LEA/LCAP GOAL:
All KHSD students will learn in positive, welcoming, safe and supportive environments. Parents, students, and community voices will be valued in enhancing student success.
SCHOOL GOAL #3:
Provide academic/behavior intervention support to students in order to narrow the achievement gap between significant student sub-groups on campus (implementation of PBIS systems for secondary campuses, Tier1-3 interventions, increased usage of a student support council, school-community partnerships, school-wide intervention/student support models at other similar schools)
BHS implemented a Positive Behavior Support (The Driller Way) system, chaired by the Principal, establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.
<ul style="list-style-type: none">• Expectations for high quality, research-based instruction in general education classrooms• Universal, classroom-based screening to identify need for additional support.• Collaborative, team-based approach to development, implementation, and evaluation of alternative interventions• Increasingly intense, multi-tiered application of an array of high-quality, evidence-based instruction matched to individual needs• Continuous monitoring of progress to determine impact of interventions• Expectations for parent involvement throughout the process

Data Used to Form this Goal:

CAASPP (California Assessment of Student Performance)
CDE
Graduation rate
A-G passage rate
Surveys
Perception Data
CTE Pathways/Articulation Agreements
EAP for juniors
Suspension/Expulsion Data
Attendance rate
Chronic Absenteeism rate
Dropout and graduation rates
College readiness
Language proficiency

Findings from the Analysis of this Data:

With the movement to Common Core (State of California) and SBAC testing, our faculty has realized the challenges and opportunities that are still ahead. We are working hard towards the full implementation of an advanced and progressive Professional Learning Community and will continue to embrace important professional development that is aligned with District and Site learning goals. Faculty are working on creating new Anchor Tasks so that they can adapt to the SBAC testing and assessment guidelines and expectations. With the use of instructional technology for future testing sessions, teachers and faculty understand the need for adaption and merit-based implementation and instructional design in the coming academic school year(s). We will work hard to assess and analyze data that is student specific and serve students in preparation for college or career readiness. Student response to Common Core has been very positive and the various modes that are now introduced are appealing to the student body, for the most part. We recognize the need to address A-G readiness for college preparedness and will continue to strive for growth in all measurable indicators that include graduation rates and school-climate aspects (attendance, engagement, parental involvement, suspension rates, etc...). In addition, we will identify and empower a Freshman Intervention Team to help with struggling freshman learners and offer an array of student support services on campus. Our site leadership team will continue to recognize and implement school/program goals with our 8 state priorities in mind: Student Achievement, Basic Services, Course Access, Student Engagement, School Climate, Parent Involvement, Common Core implementation, and other Student Outcomes.

How the School will Evaluate the Progress of this Goal:

- Programs funded by categorical monies will be carefully monitored by the Tier I Team and the School Site Council for their success at enabling under-performing students to meet standards.
- The current site council will receive monthly budget updates to track progress.
- The Title I Coordinator and School Site Council will monitor spending to ensure that money is spent on areas that support students in accomplishing academic standards.
- The Title I Coordinator will work with administration to ensure that all intervention, strategic, core and advanced classes are being taught by HQ teachers.
- The administration will monitor the process outlined above.
- The Title I Coordinator will work with the administration on the master schedule to ensure strategic and support classes are available in Math and ELA.
- Agendas and minutes will be kept at each meeting.
- The Title I Coordinator will assess progress made in this area. Surveys will be given out at Migrant, EL, and Title I parent meetings for feedback on our communication with parents.
- The Title I Coordinator will document parent education opportunities using sign-in sheets, agendas and minutes.
- Minutes and/or agendas will be kept by learning team or WASC leaders for extra support time.
- The Tier I and II leaders will record all actions taken by the team to combine and provide resources to under-achieving students.
- The administrative team will ensure and document that appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes, including EL and Special Education
- All appropriate state testing will be available to our community, along with parents, on our school web page.
- The administration, along with the staff, will ensure that The Driller Way will be taught and emphasized throughout the student's day.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create an effective plan for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the CCSS or NGSS/NCLB.	7/1/17 - 6/30/18	Principal	The administration and leadership team utilizes Synergy, Bits and Pieces, School Messenger, Parents Information Nights, AVID Night, and our school web page to communicate with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Title I Coordinator	The administration and leadership team will involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs. Funding for supplies for parent meetings and parent mailings,	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	5,000
			The BHS ELAC will meet with the Title I Coordinator to work with the planning, implementation, and evaluation of our EL program.	None Specified	Title I Part A: Parent Involvement	0
Educate parents about CCSS, NGSS/NCLB, curriculum, and assessment.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Title I Coordinator	In addition to communications through mail, Title 1/EL/ Migrant parent meetings, Parent University, Parent Link Crew, CABE for our parents, Parent Project, BHS will continue to work with our PIQE (Parent Institute for Quality Education) partners to provide education to parents about standards, curriculum and assessment.		Title I Part A: Parent Involvement	5,159

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			BHS has multiple Principal Advisory Groups to assist with our various programs. Our Principal Advisory groups are: Agriculture/FFA Athletic Boosters AVID Site Team BHS Administrative Team Classified Advisory Committee Community Advisory Council Curriculum Council District ELAC District Parent Advisory ELAC Feeder Schools Foster Youth GATE & Advanced Placement Health Committee Instructional Heads Learning Team Leadership Parent Teacher Student Association PBIS The Driller Way Safety Committee Site Council Special Education Student Recognition Committee Student Support Services Council T1 & Migrant		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			In order to help our under-achieving students, a Title I secretary is provided. This position will work with all Title I students to help and offer support and services, as needed. District Title I funds have been set aside for administrative functions.		District Funded	
			In order to help our under-achieving students, a Title I Computer Instruction Technician is provided. This position will work with all Title I students to help and offer support and services, as needed.	2000-2999: Classified Personnel Salaries	Title I	58,000
			In order to help our under-achieving students, a Title I secretary was hired. This position will work with our students to help and offer support and services, as needed.	2000-2999: Classified Personnel Salaries	Title I	60,000
Report student performance data in all core subjects to all stakeholders; provide feedback to students; provide feedback to parents.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Department Chairs Teachers School website technician	Teachers will provide timely feedback to students and parents. BHS' AYP data will be posted on our school web page, as well on Data Quest, to help communicate with our community and parents.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assign appropriate teachers to intervention courses	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Title I Coordinator District support	All teachers teaching core and advanced classes are highly qualified in their subject matter including EL and Special Education teachers.		General Fund	
			Fund teacher salaries by providing appropriate sections for all Title 1 supported courses. Five periods @ \$22,000/period will be used to support the Career Tech course which provides intervention support for under-performing students who need help in basic study skills. Through Title I, all freshmen, identified as below grade level, are enrolled in a Literacy class to assist them in English and an Career Tech class to provide math intervention.	1000-1999: Certificated Personnel Salaries	Title I	115,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Three periods @ \$22,000/period will be used to support ELA Literacy courses for under-performing students grade 9. Through Title I, all freshmen, identified as below grade level, are enrolled in a Literacy class to assist them in English and an Career Tech class to provide math intervention.	1000-1999: Certificated Personnel Salaries	Title I	70,000
			One period @ \$20,000/period will be provided for EL Literacy from Title I District funding	1000-1999: Certificated Personnel Salaries	Title I	22,000
			Fund teacher salaries by providing appropriate sections for all Title 1 summer school supported courses. Four sections @ \$5,000/section will be used to support the Summer Bridge course which provides intervention support for under-performing students who need help in basic study skills.	1000-1999: Certificated Personnel Salaries	Title I	22,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure there are sufficient intervention and strategic support classes in ELA and math to meet the needs of students requiring an intervention or support.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Title I Coordinator	There are sufficient resources to support intervention classes during the day (in non-core classes) and strategic support in after school tutoring. Funding for additional supplemental support (books and supplies) for intervention courses.	4000-4999: Books And Supplies	Title I	12,000
Identify policies and bylaws that are aligned with the school's purpose and support the achievement of academic standards and schoolwide learning results.	7/1/17 - 6/30/18	Principal	The administration will work with staff to implement PBIS, which is our school's purpose called The Driller Way, and help support the achievement of CCSS/NGSS and school-wide learning results.	1000-1999: Certificated Personnel Salaries	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify a school organization, structure and governance system that supports high expectations for all students.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Assistant Principal, Administration Title I Coordinator	BHS will restructure the internal organization of the school in the following ways: The administration will promote and maintain the school organization, structure and governance system that began last year under the AP of Instruction. The following organizations were started and will be maintained throughout the 2016-2017 school year:			
			<ol style="list-style-type: none"> 1. Instructional Heads 2. Student Learning Committee (Title I funded) 3. Feeder School Articulation 4. Community Advisory Council 5. Student Support Team (Title I funded) 			
			Funding for Student Learning Committee supplies	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	3,000
Funding for basic school supplies for our Title I classes	4000-4999: Books And Supplies	Title I	15,000			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a master schedule that provides access for strategic support classes in Math and ELA.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Assistant Principal, Administration	The administration will maintain a master schedule that includes strategic support for all 9th grade students.		General Fund	
Place strategic students in appropriate classes to support standards mastery in the regular program.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Assistant Principal, Administration Dean of Students Counseling staff	The administration will work with staff to confirm identification of strategic students, ensure that students are placed appropriately, and ensure that instruction supports the mastery of CCSS/NGSS. BHS administration, ELA and Math teachers, will continue to meet with feeder school staff to dialogue about high school requirements and expectations, so that placement for incoming 9th graders will be as accurate as possible. School Leadership will continue to administer universal ELA screenings and site produced Algebra readiness screenings to ensure correct placement has been obtained in the 9th and 10th grades		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing CCSS.	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Assistant Principal, Administration Dean of Students	The administration and leadership team will create a funding plan that ensures that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing CCSS/NGSS. Resources will be identified by data. i.e. pupil suspension, expulsion rate, graduation rates, attendance, and our school surveys.		General Fund	
			Basic classroom materials will be supplied to keep up the Title I Super Lab in working condition and up-to-date with technology.		Title I	10,000
			Turnitin.com will be offered to students and staff to ensure the use of technology is an effective tool for the success of the students.		Title I	16,000
			BHS admin team would like to carry over this amount to ensure the sustainability of new programs.		Title I	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide activities and events to engage the community and business in partnering to help increase student achievement	7/1/17 - 6/30/18	Principal Assistant Principal, Instruction Assistant Principal, Administration	The leadership team will identify, develop and implement activities and events to engage the community and business in partnering to help increase student achievement and engagement. Some examples of our activities and events are Mock Trial, Virtual Business, Principal Partner's Day, and Project Lead the Way. The BHSCAC council advises on the priorities and needs of the community and acts as a source of guided information for faculty and administration at the high-school. Bakersfield High School is committed to building community based ties that work together to improve the services offered within the Central Bakersfield area.		General Fund	
Provide fiscal support.	7/1/17 - 6/30/18		The administration and leadership team will create a funding plan that provides fiscal support.		General Fund	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	599366	0.00
Title I Part A: Parent Involvement	10159	0.00
Title I Part A: Professional Development	67725	0.00
Title III		
General Fund		
Title I SES/Intervention	75000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	599,366.00
Title I Part A: Parent Involvement	10,159.00
Title I Part A: Professional Development (PI Schools)	67,725.00
Title I SES/Intervention	75,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	464,533.00
2000-2999: Classified Personnel Salaries	118,000.00
4000-4999: Books And Supplies	47,000.00
5000-5999: Services And Other Operating Expenditures	17,000.00
5800: Professional/Consulting Services And Operating	6,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Title I	81,516.00
1000-1999: Certificated Personnel Salaries	Title I	354,850.00
2000-2999: Classified Personnel Salaries	Title I	118,000.00
4000-4999: Books And Supplies	Title I	39,000.00
5800: Professional/Consulting Services And	Title I	6,000.00
	Title I Part A: Parent Involvement	5,159.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	5,000.00
None Specified	Title I Part A: Parent Involvement	0.00
	Title I Part A: Professional Development (PI	13,042.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	34,683.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	3,000.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	17,000.00
1000-1999: Certificated Personnel Salaries	Title I SES/Intervention	75,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	194,600.00
Goal 2	26,975.00
Goal 3	530,675.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Selgrath		X			
Christopher Borges		X			
Frank Ripepi		X			
Corrine Coats		X			
Dianne Tiner		X			
David Reese	X				
Nicole Stuebbe			X		
Susan Chaidez			X		
Kristin Kroeker				X	
Gemma Castelo				X	
Erick Casallas				X	
Stephanie Odom				X	
Samantha Wilson					X
Wesley Gordon					X
Janae Jacobs					X
Sophia Caputo					X
Numbers of members of each category:	1	5	2	4	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

The various Bakersfield High Principal Advisory Groups/Councils are listed as an addendum to the Site Plan, and those members were part of first round edits and revisions for the 15-16 site plan.

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 8, 2017.

Attested:

David Reese

Typed Name of School Principal

Signature of School Principal

Date

Jim Selgrath

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date