

Leading Through Equity to Close the Achievement Gap



October 18, 2018





BAKERSFIELD CITY SCHOOL DISTRICT
BOARD OF EDUCATION

BAKERSFIELD CITY SCHOOL DISTRICT



30,699 STUDENTS

100%

1,489 Teachers

72%

Teaching More Than 5 Years

28%

Teaching 5 Years or Less

11%

PIPS and STSP

43

43 School Sites, 43 Principals

PK-8

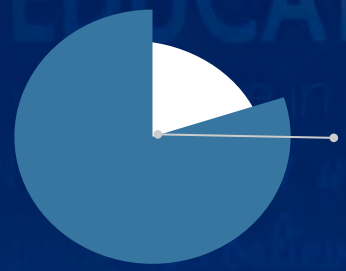
K-8 School District including State Pre-K and TK

27%

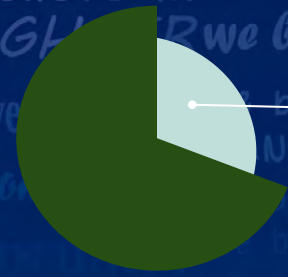
English Language Learners

90%

Socioeconomically Disadvantaged



23% Met or Exceeded Standards on SBAC in Math



35% Met or Exceeded Standards on SBAC in ELA



Who We Are



Lillian Tafoya
Board of Education

Doc Ervin
Superintendent

Mark Luque
Assistant
Superintendent
Educational Services

Tim Fulenwider
Director
Instructional Support
Services

Our Journey

CABSE
OCT 18, 2018

Qualitative & Quantitative Data

Analyzed our qualitative and quantitative data to improve Teaching and Learning

Stakeholder Input

Dialogue with stakeholders to increase input & transparency in designing the vision for the district

Systems and Structures

Curricular, Instructional, & Operational systems and structures were put in place

COMMUNICATION - CLARITY - COHERENCE - CONSISTENCY





VISION STATEMENT

Our vision in Bakersfield City School District is to be the model of educational excellence, equity and innovation.



MISSION STATEMENT

Bakersfield City School District's mission is to educate all students at the highest levels of academic excellence to become collaborative, creative, and critical thinkers.



DISTRICT 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 • INTEGRITY • CARING • COLLABORATION
PERSONAL & COLLECTIVE ACCOUNTABILITY

COMMUNICATION - CLARITY - COHERENCE - CONSISTENCY

Equity Based Support Model

CABSE
OCT 18, 2018

BAKERSFIELD CITY SCHOOL DISTRICT

BLUEPRINT FOR ACADEMIC SUCCESS



EFFECTIVE SCHOOL LEADERS
Effective school leaders ensure a safe and nurturing educational environment in which all students achieve academic excellence.

- Daily Classroom Observations of School, Climate, Culture and Instruction
- Implementing an Aspiring Leadership Academy
- Effective use of School and DL

EFFECTIVE TEACHERS
Effective teachers ensure daily on:

- Participate in Professional Dev
- Harmed and Trainee Instructors and High Leverage Strategies
- Empower Teacher Leadership
- PLD's Teams

TARGETED STUDENT S
Targeted Student Support System with comprehensive services for:

- Ensure a System-Wide Practice Needs of All Students
- Strengthen Access to Core Pro
- Inclusive Academic Enrichment Learning and High Achievemen

SCHOOL CULTURE AND SCHOOL CULTURE AND CLIMATE IS CE
safe and nurturing learning envi

- Implementation of the School L
- Leaders will Facilitate the Ede
- All Classrooms are Conducive

FAMILY AND COMMUN
Family and Community Engagem and schools.

- Parent University
- FACCE Liaison & Office Assis
- Parents As Leaders

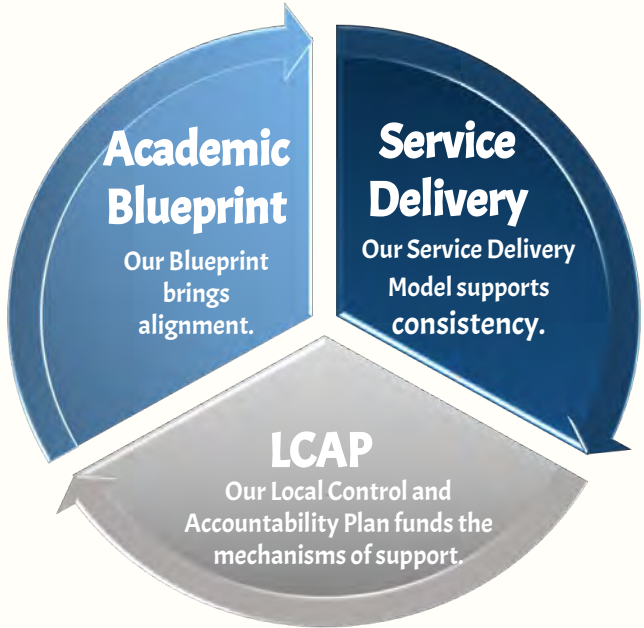
2018 - 2019 Service Delivery Organizational Chart

AREA 1	AREA 2	AREA 3	AREA 4
Mike Havens Total Schools = 111 Junior Delivery Supervisor Instructional Specialist ELA Instructional Specialist Math Instructional Specialist EL Education Technology Specialist Family & Community Engagement Rep PBIS Academic Coach District Behavioral Intervention Specialist Health Services Specialist Assistant School Nurse Specials Cassi Lantz Pauline Wendie Enrichment Franklin Jodie McKinley Renee Rosemarie Early Learning Parent Community Support Specialist History	Gary McCloskey Total Schools = 11 Junior Delivery Supervisor Instructional Specialist ELA Instructional Specialist Math Instructional Specialist EL Education Technology Specialist Family & Community Engagement Rep PBIS Academic Coach District Behavioral Intervention Specialist Health Services Specialist Assistant School Nurse Specials Enriqueta Yvonne Muriel Wendi Enrichment Eudice Fawcett Michelle Heather SEAs & Instructional Coaches PBIS Academic Coach	Margaret Callegros Total Schools = 11 Junior Delivery Supervisor Instructional Specialist ELA Instructional Specialist Math Instructional Specialist EL Education Technology Specialist Family & Community Engagement Rep PBIS Academic Coach District Behavioral Intervention Specialist Health Services Specialist Assistant School Nurse Specials Enriqueta Yvonne Muriel Wendi Enrichment Eudice Fawcett Michelle Heather SEAs & Instructional Coaches PBIS Academic Coach	Laura Overton Total Schools = 11 Junior Delivery Supervisor Instructional Specialist ELA Instructional Specialist Math Instructional Specialist EL Education Technology Specialist Family & Community Engagement Rep PBIS Academic Coach District Behavioral Intervention Specialist Health Services Specialist Assistant School Nurse Specials Enriqueta Yvonne Muriel Wendi Enrichment Eudice Fawcett Michelle Heather SEAs & Instructional Coaches PBIS Academic Coach
Mila Madarua Program Specialist (1) Academic Coach (2)	Severdy Handayani Ditihi Program Specialist (1) Academic Coach (2)		

BAKERSFIELD CITY SCHOOL DISTRICT
LOCAL CONTROL AND ACCOUNTABILITY PLAN
2017-18 ANNUAL UPDATE AND 2017-18, 2018-2019, 2019-20 PLAN



Submitted by Board Approval
June 25, 2018



COMMUNICATION - CLARITY - COHERENCE - CONSISTENCY



Blueprint for Academic Success

CABSE
OCT 18, 2018



Key Level 5

Family and Community Engagement
Parent Universities & Face Liaisons



Key Level 4

School Climate and Culture
Warm & Welcoming Environments



Key Level 3

Targeted Student Support Systems
Balanced Literacy, UA, UDL, Instructional Aides



Key Level 2

Effective Teachers
Redesigned Professional Development



Key Level 1

Effective School Leaders
Administrative Leadership Institute

COMMUNICATION - CLARITY - COHERENCE - CONSISTENCY



We
BELIEVE
Innovative City School District

Service Delivery Model

2018 - 2019 Service Delivery Organizational Chart

AREA 1	AREA 2	AREA 3	AREA 4
Mike Havens Total Schools = 10	Gary McCloskey Total Schools = 11	Margaret Gallegos Total Schools = 10	Laura Orozco Total Schools = 12
<u>Service Delivery Specialists</u> Chrissy Johnson (ELA) Nicole Freeland (Math) Toni Carter (EL) Rayshell Fambrough (TECH) Paulina Mora Fernandez (FACE) Amy Hampton (PBIS) Brenda Montealegre (District BIS) Jason Thomas (YSS) - Emerson Cluster Audria Gibson (YSS) - Sequoia Cluster Will Stallion (ASW) - Emerson Cluster Marasha Miller (ASW) - Sequoia Cluster	<u>Service Delivery Specialists</u> Stephanie Berry (ELA) Claudia Maldonado (Math) Cecilia Ruiz (EL) Rayshell Fambrough (TECH) Jocelyn Sillas (FACE) Kelly Olson (PBIS) Marshella Taylor (District BIS) Lakesha Jones (YSS) - Chipman Cluster James Tyson (YSS) - Curran Cluster Karissa Barrera (ASW) - Chipman Cluster Evelin Figueroa (ASW) - Curran Cluster	<u>Service Delivery Specialists</u> Courtney McMahan (ELA) Merci Del Rosario (Math) Joelle Lobos (EL) Ben Boesch (TECH) Abigail Ramos (FACE) Lynnmarie Adriance (PBIS) Marshella Taylor (District BIS) Andrew Morales (YSS) - Cato Cluster Jessica Cervantes (YSS) - Stiern Cluster Natasha Martinez (ASW) - Cato Cluster Mario Barron (ASW) - Stiern Cluster	<u>Service Delivery Specialists</u> Montrelle Henry (ELA) Hilda Wright (Math) Laura Mollere (EL) Ben Boesch (TECH) Patty Silva (FACE) Irene Bratu (PBIS) Brenda Montealegre (District BIS) Deran Smith (YSS) - Compton Cluster Alicia Romero (YSS) - Sierra Cluster David McCrary (YSS) - Washington Cluster Ruthie Gardner (ASW) - Compton Cluster Shanna Kellams (ASW) - Sierra Cluster Lisa Beckman (ASW) - Washington Cluster
<u>Sequoia</u> Casa Loma Pauly Wayside	<u>Curran</u> Evergreen Harris Munsey Seal West	<u>Cato</u> Chavez Downtown Fleischer Mann* (FPM)	<u>Compton</u> College Heights* (FPM) Harding Owens Int (4-6) Owens Pri (K-3)
<u>Emerson</u> Franklin Hills McKinley Penn Roosevelt	<u>Chipman</u> Eissler Fremont Nichols Thorne	<u>Stiern</u> Hort Jefferson Voorthies Williams	<u>Sierra*</u> (FPM) Garza Mt. Vernon Pioneer
			<u>Washington</u> Longfellow Noble
Early Literacy - Jennifer Castro Barnes Science/PLTW/KUTR - Holli Gonzalez Science - Anthony Richardson Library Media- Cerstin Breslin Dual Language Programs - Cecilia Ruiz Dual Language Programs - Joelle Lobos History/GATE - (Vacancy)		<u>PROUD Academy</u> Emerson, McKinley - Jason Thomas (YSS) Hills - David McCrary (YSS) Munsey, Curran - James Tyson (YSS)	
Mild/Moderate	Severely Handicapped/DHH	Autism	Emotionally At-Risk
Jodi Stewart-Gonzalez - P.Coordinator	Desiree Romero - P.Coordinator	Nikki Stiles - P.Coordinator	Lido Wells - P.Coordinator
Program Specialist (1)	Program Specialist (1)	Program Specialist (2)	Program Specialist (1)
Academic Coach (2)	Academic Coach (1)	Academic Coach (1)	Academic Coach (1)
	Behavioral Health Specialist (½)	Behavioral Health Specialist (½)	Behavioral Health Specialist (1)



CABSE
OCT 18, 2018

Equity Based Support Model Empowers Our LCAP

DISTRICT/LCAP GOAL 1: Academic Achievement

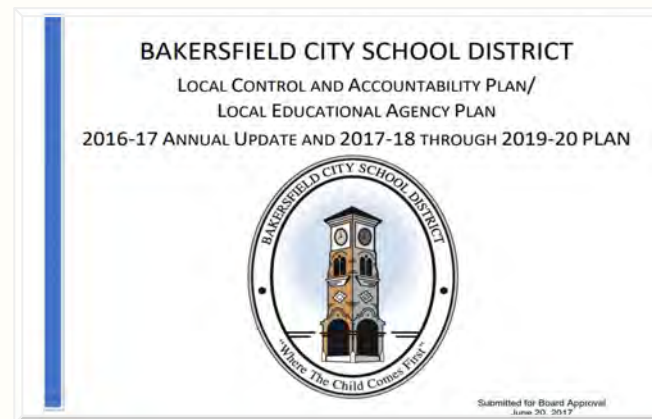
Establish a culture of high quality teaching and learning through individual and collective accountability with high expectations for all students.

DISTRICT/LCAP GOAL 2: Social Emotional Learning

Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees.

DISTRICT/LCAP GOAL 3: Family and Community Engagement

Ensure all parents and community members are welcomed and engaged in the learning process.



COMMUNICATION - CLARITY - COHERENCE - CONSISTENCY

Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Conditions of Learning

Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.



All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with an inclusive learning environment.

Engagement

Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build strong framework for student achievement.



Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

Pupil Outcomes

Student achievement means improving outcomes for all students to ensure student success.



All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.



Vision 2021

Framework for OUR Future

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” - Alvin Toffler

Core Priorities

Bold priorities that dedicate the organization's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission, vision, values and goals.

PRIORITY 1:

A Culture of Collective Efficacy

We believe in the collective capacity of our staff and the ability of staff at each school to positively affect student achievement.

PRIORITY 2:

A Culture of Teaching and Learning

We believe grade level mastery of content standards (Language, Literacy, Mathematics and the Sciences) are critical for college and career readiness .

PRIORITY 3:

A Culture of Student Centered Schools

We believe in the power of relationships, the importance of teaching self awareness and self management techniques leading to responsible decision making to support the development of the whole child to compete in our global economy.

PRIORITY 4:

A Culture of Access and Inclusion to Ensure a Multi-Tiered System of Supports for All Learners

We believe implementing a coherent system is vital to meet the academic, behavioral and social emotional needs of all students.

COMMUNICATION - CLARITY - COHERENCE - CONSISTENCY



Equity Based Support Model

CABSE
OCT 18, 2018

BAKERSFIELD CITY SCHOOL DISTRICT

BLUEPRINT FOR ACADEMIC SUCCESS



EFFECTIVE SCHOOL LEADERS
Effective school leaders ensure a safe and nurturing educational environment in which all students achieve academic excellence.

- Daily Classroom Observations of School, Climate, Culture and Instruction
- Implementing an Aspiring Leadership Academy
- Effective use of School and CL

EFFECTIVE TEACHERS
Effective teachers ensure daily on:

- Participate in Professional Dev
- Harmed and Trainee Instructors and High Leverage Strategies
- Empower Teacher Leadership
- PSD's Teams

TARGETED STUDENT S
Targeted Student Support System with comprehensive services for:

- Ensure a System-Wide Practice Needs of All Students
- Strengthen Access to Core Pro
- Inclusive Academic Enrichment Learning and High Achievemen

SCHOOL CULTURE AND SCHOOL CULTURE AND CLIMATE IS CE
safe and nurturing learning envi

- Implementation of the School L
- Leaders will Facilitate the Ede
- All Classrooms are Conducive

FAMILY AND COMMUN
Family and Community Engagem and schools.

- Parent University
- FACCE Liaison & Office Assis
- Parents As Leaders

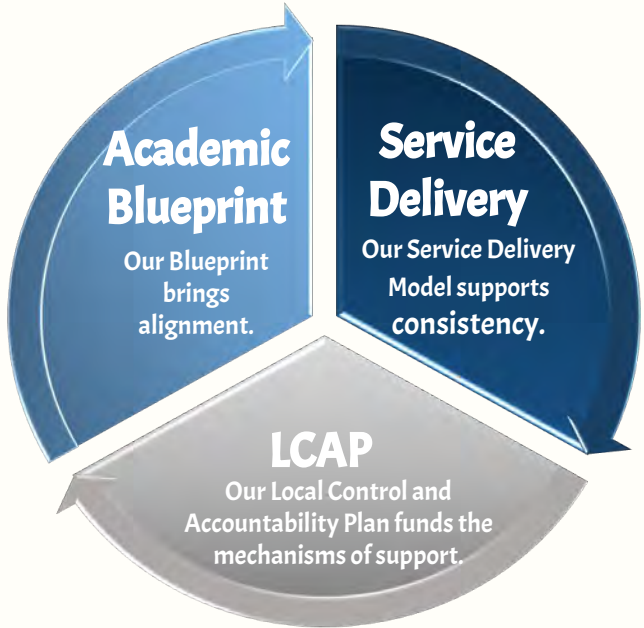
2018 - 2019 Service Delivery Organizational Chart

AREA 1	AREA 2	AREA 3	AREA 4
Mike Havens Total Schools = 111 Junior/College Supportive Instructional Specialist ELA Instructional Specialist Math Instructional Specialist EL Education Technology Specialist Family & Community Engagement Rep PBIS Academic Coach District Behavioral Intervention Specialist Health Services Specialist Academic Support Specialist Spanish Cross-Liaison Finance Wellness Emergent Facilities Title McKinley Risk Innovation Early Learning Parent Community Support Specialist Literacy	Gary McCloskey Total Schools = 111 Junior/College Supportive Instructional Specialist ELA Instructional Specialist Math Instructional Specialist EL Education Technology Specialist Family & Community Engagement Rep PBIS Academic Coach District Behavioral Intervention Specialist Health Services Specialist Academic Support Specialist Spanish Cross-Liaison Finance Wellness Emergent Facilities Title McKinley Risk Innovation Early Learning Parent Community Support Specialist Literacy	Margaret Callegros Total Schools = 111 Junior/College Supportive Instructional Specialist ELA Instructional Specialist Math Instructional Specialist EL Education Technology Specialist Family & Community Engagement Rep PBIS Academic Coach District Behavioral Intervention Specialist Health Services Specialist Academic Support Specialist Spanish Cross-Liaison Finance Wellness Emergent Facilities Title McKinley Risk Innovation Early Learning Parent Community Support Specialist Literacy	Laura Overton Total Schools = 111 Junior/College Supportive Instructional Specialist ELA Instructional Specialist Math Instructional Specialist EL Education Technology Specialist Family & Community Engagement Rep PBIS Academic Coach District Behavioral Intervention Specialist Health Services Specialist Academic Support Specialist Spanish Cross-Liaison Finance Wellness Emergent Facilities Title McKinley Risk Innovation Early Learning Parent Community Support Specialist Literacy

BAKERSFIELD CITY SCHOOL DISTRICT
LOCAL CONTROL AND ACCOUNTABILITY PLAN
2017-18 ANNUAL UPDATE AND 2017-18, 2018-2019, 2019-20 PLAN



Submitted by Board Approval
June 25, 2018



COMMUNICATION - CLARITY - COHERENCE - CONSISTENCY



Q&A

We
BELIEVE

Bakersfield City School District