BAKERSFIELD CITY SCHOOL DISTRICT

2024-2027

Local Control and Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bakersfield City School District
CDS Code: 15 63321 0000000
School Year: 2024-25
LEA contact information:
Laura Orozco
Assistant Superintendent
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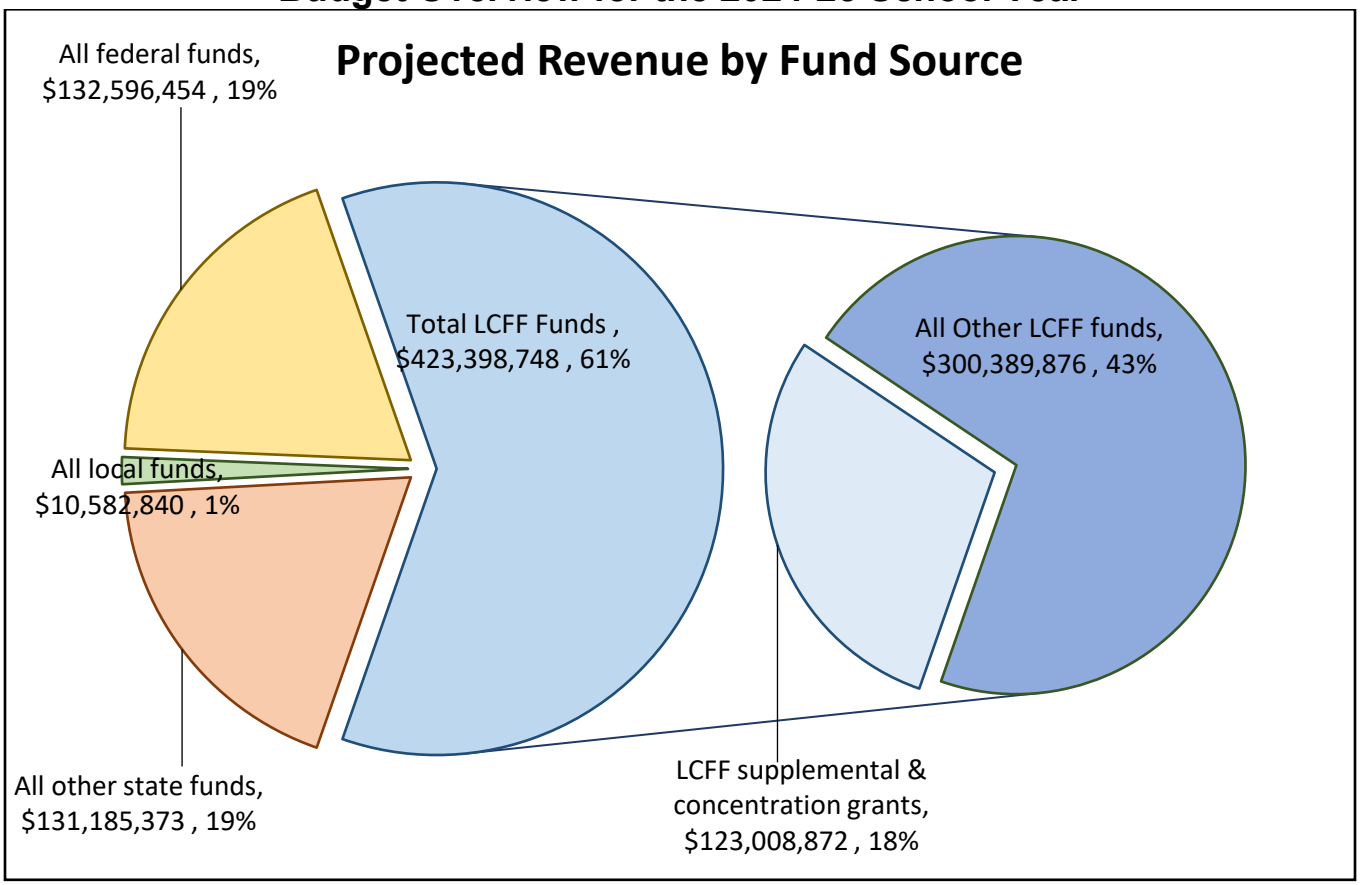
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

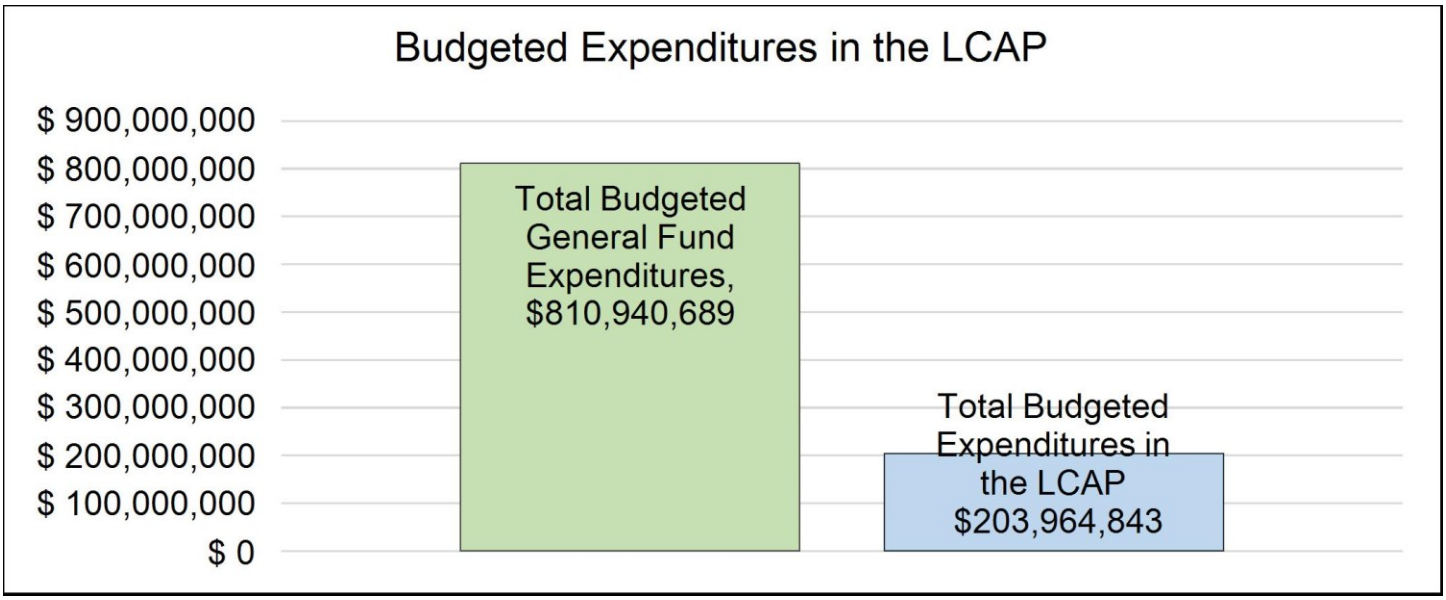


This chart shows the total general purpose revenue Bakersfield City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bakersfield City School District is $697,763,415, of which $423,398,748 is Local Control Funding Formula (LCFF), $131,185,373 is other state funds, $10,582,840 is local funds, and $132,596,454 is federal funds. Of the $423,398,748 in LCFF Funds, $123,008,872 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bakersfield City School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bakersfield City School District plans to spend $810,940,689 for the 2024-25 school year. Of that amount, $203,964,843 is tied to actions/services in the LCAP and $606,975,846 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

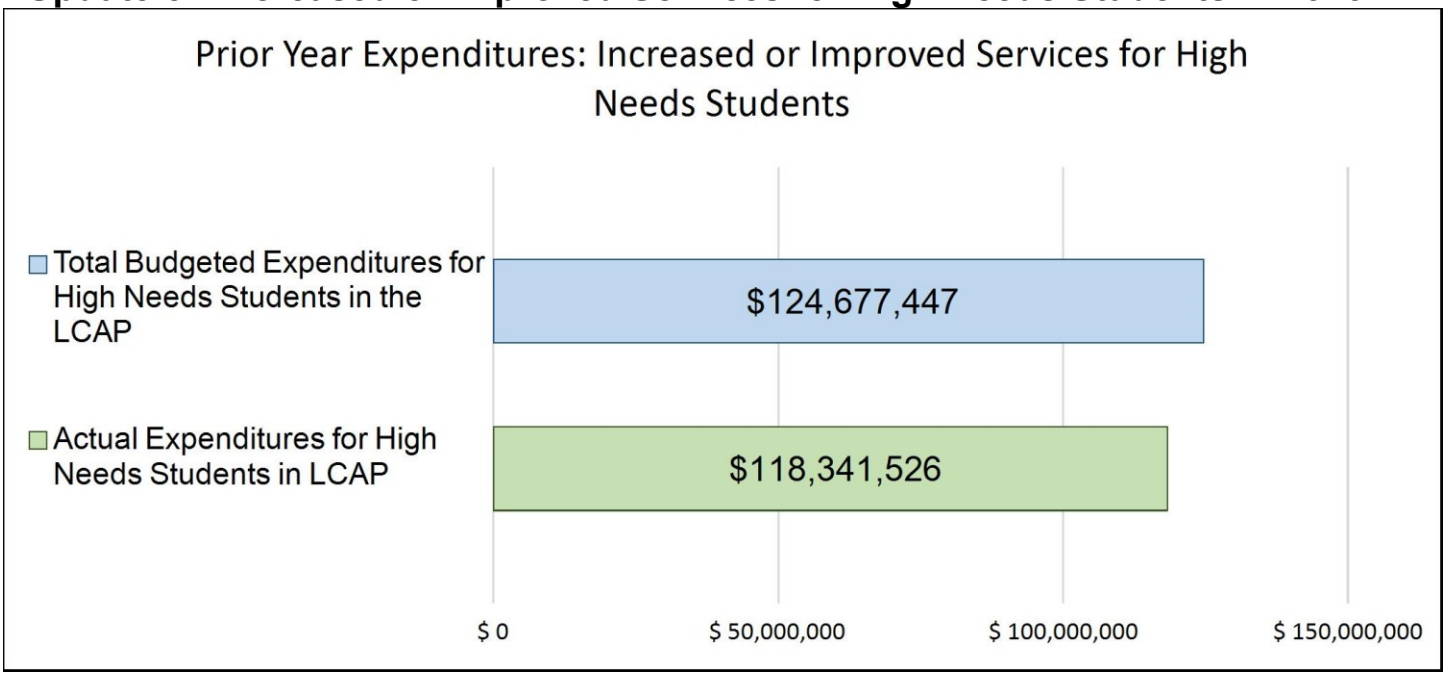
Funds that were not included in the LCAP include but are not limited to: ESSER III, ELOP, Proposition 28 AMS, Arts Music, and Instructional Materials Discretionary Block Grant, and the Literacy Coaches and Reading Specialists Grant Program.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bakersfield City School District is projecting it will receive $123,008,872 based on the enrollment of foster youth, English learner, and low-income students. Bakersfield City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bakersfield City School District plans to spend $132,797,942 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Bakersfield City School District's LCAP budgeted $124,677,447 for planned actions to increase or improve services for high needs students. Bakersfield City School District actually spent $118,341,526 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $6,335,921 had the following impact on Bakersfield City School District’s ability to increase or improve services for high needs students:

BCSD experienced an interruption of services for our high-needs students in the 2023-2024 school year. Continued staff shortages have been an ongoing issue that has affected the delivery of these services. Despite an increase in attendance and a decrease in chronic absenteeism, we are still experiencing high levels of student absences. Inconsistency has affected our planned actions in our workforce, with ongoing vacancies in different job assignments. During this school year, we had a high volume of requests for independent study programs. As a district, we continued to offer teachers opportunities to provide students with extracurricular or supplemental engagement activities beyond the school day, but could not fully meet the needs of our students in this area.To address achievement gaps, the district focused on small group instruction and intervention during Universal Access time, as well as emphasizing good first Instruction. However, we were not able to provide after-school tutoring and Saturday tutoring at all schools due to staffing limitations.because of the ongoing staffing shortages, actual costs were lower than budgeted in areas related to daily student attendance, such as the limitations on after-school and Saturday tutoring programs. We were able to use carryover funds from previous years to help cover these expenses.Overall, the 2023-2024 school year has presented significant challenges related to staffing and service delivery, which have impacted our ability to fully support our high-needs students and provide the level of extracurricular and supplemental opportunities we had planned.

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bakersfield City School District	Laura Orozco, Assistant Superintendent	orozcola@bcsd.com (661) 631-4600

Goals and Actions

Goal	Description
Goal 1	Academic Achievement: The Bakersfield City School District is committed to ensuring the academic achievement of all students are met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards. ➢ Priority 1: Increase literacy rates for all students by more than one year of growth in one year of time. ➢ Priority 2: Increase mathematical proficiency rates for all students by more than one year of growth in one year of time. ➢ Priority 3: Increase language proficiency rates for all English learner students by one level annually. ➢ Priority 4: Increase access to science and social studies content in all elementary classrooms through an integrated instructional approach. ➢ Priority 5: Increase access to technology, engineering, and the arts in all classrooms through an integrated instructional approach.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a) Basic Services: conditions of Learning: fully credentialed under ESSA and teachers that are appropriately assigned in the subject area and for the pupils they are teaching	1a) 11.4% of teachers were not fully credentialed and 5% of teachers held permits or waivers and were not appropriately assigned in the subject area and for the pupils they were teaching in 2019-2020 as determined by the CALSAAS report	1a) 15.19% of teachers were not fully credentialed and .05% of teachers held credentials, permits or waivers and were not otherwise authorized for the assignment in 2020-2021 as determined by the CALSAAS Report	1a) 14.12% of teachers were not fully credentialed and .06% of teachers held credentials, permits or waivers and were not otherwise authorized for the assignment in 2021-2022 as determined by the CALSAAS Report	1a) 5.57% of teachers were not fully credentialed and .36% of teachers held credentials, permits or waivers and were not otherwise authorized for the assignment in 2022-2023 as determined by the CALSAAS Report	1a) Decrease to 9.4% of teachers not fully credentialed and decrease to 3% of teachers holding permits and waivers and not appropriately assigned in the subject area and for the pupils they are teaching as determined by the 2023-24 CALSAAS report.
Priority 1b) Basic Services: Pupils in the schools district have sufficient access to the standards-aligned instructional materials	1b) 100% of students have access to standards-aligned materials as determined by the Williams textbook sufficiency report.	1b) 100% of students continue to have access to standard-aligned materials as determined by the Williams textbook sufficiency report.	1b) 100% of students continue to have access to standard-aligned materials as determined by the Williams textbook sufficiency report.	1b) 100% of students continue to have access to standard-aligned materials as determined by the Williams textbook sufficiency report.	1b) Maintain 100% of students having access to standards-aligned materials as determined by the Williams textbook sufficiency report.

Priority 1c) Basic Services: school facilities are maintained in good repair	1c) 100% of school sites have an Overall rating of “Good” or “Exemplary“ as determined by the Facilities Inspection Tool (FIT) self-administered report for 2020-2021	1c) 100% of school sites continue to have an overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) self-administered report for 2021-2022	1c) 100% of school sites continue to have an overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) self-administered report for 2022-2023	1c) 97.7% of school sites have an overall rating of “Fair” or “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) self-administered report for 2023-2024	1c) Maintain 100% of school sites with an Overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) during Williams Visitations.
Priority 2a) Implementation of state board adopted academic content and performance standards for all students	2a) Rating of 3 (Initial Implementation) based on the 2020-21 Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	2a) Rating of 3 (Initial Implementation) based on the 2021-22 Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	2a) Rating of 3 (Initial Implementation) based on the 2022-23 Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	2a) Rating of 3 (Initial Implementation) based on the 2023-24 Self-Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards	2a) By 2023-2024 Attain a rating of 5 (Full Implementation and Sustainability) as measured by the Self Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum frameworks for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards.

Priority 2b) How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency	2b) All English learners receive daily designated and integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations	2b) All English Learners continue to receive daily designated and integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations	2b) All English Learners continue to receive daily designated and integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations	2b) All English Learners continue to receive daily designated and integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations 2023-24	2b) All English learners will continue to receive daily designated and integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations.

Priority 4a) Pupil Achievement Performance on Statewide Assessments	4a) Fall 2019 California Dashboard: ELA All Students Group: 36.1 pts. Below Std. Math All Students Group: 72.8 pts. Below Std. 2018-2019 CAST All Students Group 15.57% Met or Exceeded Standards	4a) CAASPP was not fully administered in the Spring of 2021. District is reporting local data for ELA and Math **STAR** ● 25.4% of students tested in STAR Early Literacy for grades K-1 were proficient in Reading based on the 2021-22 Winter Administration ● 27.2% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2021-22 Winter Administration	4a) Fall 2022 California Dashboard: ELA All Students Group: 62.2 pts. Below Std. Math All Students Group: 105.2 pts. Below Std. 2021-22 CAST All Students Group 14.13% Met or Exceeded Standards	4a) Fall 2023 California Dashboard: ELA All Students Group: 62.5 pts. Below Std. Math All Students Group: 97.9 pts. Below Std. 2022-23 CAST All Students Group 14.62% Met or Exceeded Standards	4a) Fall 2023 California Dashboard: ELA All Students Group: 21.1 pts. Below Std. Math All Students Group: 63.8 pts. Below Std. 2022-2023 CAST All Students Group: 45% Met or Exceeded Standards

		• 34.1% of students tested in STAR for grades 2-8 were proficient in Math based on the 2021-22 Winter Administration 2020-2021 CAST Not administered The most recent data is 2018-2019 CAST All Students Group 15.57% Met or Exceeded Standard			
Priority 4b) UC or CSU Entrance Requirements	4b) N/A	4b) N/A	4b) N/A	4b) N/A	4b) N/A
Priority 4c) Percentage of pupils who have successfully completed courses satisfying CTE Pathways	4c) N/A	4c) N/A	4c) N/A	4c) N/A	4c) N/A
Priority 4d) Students who have successfully completed courses described in 4b & 4c	4d) N/A	4d) N/A	4d) N/A	4d) N/A	4d) N/A

Priority 4e) English Learners making progress towards English Proficiency as measured by the ELPAC	4e) 45.7% of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2019 Dashboard	4e) 26.1% of students are making progress towards English Proficiency as measured by the BCSD English Learners Progress Indicators (BELPI) given the suspension of the Fall 2021 Dashboard	4e) 50.5 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2022 Dashboard	4e) 49.8 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2023 Dashboard	4e) 100% of English Learners are making progress towards English Proficiency as measured by the ELPAC.
Priority 4f) English Learner Reclassification Rate	4f) 14.7% Reclassification Rate as reported on Dataquest for 2019-2020	4f) 7.3% Reclassification Rate as reported on Dataquest for 2020-2021	4f) An estimated 2.4% Reclassification Rate based on available local data for 2021-2022	4f) An estimated 7.5% Reclassification Rate based on available local data for 2022-2023	4f) Increase the Reclassification Rate to 15% as reported on Dataquest for 2023-24
Priority 4g) Pupils who have passed an AP Exam with a score of 3 or higher	4g) N/A	4g) N/A	4g) N/A	4g) N/A	4g) N/A
Priority 4h) Pupils who demonstrate college preparedness	4h) N/A	4h) N/A	4h) N/A	4h) N/A	4h) N/A

Priority 7a) Access to a broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable	7a) 100% students having access to and enrollment in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.	7a) 100% students continue to have access to and enrollment, in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.	7a) 100% students continue to have access to and enrollment, in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.	7a) 100% students continue to have access to and enrollment, in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters. 2023-24	7a) 100% students will continue having access to and enrollment in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.
Priority 7b) Programs and services developed and provided to unduplicated pupils	7b) 100% of Low-Income, Foster Youth, and English Language Learner students have access to enroll in programs and services developed and provided to unduplicated pupils, as measured by master schedules and class rosters.	7b) 100% of Low-Income, Foster Youth, and English Language Learner students continue to have access to enroll in programs and services developed and provided to unduplicated pupils, as measured by master schedules and class rosters.	7b) 100% of Low-Income, Foster Youth, and English Language Learner students continue to have access to enroll in programs and services developed and provided to unduplicated pupils, as measured by master schedules and class rosters.	7b) 100% of Low-Income, Foster Youth, and English Language Learner students continue to have access to enroll in programs and services developed and provided to unduplicated pupils, as measured by master schedules and class rosters. 2023-24	7b) 100% of Low-Income, Foster Youth, and English Language Learner students will continue to have access to enroll in programs and services developed and provided for unduplicated pupils, as measured by master and class rosters.

Priority 7c) Programs and services developed and provided to individuals with exceptional needs	7c) 100% of individuals with exceptional have access to enroll in programs and services developed for individuals with exceptional needs according to their IEP	7c) 100% of individuals with exceptional continue to have access to enroll in programs and services developed for individuals with exceptional needs according to their IEP.	7c) 100% of individuals with exceptional needs continue to have access to enroll in programs and services developed for individuals with exceptional needs according to their IEP.	7c) 100% of individuals with exceptional needs continue to have access to enroll in programs and services developed for individuals with exceptional needs according to their IEP. 2023-24	7c) 100% of individuals with exceptional needs will continue to have access to enroll in programs and services developed for individuals of exceptional needs in accordance with their IEP.

Priority 8a) Outcomes in a broad course of study. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable	8a) **BAS** ● 43.45% of students in grades K-2nd Met Reading Expectations in 2019-2020 by the 2nd Administration **STAR** ● 32% of students tested in STAR for grades K-2nd were proficient in Reading based on the 2019-20 Winter Administration ● 46% of students tested in STAR for grades K-2nd were proficient in Math based on the 2019-2020 Winter Administration **CORE GROWTH** ● 56.27% Students	8a) **BAS** ● 31% of students in grades K-2nd Met Reading Expectations in 2021-22 by the 2nd Administration **STAR** ● 38% of students tested in STAR for grades K-2nd were proficient in Reading based on the 2021-22 Winter Administration ● 40.1% of students tested in STAR for grades K-2nd were proficient in Math based on the 2021-22 Winter Administration **CORE GROWTH** ● 73.78% Students	8a) Baseline established in 2021-22 (see below) **BAS** ●32.8% of students in grades K-1 Met Reading Expectations in 2022-2023 by the 2nd Administration **STAR** ●34.3% of students tested in STAR Early Literacy for grades K-1 were be proficient in Reading based on the 2022-23 Winter Administration ●28.9% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2022-23 Winter Administration	8a) Baseline established in 2021-22 (see below) **BAS** ●36.7% of students in grades K-1 Met Reading Expectations in 2023-2024 by the 2nd Administration **STAR** ●40.6% of students tested in STAR Early Literacy for grades K-1 were be proficient in Reading based on the 2023-24 Winter Administration ●31.4% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2023-24 Winter Administration	8a) Desired Outcomes for 2023-2024 **BAS** ● 55% of students in grades K-1 will have Met Reading Expectations by the 2nd Administration in 2023-24 **STAR** ● 40% of students tested in STAR Early Literacy for grades K-1 will be proficient in Reading based on the 2023-24 Winter Administration ● 40% of students tested in STAR Reading in grades 2-8 will be proficient in Reading based on the 2023-24 Winter Administration

	assessed mid-year in TK using the Kindergarten Screen Tool (KST), scored at average readiness skills for T-Kindergarten in 2020-21	assessed mid-year in TK using the Kindergarten Screen Tool (KST), scored at average readiness skills for T-Kindergarten in 2021-22 **NEW BASELINE** **BAS** ●31.33% of students in grades K-1 Met Reading Expectations in 2021-2022 by the 2nd Administration **STAR** ●25.4% of students tested in STAR Early Literacy for grades K-1 were proficient in Reading based on the 2021-22 Winter Administration ●27.2% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2021-22 Winter Administration	●33.6% of students tested in STAR for grades 2-8 were proficient in Math based on the 2022-23 Winter Administration **CORE GROWTH** Full Year Inventory (FYI) (Dec. 1st - Dec. 17th) for grade TK Major Areas: Social Emotional Self 83.93% Language and Literacy 68.49% Mathematics 68.71% Physical Development 87.82% Arts & Science 86.91%	●35.7% of students tested in STAR for grades 2-8 were proficient in Math based on the 2023-24 Winter Administration **CORE GROWTH** **2023-24** Full Year Inventory (FYI) (Dec. 1st - Dec. 17th) for grade TK Major Areas: Social Emotional Self 79.4% Language and Literacy 49.85% Mathematics 39.51% Physical Development 81.98% Arts & Science 82.48%	• 50% of students tested in STAR for grades 2-8 will be proficient in Math based on the 2023-24 Winter Administration **CORE GROWTH by 2023-24** Full Year Inventory (FYI) will score the following by December for grade TK Major Areas: Social Emotional Self 90% Language and Literacy, 65% Mathematics, 50% Physical Development, 85% Arts and Science 85%

		●34.1% of students tested in STAR for grades 2-8 were proficient in Math based on the 2021-22 Winter Administration **CORE GROWTH** Full Year Inventory (FYI) (Dec. 1st - Dec. 17th) for grade TK Major Areas: Social Emotional Self 78.29% Language and Literacy 43.85% Mathematics 35.46% Physical Development 73.27% Arts & Science 71.29%			

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 1.1, 1.8, 1.14, 1.15, and 1.43 continued to be fully implemented by the district as continued efforts to improve student learning and continued mitigation of learning loss. Class sizes continued at reduced levels in grades 4th-8th and new teacher support was given through mentors and the New Teacher Development department as well as opportunities to develop existing teachers through professional learning opportunities both in the summer and throughout the year. Schools conducted follow-up professional development to build on the learning and reflect on the consistency of the strategy implementation as the year progressed.

Special Education and general education teachers also received integral professional learning focused on meeting the needs for Students with Disabilities and developing a stronger understanding of inclusion model practices for all staff, site and district administrators. The district continues to encounter the challenge of reaching all teaching staff and allowing all teachers to receive uniform access to the training across the district.

Actions 1.9, 1.19, 1.20, 1.22, 1.40, 1.41, and 1.44 continue to be fully implemented to support students' continued need to improve literacy through access to books and online learning systems that support teachers and students in monitoring the progress students need to continue to make throughout the year. Schools successfully onboarded the newest learners and began to build strong relationships with parents to help bridge the learning gaps for students and identify early in the year the additional intervention supports for students most at-risk. Although onboarding and intervention supports are made available, the district continues to work to reduce absences in order to make sure students are at school to receive the core instruction, intervention, and support.

Actions 1.2, 1.3, 1.5, 1.6, 1.10, 1.13, 1.18, and 1.42 were fully implemented and continued throughout the year to support schools by having content area specialists, budget supervisors, coordinators, coaches, technology specialists readily available to assist teachers, administrators and students. The district continues to allocate funds to sites to address student groups with the most intense need for support. Staff supporting schools through the Service Delivery Model continued to work collaboratively with schools to address the individualized needs of school sites, by grade level, teacher and sometimes at the student level as well. Coordination of funds continues to be a challenge as one-time funds are restricted and need to be aligned based on allowable use of funds. Consideration must be taken for sustainability of services once the one-time funds have been exhausted or no longer available as the need to support all students who are underperforming continues beyond the availability of the one-time funds.

Actions 1.11 and 1.12 continue to be fully implemented as intended as educational leaders continue to prepare to lead schools and develop coherent systems that have led to improving academic success for students post-pandemic. Leaders continue to use student data to lead staff and develop programs that address the diverse needs of students, monitor progress and mitigate learning loss, and respond to the needs of students with the most urgent needs for intervention.

Actions 1.7, 1.16, 1.21, and 1.25 continued to be fully implemented as intended to continue to address the needs and monitor the progress of English Language Learners and increase teacher preparation with the knowledge of research-based strategies for continued language acquisition for newcomers, and Long Term English Learners. The district continued to offer support for classroom instruction and incorporated a third year of ELD Toolkit follow-up training sessions to strengthen both designated and integrated EL instruction. The continued support of DI programs were also fully implemented at sites where programs continue to expand.

Actions 1.23, 1.24, 1.31, 1.32, and 1.35 continued to be fully implemented and provided students with expanded learning opportunities throughout the school year and in the summer as the district continued its efforts to re-engage students through the use of hands-on learning opportunities that have successfully led to an increased student interest and participation as evidenced by enrollment in academies and programs aimed to engage students who have traditionally not engaged in extended learning programs. In addition, the number of teachers with GATE certification has increased to meet the needs of students who have been identified as GATE students.

Actions 1.26, 1.27, 1.28, 1.29, and 1.30 continued to be fully implemented to provide students with choices and select from a broad course of study which will meet their interests and academic needs or need to challenge through GATE programs, Visual and Performing Arts, Project Lead the Way (PLTW), Project Launch, PROUD Academy, and E-Sports.

Actions 1.36 and 1.37 were partially implemented as the district focused on implementation of the robotics program and will continue to build CSTEM classes in future years. The district faced some challenges in the development of civic engagement projects as this year it is in the initial stages of development of projects, rubrics, and assessments.

Actions 1.38 and 1.39 were partially implemented as some schools faced the challenge of finding staff to provide tutoring and increase the support provided to students identified as English language learners or Long Term English Learners.

Actions 1.33 and 1.34 continue to be fully implemented as the district continues to evaluate and determine new needs caused by the economic impacts and home conditions that have resulted in increased numbers of students being identified as Homeless or Foster Youth. The district has expanded services to homeless students through collaboration with homeless shelters and school sites through the McKinney-Vento program and its staff. Youth Service Specialists, Associate School Social Workers, and staff assigned to follow-up with students and families have allowed schools to reduce the number of students who miss daily instruction and intervention support made available at schools.

Action 1.4 continues to be fully implemented as Vice-Principals through their efforts to re-engage students have increased the access to daily instruction and intervention support for students to make academic gains. Students receive the support necessary for good first classroom instruction when they are present at school and help prevent an increase in learning gaps. Their efforts to create a positive environment and increase student's sense of connectedness results in students being present for learning and improving academic outcomes.

The District has maintained a focus on mitigating student learning loss and has worked on providing staff the needed resources, professional learning opportunities and time to evaluate and analyze progress. In addition, the efforts to re-engage students in school and be present for learning and receive the intervention supports especially for unduplicated students who need it the most.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures.The total amount budgeted for the 2023-24 LCAP Goal 1 was $219,524,823. The estimated actual expenditures for 2023-24 LCAP Goal 1 is $116,346,867.This is a difference of $103,177,956.The substantive differences were in the following actions:

Action 1.2 (School-based Targeted and Tiered Student Support) although the action was fully implemented other funds including Title I Carryover, one time funds ESSER funds, and Educator Effectiveness funds were used.

Action 1.5 (Specialists, Coordinator) although the action was fully implemented other funds including Title I Carryover, one time funds ESSER funds, and Educator Effectiveness funds were used.

Action 1.13 (Professional Learning - Specialists, APL, AC, Certificated Staff) although the action was fully implemented other funds including Educator Effectiveness and Title II funds were used.

Action 1.14 (Professional Learning Summer and Regular) although the action was fully implemented other funds including Title I Carryover, ESSER III and Educator Effectiveness funds were used.

Action 1.15 (Professional Learning-SPED Certificated) although the action was fully implemented other funds including Title I Carryover, ESSER III and Educator Effectiveness funds were used.

Action 1.23 (Increase access for Extended Learning Program Academics) although the action was fully implemented ASES Carryover funds were used due to the available additional ELOP funds.

Action 1.30 (Electronic Sports 4th-8th) although the action was fully implemented the district was able to use other funds including Expanded Learning Opportunities Grant (ELOG) and Expanded Learning Opportunities Plan (ELOP).

Action 1.31 (Summer Academics) although the action was fully implemented the district was able to use ESSER III one time funds.

Action 1.35 (Coordination of supplemental programs) although the action was fully implemented the district was able to use other available ELOP carryover funds.

Action 1.37 (Engage in Civic Projects 4th-8th) this action was not implemented to the extent that the district would have liked and has made the decision to delete this action from the next LCAP.

Action 1.38 (English Learners Tutoring & Saturday Academies) and Action 1.39 (Electives for English Learners) were partially implemented and not all funds were expended since not all schools were able to find staff to provide tutoring or provide after school electives for English Learner students.

Action 1.39 (Increase support for Long Term English Learners) the action was partially implemented since not all schools were able to find staff to provide supplemental support to Long Term English Learners and other funds including Title III Carryover, and ESSER III funds were used.

Action 1.40 (TK-8th Literacy Achievement and onboarding) the action was fully implemented using Title I Carryover to supplement LCFF funds as onboarding costs were higher than anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 meant to reduce class sizes to allow for teacher small group instruction leading to higher academic achievement was determined to be ineffective in meeting the district's goal for academic success. State indicator desired outcomes for ELA and Math were not met and therefore impacted the district's ability to effectively meet its goal. However, our sites did have significant success in supporting students through reading interventions according to local STAR data. Between 2022-23 and 2023-24, the district saw an increase in the percentage of students in grades 2nd-8th scoring at the proficiency level in reading, rising from 28.9% to 31.4%.

Action 1.2 meant to provide supplemental funds to schools using Title I funds to provide evidence-based targeted and tiered support that results in improved pupil achievement on state academic standards was ineffective. However, some evidence of improvement was evident based on student group movement in comparison of CAASPP data from 2021-22 to 2023-24 indicating the performance of Students with Disabilities progressing from the Very Low Performance status to Low in English Language Arts. In addition the following student groups moved from the Very Low Performance status to Low in Mathematics: all students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and American Indian/Alaska Native.

Action 1.3 meant to provide centralized technical support to schools to effectively use the funds allocated to schools within the allowable use and for the purchase of supplemental supports for students, was determined to be ineffective in meeting the desired outcomes for low income students. However, there is evidence of 91% attendance rate for SFP training of personnel that support the implementation of SPSA and gained understanding of the use of State and Federal Funds to improve outcomes for students.

Action 1.4 was deemed ineffective in achieving the district's desired outcomes to improve academics based on state performance for ELA and Math. This action will be revised to increase effectiveness by having Vice-Principals use local metrics to progress monitor student achievement and ensure students who need intervention support are referred through the MTSS process.

Actions 1.5 and 1.6 were ineffective in achieving the desired outcomes in ELA, Math, and CAST. The district however, had evidence of success from the professional learning opportunities focused on literacy by specialists, and coaches to support literacy interventions, small group instruction, good first instruction, resulting in growth in reading as evidenced by the STAR Reading percentages for benchmark in comparison of this year to last year (31.4% compared to 28.9% of students in grades 2-8).

Actions 1.7, 1.16, 1.21, 1.38, and 1.39 were ineffective in achieving our desired outcomes for the state ELPI indicator and reclassification percentage of students. Though the target was not met, sites did see an increase in the reclassification rate from 2022-23 to 2023-24. These actions will be revised to include targeted support for schools who currently have EL students in the RED status for ELPI.

Action 1.8 was ineffective in meeting the desired outcome to meet the academic outcomes although the district did meet its goal to decrease the number of teachers who were not fully credentialed from 2021-22 to 2023-24.

Actions 1.9, 1.10, and 1.22 were somewhat effective based on STAR Reading outcomes. The district met its goal for STAR Early Literacy and made some progress for STAR Reading in grades 2nd-8th.

Actions 1.11 and 1.12 to support current and aspiring administrators was ineffective in meeting the desired outcomes for implementation of academic content and performance (Priority 2); however they contributed in having a positive impact at all schools, as each cohort of 25 participants have successfully completed the program and they have transitioned into leadership roles with an increased understanding of how to lead the work in schools to improve student academic achievement. Through the Administrative Leadership Institute administrators continue to apply the concepts of the Executive Development Program (NCEE).

Actions 1.13, 1.14, 1.15, and 1.43 to support schools with professional learning initiatives to improve academic performance were ineffective in achieving our desired outcomes in English Language Arts (ELA) and Math CAASPP. Reaching our overall goals post pandemic was unsuccessful; however, some indicators of success were identified through feedback from surveys conducted by teachers, and other certificated staff on the increase of knowledge and understanding of ELA, Math, and NGSS content standards. Between 2022-23 and 2023-24, the district saw an improvement in the percentage of students in grades 2nd-8th scoring at the proficiency level in reading, increasing from 28.9% to 31.4% in STAR.

Action 1.41 to provide all students with supplemental and ancillary materials aligned to the Next Generation Science Standards and provide professional development support for teachers was ineffective in meeting the desired outcomes. However, there was evidence of progress as measured by the slight increase in science from 14.13% of students meeting or exceeding standards to 14.62% from 2021-22 CAST to 2022-23 CAST state results reporting. Also, based on the reported rating on the self-reflection tool, the highest rating for Next Generation Science Standards(NGSS) professional development was at Level 4 (Full Implementation), and Instructional Materials at Level 4 (Full Implementation).

Action 1.18, 1.36, 1.40, and 1.42 to provide schools funds to implement targeted, and tiered academic interventions to implement Common Core State Standards and address the unique needs of unduplicated students was somewhat effective based on current available data that shows STAR Early Literacy K-1 improved from 25.4% meeting reading expectations during the baseline year (2020-21) to 40.6% meeting reading expectations in 2023-24, exceeding the district's goal of 40%. For grades 2-8, there was growth from 27.2% of students attaining proficiency to 31.4%, short of the 40% district goal.

Action 1.44 to provide schools with intervention specialists to address the identified needs of low-income, EL, and Foster Youth in Reading and Math at 42 schools actions proved to be somewhat effective, based on STAR data increasing from Fall baseline year (2020-21) to 40.6% meeting reading expectations in 2023-24, exceeding the district's goal of 40%. For grades 2-8, there was growth from 27.2% of students attaining proficiency to 31.4%, short of the 40% district goal. Math STAR scores also showed some improvement for grades 2-8, but falling short of the district's goal.

Action 1.17 was deleted in 2022-23.

Actions 1.19, 1.27, 1.28, and 1.36 were ineffective in meeting the desired outcomes for English Language Arts (ELA), Math, and Science CAASPP. Although lesson plans demonstrated implementation of science and projects as well as novels being used in instruction.

Action 1.20 the district's use of online learning systems and resources has been ineffective in meeting the desired outcomes for English Language Arts (ELA) and Math CAASPP and has not predicted student performance on meeting desired outcomes. We were able to use department personnel to create effective data reports for school and district level data analysis.

Action 1.23 although it was ineffective in meeting the desired outcomes for English Language Arts (ELA) and Math CAASPP, it was successful in increasing student access by eliminating wait lists and 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Actions 1.24, 1.25, and 1.26 were ineffective in achieving the district's desired outcomes for English Language Arts (ELA) and Math CAASPP; however local monitoring of STAR reading and math indicators identified students enrolled in GATE, Dual Immersion, and VAPA outperformed non-enrolled students. Also, 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.29 was ineffective in achieving the district's desired outcomes for ELA and Math; however local data indicates that students who participated in the PROUD academy increased in their school connectedness as evidenced by the significant decrease in chronic absenteeism rates (-22 percent).

Action 1.30 was ineffective in achieving the district's desired outcomes for English Language Arts (ELA) and Math CAASPP; however local data indicates students participating in electronic sports in grades 4th-8th have higher attendance rates in comparison to non-participating students and 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.31 was determined to be ineffective in achieving the district's desired outcomes for English Language Arts (ELA) and Math CAASPP. It was, however, effective in engaging students in continued learning during the summer academies. Students enrolled in the academies attended consistently and provided students with access to learning resources and 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.32 to provide all students with supplemental enrichment opportunities to accelerate progress was determined to be ineffective in achieving the district's desired outcomes for English Language Arts (ELA) and Math CAASPP. However, sites did have some success in supporting students and saw evidence of improvement in STAR Reading and Math scores and 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.33 and 1.34 were determined as ineffective in achieving the district's desired outcomes as state metrics indicate homeless and foster youth students are still performing poorly and currently in the RED status for both ELA and Math. However, 100% of Low Income, Foster Youth, and English Language Learner students had access to enrollment based on master schedules and class rosters.

Action 1.35's effectiveness is unknown as supplemental services for the California State Preschool Program and Migrant Education services had not established district metrics and have relied on required program metrics tied to funding requirements. This action is not a contributing action to increase or improve services for unduplicated pupils, but metrics will be determined to better evaluate effectiveness and be based on measures determined by the state's requirement of the DRDP for the California State Preschool Program. Migrant Education will align metrics to meet the state's required goals and objectives for migrant students.

Action 1.37 was determined to be ineffective in achieving the district's desired outcomes English Language Arts (ELA) and Math CAASPP and although there was some evidence of effectiveness with 100% of Low Income, Foster Youth, and English Language Learner students having access to enrollment based on master schedules and class rosters this action will be deleted from the 2024-2025 LCAP.

The district was short of meeting all of the expected targets in all priorities for the past three years, however, there was evidence of progress in the number of fully credentialed teachers in classrooms, student performance in mathematics from 2021-22 to 2022-23, increased from -105.2 distance from standard (DFS) to -97.9 points. In science the percentage of students meeting or exceeding increased from 14.13% to 14.62%, from 2021-22 to 2022-23 according to state reporting. In addition, the rate of reclassification for English Learner students doubled in the last two years from 2.4% to 7.5% and we expect this to be the trend in the coming year. An indication of implemented actions having an impact resulting in some gains over the last two years. The district acknowledges chronic absenteeism and reduced attendance rates continue to be one of the greatest challenges having a direct impact on reaching academic achievement in classrooms but continues to adhere to its commitment to mitigate learning loss three years after the pandemic.

LCAP actions found to be ineffective were revised to better address the unique needs of our students, ensuring that the strategies are both impactful and aligned with the district's goals of improving student engagement, academic achievement, and overall well-being. These revisions are essential for creating a more supportive and effective educational environment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practices, we recognized the need for significant adjustments to our goal, metrics, outcomes, and actions for the coming year in Goal 1. Driven by performance data and community feedback, our revised plan includes more targeted actions, refined metrics, and clearer outcomes to better address student needs and enhance the effectiveness of our initiatives. This ensures our efforts align with our commitment to fostering supportive, engaging actions to improve academic outcomes for all students but to principally address the needs of unduplicated students.

The district's goal 1 is being revised as follows:

The Bakersfield City School District is dedicated to the academic success of all students by providing high-quality teaching and learning practices through a multi-tiered system of support where students receive personalized instruction designed to help them achieve grade-level mastery of content standards.

Goal 1 was revised to reflect the overall focus of actions in this goal that are developed based on feedback from educational partners including students, parents, and teachers to meet the identified needs of all students for academic improvement.

The following revisions were made to the metrics to reflect the current progress and conditions for the desired outcomes of performance to measure action effectiveness by 2026-27:

Priority 1(a): Basic Services: The degree to which teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching

- Metric was changed to add the use of the Induction Program Completer Survey to determine effectiveness with action for New Teacher Development. The use of the CalSAAS report will remain unchanged.
- BCSD will revise the desired outcome to Maintain at 6.0% or below, the percentage of teachers not credentialed based on the 2025-2026 CalSAAS report and 94% of respondents will rate the induction program as effective or very effective, based on the 2025-2026 Induction Program Completer Survey.

Priority 1 (c): Basic Services: school facilities are maintained in good repair

- The district's need to self-monitor all schools will now be based on its own evaluation of all schools, in order to maintain clean and safe campuses.

Priority 2(a): Implementation of state board adopted academic content and performance standards for all students

- The district will continue to use the same self-reporting tool, however the results will be disaggregated by the following content areas: ELA, ELD, Mathematics, and Next Generation Science Standards

Priority 4(a): Pupil Achievement Performance on Statewide Assessments

- The district has revised its three year targets for ELA, Math, and CAST based on past performance trends for the "All Students" group. In addition the district added the following groups whose performance level is currently in the "RED Status" for ELA and Math, (English Learners, Foster Youth, Socio-economic disadvantaged, and African American).

Priority 4(e): English Learners making progress towards English Proficiency as measured by ELPAC

- The district has revised its three year target based on past performance trends for English Learners making progress to attain a percentage that places the district at "Very High" status as the target.

Priority 4(f): English Learner Reclassification Rate

- The district has revised its source for this metric and will use local data to determine reclassification rates due to the unavailability of data from Dataquest for the past two years.

Priority 7(b): Programs and services, supporting access to and enrollment in a broad course of study developed and provided to EL's, SED, and Foster Youth

- In addition to Master Schedules and Class Rosters to determine supporting access to and enrollment in a broad course of study developed and provided to EL's, the district will add an English Learner Program Metric, focusing on improving the "Defined Program" component from baseline Developing Level (rating of 2) with a desired outcome of Core Level (rating of 3) or above on the rubric of 1-5. The program needs to be clearly defined and consistently implemented in all settings, including both Designated and Integrated ELD instruction.There is a need for consistent materials and the inclusion of assessments to support the program. The ELD Standards need to be implemented across all settings to ensure uniformity and effectiveness.

Priority 7(c): Programs and services, supporting access to and enrollment in a broad course of study developed and provided to students with exceptional needs

- LRE Data from SIRAS system statistical report called *Student count by general education participation range code* will be used to determine the percentage of students participating in general education 80 to 100 percent of their day, with a desired outcome of 52 percent.

Priority 8(a): Outcomes in a broad course of study. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable

The district's need to monitor Kindergarten and 1st grade students academic performance and preparedness by adjusting the metrics to locally developed measures for Phonemic Awareness, Phonics, Letter Recognition, and Letter Sounds will allow staff to identify the needed supports and interventions for student academic success.The district is adjusting to local measures that are more student skills-based assessments for the following grades:

- Kindergarten will monitor the percentage of students who meet the letter sound expectations and the percentage of students meeting word blending by the winter administration of the Literacy Assessment.
- 1st grade will monitor the percentage of students who meet the CVC reading expectations, short vowel consonant blends word reading expectation by the winter administration. Baseline for first grade will be established in the Winter administration of 2024
- 2nd-8th will be measured by the percentage of students performing at a proficiency of level 3 or above on STAR Reading and Math based on middle of the year (MOY) administration

The district will also monitor the performance of all students, socio-economically disadvantaged students, EL students, Foster Youth students, Homeless students, and African American students, currently identified in the RED status on the CAASPP for ELA and Math. In addition the district will monitor the pupil outcomes for Preschool Age students using the Desired Results Developmental Profile (DRDP) to determine program effectiveness of students enrolled in the California State Preschool Program (CSPP).

The following actions were deleted from the 2024-25 LCAP for Goal 1:

Action 1.10 (TOSA, Intervention Specialist, Academic Coach, Teacher Tutor, Vice-Principal at Focus-Schools) with additional support for focus schools is being eliminated as schools in the district with additional need for support are using one time Comprehensive Support and Improvement (CSI), Learning Recovery Emergency Block Grant (LREBG) and Literacy Coaches, and Reading Specialist Grant (LCRS) state funds.

Action 1.17 was deleted in 2022-23

Action 1.37 (Engage in Civic Projects 4th-8th) is being deleted, it has not been fully implemented in the past three years.

Action 1.40 (TK-8th Literacy Achievement and onboarding) was deleted as the language was also included in action 1.29 (Coordination of Supplemental Programs) which will remain unchanged in the new LCAP.

The following changes were made to existing 2023-24 LCAP actions for the 2024-25 LCAP:

Action 1.1 (Class Size Reduction) was revised to provide instructional staff with the professional development needed to address the individual student learning needs and time to review and discuss student data in order to identify individual student academic needs, especially for SED, FY, and EL students.

Action 1.3 (Centralized Technical Assistance to School Sites) was revised to increase collaboration with District Departments to better align procedures and update the resources made available for school personnel. In addition, staff will monitor attendance to ensure new and existing staff are provided with the comprehensive training based on their experience and need for additional support in understanding the management of state and federal programs that result in alignment of resources to best meet the needs of students.

Action 1.4 (Vice-Principals) was revised to increase the efforts made by the vice-principal to re-engage students in activities that students have expressed an interest in. The Vice-Principals will monitor student academic and language progress to ensure that students who participate in extracurricular activities also increase in academic performance, especially SED, EL and FY students. By having Vice-Principals closely monitoring key metrics, schools assigned to them will be able to identify areas of need, implement targeted interventions, and track the progress of all students, especially those from historically underserved populations.

Action 1.5 (Specialist, Coordinator) and 1.41 (New Science Curriculum K-8th) were combined into action 1.5 (Curriculum & Instruction Supports). These actions were combined to optimize resources, maximize impact on students' achievement, and ensure evidence-based strategies increase access to the core curriculum for students identified as low-income, English learners, and foster students. Supplemental

resources and professional learning will be aimed to meet the diverse academic and language demands of students identified as ELs, SED, and FY which will result in a benefit for all students.

Action 1.6 (Coaches, Program Specialist)This action was revised to include instructional coaching and modeling to teachers in the areas of ELA and Math. Staff will develop supplemental lesson resources and professional learning to support teachers. Staff will collaborate with the Multilingual Education department to support access to the English Language standards and improve alignment of instructional strategies. The district will monitor action based pm student access to core and alternate academics in general education for low income students and all students.

Action 1.7 (EL Specialists), 1.16 (Professional Learning-EL Focus), and 1.21 (EL/RFEP Monitoring System), were combined and renamed into action 1.7 (Multilingual Education Program & Supports) The district will enhance this action to boost effectiveness by offering staff the necessary support to effectively engage in remediation and tutoring and meet the unique needs of English Learner students. The district will further prioritize targeted professional learning opportunities for teachers to deepen their understanding of student proficiency levels, individual needs, differentiation strategies based on student typology, and language development support across all academic disciplines. Language Assessors will administer LAS LINKS Assessment to newcomers/Immigrant Students, analyze data, and provide support to immigrant students with Lexia English. In order to reduce the percentage of Long Term ELs, the district will have the five specialists offer guidance to school sites on high leverage instructional strategies.

Action 1.8 (New Teacher Development) This action was revised to include an additional metric (Metric 1.1) to monitor the overall effectiveness of the Teacher Induction Program and continue to increase the number of fully credentialed teachers ensuring teachers in classrooms are prepared to meet the needs of low-income, English learners, and foster students.

Actions 1.9 (Library Media Assistants) & 1.22 (Upgraded Libraries and Classroom Libraries & Spaces, Resources for Teachers) these actions will be revised to monitor the library catalog updates as a metric (Metric 1.17) and evaluate evidence of effectiveness by monitoring students accessing books to help determine student interest and maintain an inventory that increases students accessing high interest books to read.

Action 1.11 (Executive Development Program-NCEE) will focus on aspiring administrators from both the district and the school sites to develop their understanding on how to meet the diverse needs of students and establish systems and structures that support equitable programs aligned to improve learning conditions for students. This action has been revised to include a focus on how the current conditions for all students, but especially unduplicated students, can be improved to result in better pupil outcomes in reading and literacy as well as other content areas.

Action 1.12 (Administrative Leadership Institute) now identified as action 1.11 (Administrative Leadership Institute-ALI), will be revised to include training and support in the following key areas: collection and analysis of data through data chats, professional learning from experts and consultants in the area of balanced literacy. The need to have site leaders knowledgeable on how to address student literacy gaps and establish good first instruction in classrooms focused on developing strong readers, early intervention best practices, and mitigating reading skills deficiencies for all students, will be an essential component that will result in improved student outcomes in STAR Reading and Early Literacy Assessments.

Action 1.13 (Professional Learning-Specialists, APL, AC, Certificated Staff) now identified as action 1.12 was revised to include professional learning that includes evidence-based instructional practices and strategies to meet the needs of English language learners, cognitive coaching, data protocols, refining the Multi-Tiered System of Supports (MTSS) and ways to address the social-emotional needs of all students. Monitoring for effectiveness of the action will include student group progress in ELA and Math for CAASPP and surveys to evaluate the impact of professional learning on teaching practices.

Action 1.14 (Professional learning-Summer & Regular) now identified as action 1.13 professional learning for certificated teachers was revised to provide professional learning with a focus on research-based teaching and learning strategies in all core content areas and expanding to Project Lead the Way (PLTW), Early Learning, and technology integration. The effectiveness of this action will be determined based on student group progress in ELA and Math for CAASPP and surveys to evaluate the impact of professional learning on teaching practices.

Action 1.15 (Professional learning-SpED Certificated) now identified as action 1.14 was revised to reflect the new action number.

Action 1.18 (Update of Technology for teaching and learning) now identified as action 1.15, was revised to include staff monitoring through Metric 1.21, that all students have 1:1 access to devices at school and provide a device to students who may also need one at home. In addition, the district allocated additional resources to support updated technology robust network infrastructures essential for ensuring a reliable, secure, and scalable learning environment, enabling instruction and supporting the integration of advanced educational technologies equipment at all 44 sites. Monitoring of student Reading and Math outcomes through Metric 1.14 will be analyzed to determine improvement for unduplicated students. The chief technology officer will establish metrics to evaluate the effectiveness of actions developed and implemented to support instructional technology initiatives in classrooms.

Action 1.19 (STEAM Resources, Manipulatives, Access to Novels) and 1.36 (CSTEM and Robotics) were combined into action 1.16 (Science Technology Engineering and Math (STEM) Resources). This action will be strengthened by streamlining efforts and resources towards a cohesive strategy for improving STEM Education outcomes for students identified as low-income, English learners, and foster students. Supplemental instructional resources will be provided to conduct hands-on and project-based learning in STEM areas. In addition, students will be provided consumable science materials to facilitate experiments and hands-on activities in science classes. Effectiveness will be measured by CAASPP CAST(Metric 1.7) scores at 5th and 8th grade and student access to a broad course of study (Metric 1.10).

Action 1.20 (Online Learning Systems and Resources) now action 1.17 (Online Learning Systems and Resources), will be revised to include monitoring of the progress of pupil outcomes data for grades K-8th (Metric 1.14).

Action 1.23 (Increase access for Extended Learning Program Academies) now identified as action 1.19 (Extended Learning Program (ELP) will be revised to include monitoring of local district STAR reading and literacy assessments (Metric 1.14), for students who regularly attend the full program to determine effectiveness.

Action 1.24 (GATE, professional learning and certification) now identified as Action 1.20 (Gifted and Talented Education (GATE) enhancing teacher capabilities to create a more inclusive and supportive environment that fosters growth and excellence for all GATE students across

the district. Effectiveness of this action will be measured by pupil outcomes for 3-8th grade SED students in the GATE program who perform at a level 3 or above on the Winter Star Reading and Math Assessments (Metric 1.14).

Action 1.25 (Dual Immersion, Multilingual Programs) now identified as action 1.21 (Dual Immersion, Multilingual Education Programs) will be revised to include the use of metrics (1.7 and 1.14) as evidence of increased state academic performance of all students enrolled in the Dual Immersion program.

Action 1.26 VAPA in grades 3rd-8th, performances, multimedia now identified as action 1.22 (Visual and Performing Arts (VAPA). This action will include an evaluation of CAASPP and STAR scores for participating students in comparison to all students to monitor effectiveness (Metric 1.14 and 2.1).

Action 1.27 (PLTW 6th-8th, professional learning, certification, technology) and Action 1.28 (Project Launch K-6th, teacher and support staff training, curriculum materials, technology, extra time) are now identified as action 1.23 (Project Lead the Way) and to improve its effectiveness, through support for professional learning opportunities, the necessary equipment and resources and certification of staff for quality programs, this action will be monitored using CAASPP CAST scores (Metric 1.7) and the monitoring of the percentage of students enrolled in PLTW courses/classes and identified as socioeconomically disadvantaged (Metric 1.18).

Action 1.29 (Achievement Academy) now identified as Action 1.24 (P.R.O.U.D. (Powerful, Resilient, Outstanding, Unique, and Determined) Academy). YSS staff will monitor participating student's academic progress on a quarterly basis and annually monitor performance on the CAASPP Assessment for ELA and through the MTSS process will provide support as needed.

Action 1.31 (Summer Academies) now identified as Action 1.26 (Summer Academies) will be revised to include metrics of EL, SED, and Foster Youth students with access and enrolled in academies as measured by master schedules and class rosters for Summer Academies. Summer Academies target primarily students most in need of increased instructional time or services based on the identified learning needs, accelerate progress to close learning gaps, and supplement instruction during the summer months.

Action 1.32 (CSUB National Youth Sports Program) now identified as Action 1.27 (National Youth Sports Program-NYSP) a non-contributing action will be revised to have staff strategically identify unduplicated students inclusive of African-American students and conduct outreach to parents for increased participation. Staff will monitor for student performance improvement in STAR reading and literacy assessments for all participating students.

Action 1.33 (Homeless Case Management) and 1.34 (Foster Youth and Services) were combined into action 1.28 (Students experiencing Homelessness and Foster Case Management). The district will enhance this action to boost effectiveness by offering staff the necessary support to effectively engage in remediation and tutoring and meet the unique needs of homeless and foster students. These actions were combined to reflect the joint efforts between staff who monitor and support homeless students and foster youth. Homeless liaisons will work directly with school site Family and Community Engagement (FACE) liaisons to provide training to support parent involvement at school activities. They will also work together to conduct home visits to bridge the gap between school and parents who may feel excluded to their student's status as Foster or Homeless. Indicators of effectiveness for this action will be measured by student outcomes in the state CAASPP assessments and the monitoring of local metrics including STAR Reading and math.

Action 1.35 (Coordination of Supplemental Programs) a non-contributing action and now identified as Action 1.29 (Coordination of Supplemental Programs) to increase outcomes for all students including unduplicated pupils, included CAASPP ELA and Math as well as reading and language proficiency metrics to evaluate effectiveness for Title I, II, III and IV. In addition, effectiveness will include measures determined by the state's requirement of the DRDP for the California State Preschool Program. Migrant Education will align metrics to meet the state's required goals and objectives for migrant students.

Action 1.38 (English Learners Tutoring and Saturday Academies) and 1.39 (Increase supports for Long Term English Learners) were combined into action 1.30 (English Learners Tutoring and Saturday Academies - Multilingual Education Programs). The actions were combined because they all provide additional instructional opportunities to address the needs of all English Learners, inclusive of newcomers, At risk of becoming LTELs, and Long Term English Learners (LTELs). To strengthen this group of actions, a component of continuous improvement was added. Schools will be expected through their PLC process to regularly review school level data to monitor student progress of EL's and refine support strategies. In addition, District leadership teams will engage with site leadership through Data Chats to support the analysis and improve decision making and student outcomes.

Action 1.2 (School based Targeted and Tiered Student Support), 1.42 (School-based student support), and 1.43 (School-based Professional Learning) were combined into action 1.2 (SPSA Support). These actions were combined to align resources provided to schools to address the school's greatest needs as part of the School Plan for Student Achievement (SPSA) and have one action provide a concise and clear description of the use of funding allocations at the school site level. Site administrators, support staff and teachers will implement targeted academic support, social emotional and extracurricular support, professional development, family and community engagement, as well as necessary resources and materials to address the unique student needs on each campus to improve academic outcomes for all students especially SED, EL's, and Foster Youth. Each school's actions and expenditures will be targeted to the needs of SED, EL, Foster Youth and all other students and based on funding allocation and prioritized actions to address the needs identified through the analysis of data and educational partner input including school site councils.

Action 1.44 (Intervention Specialists) now identified as Action 1.32 (Teacher Tutors) is a non-contributing action that will be provide ten schools with the highest academic need to receive funds for a teacher tutor who will focus in the area of reading and working with students in the Urgent Intervention/Intervention performance level based on STAR Reading assessments. Increasing the availability of support for students who need it the most including EL's, Foster, SED, Homeless, and African American students. Monitoring for this action will include an analysis of student performance and improvement being served by teacher tutors.

The following action was added to Goal 1:

Action 1.34 for Virtual Enterprise Junior Ventures will be added in the 2024-2027 LCAP for students in grades 7-8 to increase access to hands-on learning through real world experiences and develop students' abilities to be collaborative, creative, and self-directed problem solvers. The effectiveness of this action will be measured by the percentage of EL, SED, and FY students who have access to enroll based on master schedules and class rosters and their academic achievement in comparison to non-enrolled.

The following action was moved to Goal 2:

Action 1.30 (Electronic Sports in 4th-8th) was moved from Goal 1 to Goal 2: Action 2.19 to increase alignment with the metrics to reduce chronic absenteeism and increase student engagement which is better aligned with Goal 2. This action will be implemented but revised to reflect the impact directly correlated to Goal 2 for student engagement.

The district believes these changes and revisions will result in improved monitoring of student learning that will result in improved outcomes and in the district's ability to reach desired outcomes in the development of the next cycle of the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal	Description
Goal 2	Social Emotional Learning: The Bakersfield City School District Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees District Priority 1: Implement systems and structures to support the development of healthy self-identities for all students through an explicit emphasis on the development of student self-efficacy, agency, empathy, and social-emotional learning competencies. District Priority 2: Implement systems and structures to support the development of culturally responsive and trauma informed relationships with students and families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5a) Attendance Rates	5a) 97.27% Attendance Rate Based on the 2019-20 CALPADS EOY 3 data report ATT120 The attendance rate is higher than expected because attendance tracking during school closures as a result of COVID-19 was changed.	5a) 95.35% Attendance Rate Based on the 2020-21 CALPADS EOY 3 data reports The attendance rate is higher than expected because attendance tracking during the 2020-21 school was modified as a result of COVID-19.	5a) 83.67% Attendance Rate Based on the 2021-22 CALPADS EOY 3 data report ATT120 The attendance rate is lower than expected because attendance tracking during the 2021-22 school was impacted by the contact tracing as a result of COVID-19	5a) 90.88% Attendance Rate Based on the 2022-2023 CALPADS EOY 3 data report ATT120	5a) 96.50% Attendance Rate Based on the 2022-23 CALPADS EOY 3 data report ATT120
5b) Chronic Absenteeism Rates	5b) 11.7% of students in K-8 were chronically absent based on the Fall 2019 California Dashboard	5b) 14.20% of students in K-8 were chronically absent based on the dataquest at cde.ca.gov reports for 2020-2021. In the absence of the Fall 2020 Dashboard, local data is being used to report chronic absenteeism	5b) 51.6% of students in K-8 were chronically absent Based on the Fall 2022 California Dashboard	5b) 30.4% of students in K-8 were chronically absent Based on the Fall 2023 California Dashboard	5b) 11.5% Chronic Absenteeism Rate Based on the Fall 2023-24 California Dashboard

5c) Middle School Dropout Rates	5c) 34 students Based on the 2020-21 Fall 1 CALPADS Report 1.14	5c) 34 students Based on the 2021-22 Fall 1 CALPADS Report 1.14	5c) 118 students Based on the 2022-23 Fall 1 CALPADS Report 1.14	5c) 32 students Based on the 2023-24 Fall 1 CALPADS Report 1.14	5c) 30 students Based on the 2023-24 Fall 1 CALPADS Report 1.14
5d) High School Dropout Rates - N/A	5d) N/A	5d) N/A	5d) N/A	5d) N/A	5d) N/A
5e) High School Graduation Rates - N/A	5e) N/A	5e) N/A	5e) N/A	5e) N/A	5e) N/A
6a) Suspension Rates	6a) 2.1% suspension rate Based on the 2019 Fall Dashboard	6a) Based on local data reported Aug.-Dec. 2021 1.2% suspension rate (In the absence of the 2020 Dashboard, local data is being used to report suspension rates)	6a) 2.6% suspension rate Based on the 2022 Fall California Dashboard	6a) 2.7% suspension rate Based on the 2023 Fall California Dashboard	6a) 1.5% suspension rate Based on the 2023-24 California Fall Dashboard
6b) Pupil Expulsion Rates	6b) 0.015% Based on the 2019-20 CALPADS EOY Report 7.10	6b) 0% expulsions were reported for the 2020-21 *Based on the 2020-21 CALPADS EOY Report 7.10	6b) 0.003% expulsions were reported for the 2021-22 *Based on the 2021-22 CALPADS EOY Report 7.10	6b) 0.1% expulsions were reported for the 2022-23 *Based on the 2022-23 CALPADS EOY Report 7.10	6b) 0.1% Based on the 2022-23 CALPADS EOY Report 7.10

6c) Annual California Healthy Kids Survey	6c) **FALL 2020** **7th Grade** 52% Strongly Agree/Agree having School Connectedness 56% Strongly Agree/Agree having Caring Adult Relationships 59% Perceive School as Very Safe or Safe **8th Grade** 53% Strongly Agree/Agree having School Connectedness 53% Strongly Agree/Agree having Caring Adult Relationships	6c) **FALL 2021** **7th Grade** 52% Strongly Agree/Agree having School Connectedness 52% Strongly Agree/Agree having Caring Adult Relationships 48% Perceive School as Very Safe or Safe **8th Grade** 49% Strongly Agree/Agree having School Connectedness 46% Strongly Agree/Agree having Caring Adult Relationships 47% Perceive School as Very Safe or Safe	6c) **SPRING 2023** **3rd-4th** 89% Feel welcome at School 93% Adults care about students 83% Feel safe at school 90% Feel safe in classroom **5th-6th** 83% Feel welcome at School 89% Adults care about students 74% Feel safe at school 85% Feel safe in classroom **7th-8th** 80% Feel welcome at School 82% Adults care about students 71% Feel safe at school 81% Feel safe in classroom	6c) **SPRING 2024** **3rd-4th** 89% Feel welcome at School 92% Adults care about students 80% Feel safe at school 90% Feel safe in classroom **5th-6th** 83% Feel welcome at School 85% Adults care about students 69% Feel safe at school 82% Feel safe in classroom **7th-8th** 84% Feel welcome at School 83% Adults care about students 70% Feel safe at school 80% Feel safe in classroom	6c) **SPRING 2024** **3rd-4th** 90% Feel welcome at School 90% Adults care about students 90% Feel safe at school 90% Feel safe in classroom **5th-6th** 80% Feel welcome at School 80% Adults care about students 80% Feel safe at school 80% Feel safe in classroom **7th-8th** 80% Feel welcome at School 80% Adults care about students 80% Feel safe at school 80% Feel safe in classroom

	65% Perceive School as Very Safe or Safe BCSD did not administer to 5th grade because administration to this grade requires consents which would have been difficult to obtain given the current COVID-19 circumstances. Instead the district administered it to 8th grade. **FALL 2019** **5th Grade** 65% Strongly Agree/Agree having School Connectedness 69% Strongly Agree/Agree having Caring Adult Relationships 67% Perceive School as Very Safe or Safe	**Baseline Year Grades 3-8)** **Hanover Survey** **3rd-4th** 81.5% Feel welcome at School 83.9% Adults care about students 71.6% Feel safe at school 82.0% Feel safe in classroom **5th-6th** 70.9% Feel welcome at School 75.2% Adults care about students 61.6% Feel safe at school 75.1% Feel safe in classroom **7th-8th** 66.1% Feel welcome at School 64.2% Adults care about students 56.8% Feel safe at school 69.2% Feel safe in classroom			

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The Bakersfield City School District continues to be committed to provide students with support for the development of a healthy self-identity. Providing staff and personnel that understand an approach that is culturally responsive to mitigate the trauma many of our students have experienced. The impacts of the pandemic have left an indelible mark on students and staff and we continue to mitigate and emerge more resilient and better equipped with the right strategies.

The implementation of actions to achieve the goal of ensuring a safe, healthy, and secure environment for all involved a comprehensive approach, emphasizing the development of healthy self-identities and fostering culturally responsive and trauma-informed relationships. The district experienced various successes, such as effectively engaging students through organized activities and improving behavior with tiered intervention programs. However, challenges included staffing shortages, logistical delays with training as new staff were brought on board at different times throughout the year. Additionally, some actions were modified from the original plan due to facilities constraints or new behaviors that arose as the year progressed, reflecting the complexities and necessary flexibility to fully implement the actions.

Actions 2.1, 2.2, 2.21, 2.22, and 2.23 were fully implemented to provide students with engagement and positive activities such as sports and clubs with safe supervision while at school and on the bus. Allowing students to learn how to work as a team and engage with one another in structured ways and build a sense of community. Schools did however, encounter the challenges of not having enough staff being available to lead activities for students and the continued challenge of classified staff shortages.

Actions 2.3 and 2.5 were fully implemented and provided students with tiered intervention and support programs needed for students to develop social skills, restore relationships, and learn new skills to improve behavior.

Actions 2.7 and 2.19 were fully implemented and gave students the opportunity to become leaders and empowered them to become involved participants in their educational lives while fostering positive decision-making and leadership skills.

Actions 2.14 was fully implemented and provided staff with the necessary tools to teach students about social-emotional learning and the competencies needed to build healthy relationships with each other and as a school community.

Actions 2.4 and 2.8 were fully implemented to promote safety, coordinate district plans that took into account best practices to reduce suspension and provide students with the mental health support and crisis management with school psychologists and behavioral health therapists.

Actions 2.6, 2.9, 2.17, and 2.18 were fully implemented with Associate School Social Workers providing interventions to support students with chronic absenteeism, conduct trauma-based groups, and provide social emotional support that prevented them from poor decision making that may lead to negative outcomes. Coordination of a Community Day school provided students with an alternative to address students with more needs and support the continuation of students to remain in school by providing an alternative to suspension.

Action 2.15 was not fully implemented as described in the action and funds were reallocated to support other areas of need including instruction related to student health and resources to address student social emotional needs.

Actions 2.10, 2.11, 2.12, 2.13, and 2.24 were fully implemented and provided Socio-Emotional Learning (SEL) professional learning opportunities and materials for site administrators, support staff, classroom teachers, and classified staff to better equip the adults on how to build relationships with students and families who have experienced trauma, resulting in school cultures that value and build strong relationships.

Action 2.16 was fully implemented to reduce and prevent health barriers impacting all students by providing comprehensive school wellness centers and the staff with the expertise to treat students and and reduce or eliminate the disruption to learning.

Action 2.25 was fully implemented and provided schools with an unduplicated percentage of 55 or more students with the support to keep campuses clean and disinfected in order to mitigate the transmission of COVID-19 and increase attendance in schools.

Action 2.20 was fully implemented with Youth Services Specialists to monitor and support students identified as Foster Youth and collaborate with school staff to prevent the challenges associated with mobility and reconnecting with school. Staff ensured students were provided with aloof the necessary supports for student access to learning. They monitored attendance, behaviors, and student academic success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2023-24 LCAP Goal 2 was $48,933,107. The estimated actual expenditures for 2023-24 LCAP Goal 2 is $46,350,172. This is a difference of $2,582,935. The substantive differences were in the following actions:

Actions 2.2 (Site funding allocations for teachers, clubs) due to the limited number of teachers willing to operate clubs for students and the use of other available one time funds resulted in material differences between what was budgeted and what was actually expended.

Action 2.10 (SEL Professional learning for site administrators) and 2.12 (SEL Professional learning for classroom teachers) were fully implemented to provide training during summer and throughout the year. Training was offered during the day and the district used other available one time funds resulting in material differences between what was budgeted and what was actually expended.

Actions 2.19 (Student Leadership Institute transportations, staffing, materials,facilities, extra time, promotions) the services were provided in accordance with planning, however, staffing costs, materials, facilities costs were paid with other available funds resulting in material differences between what was budgeted and what was actually expended.

Action 2.20 (Staff and Extra Time to support Foster Youth) was implemented and staff supported students with services and provided transportation to increase their access to services, however, costs were paid with other available funds resulting in material differences between what was budgeted and what was actually expended.

The district's ability to use ESSER funds allowed for some of the costs budgeted in Goal 2 to result in material differences between what was budgeted and what was actually expended.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 2.2 and 2.15 were determined to be ineffective in achieving the district's desired outcomes of 96.50% attendance rate; however, Fall 2023 state and 2023-24 local data have shown an increase in attendance rate and is approximately 8 percentage points higher from pre-pandemic levels.

Actions 2.7, 2.16, 2.20, 2.21, and 2.25 were determined to be ineffective in achieving the district's desired outcomes for Chronic Absenteeism; however, state and local metrics indicate the district has reduced it's chronic absenteeism rate by more than 20% and no student groups are identified in the RED status. The lowest level for chronic absenteeism is YELLOW for Filipino students at 19.4%.

Actions 2.8, 2.14, 2.17, and 2.18 were determined to be ineffective in achieving the district's three year desired outcomes for suspensions. The district however, is 0.6% from pre-pandemic levels and continues to provide the necessary restorative training for students to learn how to address conflict, emotions, and improve their decision-making when confronted with difficult situations.

Action 2.9 to support identified Focus schools with additional personnel including ASSW's, BIS, and Campus supervisors, this action was considered as ineffective in meeting the district's desired outcomes and is being deleted from the new LCAP as sites will use other available resources to identify the school's needs and establish systems and structures to address underperforming student group needs.

Actions 2.3, 2.5, 2.6, 2.19, and 2.24 were determined to be somewhat effective in achieving the district's desired outcomes to create a welcoming school environment where students feel adults care about them and reduce the incidents leading to expulsion by providing schools the needed supports for Tier 2 and Tier 3 through the Multi-Tiered Systems of Support. Through the student climate survey 80-90 % of students across all grades reported feeling welcome at school and having adults that care about students.

Actions 2.1, 2.4, 2.10, 2.11, 2.12, 2.13, 2.22, and 2.23 were determined to be ineffective in achieving the district's desired outcomes to have students feel safe at school and address the continued impact from the pandemic and improve everyone's sense of safety. However, the percentage of students reporting feeling safe in the classroom has consistently been reported at 90% in grades 3rd-4th, above 80% or more for grades 5th-8th. The district will continue to work on increasing the sense of safety in the school.

Ineffective actions will be revised based on educational partner feedback to increase the sense of safety in schools and to promote student engagement, increase attendance, and continue to reduce chronic absenteeism rates that will result in achieving the desired outcomes. By reassessing and updating these actions, we aim to better monitor and align student supports and intervene through staff support with strategies that are both impactful for unduplicated students who need it the most and improve student engagement and overall well-being.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practices, we recognized the need for significant adjustments to our goal, metrics, outcomes, and actions for the 2024-27 LCAP. Driven by performance data and community feedback, our revised plan includes more targeted actions, refined metrics, and clearer outcomes to better address student needs and enhance the effectiveness to meet the objective of Goal 2. This ensures our efforts align with our commitment to fostering supportive schools that address the social-emotional well being of all students. This also ensures actions especially focus on meeting the unique needs of unduplicated students, whose experiences due to unanticipated school moves associated with the foster care system and missing school due to disruption. Actions to address the homeless students' uncertainty of living conditions, and the lack of resources for students identified as low-income, play a critical role in improving desired outcomes to improve attendance, and address the need to increase their sense of belonging and safety in school.

The district's goal 2 is being revised as follows:

The Bakersfield City School District is dedicated to holistically supporting the social, emotional, mental, and physical well-being of all students, families, and staff by cultivating a safe, inclusive, and welcoming environment to ensure that every student feels valued, respected, and empowered to thrive.

Goal 2 was revised to reflect the overall focus of actions in this goal that are developed based on feedback from educational partners including students, parents, and teachers to a holistic approach in supporting students, families, and staff by creating school environments where students feel valued, respected, and empowered to thrive by having a strong social, emotional, mental, and physical well-being.

The following revisions were made to the metrics to reflect the current progress and conditions and establish metrics for the desired outcomes of performance to measure action effectiveness by 2026-27.

Priority 5(a): Attendance Rate

- The district will report based on End of Year submission data in CALPADS from the previous year. Data will be extracted using Report 14.2-Student Absences Student List (Aggregate Days Attended/Aggregate Days Expected).

Priority 6(b): Pupil Expulsion Rates

- The district will report based on the End of Year submission data in CALPADS from the previous year. Data will be extracted using Reports 7.12-Incident Results Student List and 1.21-Cumulative Enrollment Count (Number of Students Expelled/Total Cumulative Enrollment). This change will provide staff to consistently report the results based on a uniform source of data.

Priority 6(c): Student Climate Survey

- In order to support comprehensive planning, the district has revised the metric language to Student Climate Survey. The instrument used to collect data will continue to provide the district with critical information with student feedback to track progress about school climate for purposes of continuous improvement. This will enhance the district's ability to identify school, staff, and student sense of safety and connectedness and revise actions accordingly.

Priority 6(a): Suspension Rate

- The district will adjust the desired outcomes target to 2.1% based on past performance data and revise actions to improve support for students and reduce recidivism rates to meet the need to address student groups in the RED (African American students and American Indian).

The following actions were deleted or moved in the 2024-25 LCAP:

Action 2.9 with additional support for focus schools is being eliminated as schools in the district with additional need for support are using one time Comprehensive Support and Improvement (CSI) and Learning Recovery Emergency Block Grant (LREBG) state funds based on the allowable use of funds, to improve systems and structures resulting in improved outcomes for Low-Income, Foster-Youth, and English Learners. The funds will allow sites to identify local needs and allocate funds to the areas most in need of improvement.

Action 2.24 (School Based SEL) school site support funds that were moved to action 1.2 in Goal 1 for schools to develop the SPSA with educational partner input on the use of the funds to mitigate the school's identified student group needs through the use of Title I.

Action 1.30 (Electronic Sports in 4th-8th) from Goal 1 was moved to Goal 2 and listed as Action 2.19 (Electronic Sports in 4th-8th) with measurable outcomes corresponding to chronic absenteeism, in an effort to increase student engagement.

The following actions were revised to reflect the following:

Action 2.1 (Cafeteria and Playground Activity Leaders -CPALS), the district will hold CPAL trainings where staff will learn the proper ways to address students who may not always adhere to school expectations and create opportunities for students to engage in coordinated activities that result in increased building of relationships with each other and thus increasing the sense of safety and improved attendance rates.

Action 2.2 (Site funding allocations for teachers, clubs) the need to continue to improve attendance rates and decrease suspensions for all students including FY, ELs, and SED resulting in the revision of this action to provide funding allocations to support after-school and lunchtime club activities for students attending schools with a high number of suspensions and currently in the RED status on the California Dashboard.. Staff will be responsible for reporting and identifying barriers that prevent students from participating and monitor the suspension counts in addition to unduplicated students for African American and American Indian students as they pertain to the site. Sites including Mt. Vernon, Washington, Stella Hills, and Lincoln will also be monitored for improvement as a revision to this action.

Actions 2.4 (Coordinator of Student School Safety), 2.22 (Student Safety), and 2.23 (Campus Supervisors at all Jr. High/Middle Schools) will be combined into Action 2.17 (Student Safety) to better coordinate actions together and focused on improving student sense of safety by decreasing the number of discipline incidents and suspensions. The safety coordinator will lead schools to develop practices that promote positive student engagement across all campuses and provide professional development for campus supervisors and staff responsible for student supervision before, during and after school. Improving staff preparedness to do active supervision will result in less incidents that could result in student suspensions and increase the overall sense of student safety, which will be monitored through the student climate survey.

Action 2.7 (Youth Services Specialists-YSS) now identified as action 2.6 was revised to monitor attendance rates of students with whom YSS staff provide direct services to. In addition, this action will embed opportunities for students to experience leadership conferences and workshops focused on providing students with the opportunity to develop skills and improve self-perceptions that lead to better decision making that results in improved attendance outcomes and academic achievement. Staff will monitor student attendance rates for all SED and Foster youths participating in the academy.

Action 2.8 (School Psychologists & Behavioral Health Therapists) now identified as action 2.7 was revised from contributing to increased or improved services to Non-Contributing and fully funded with Learning Recovery Block Grant funds. Action effectiveness will be measured by CA Dashboard suspension rates and entries into the Navigate 360 Crisis reporting system.

Actions 2.10 (SEL Professional Learning for Site Administrators), 2.11 (SEL Professional Learning for all Site Support Staff), 2.12 (SEL Professional Learning for Classroom Teachers), and 2.13 (SEL Professional Learning for Classified Staff) were combined into action 2.8 (Social Emotional Learning Professional Learning) to reflect the need to have all staff who have daily interactions with students build their capacity and aligned with Positive Behavior Interventions and Supports (PBIS). Professional development will focus on the deeper analysis of data including student surveys to identify root causes of and develop actionable changes throughout the school year.

Action 2.14 (Social Emotional Learning curriculum-SEL Toolkit) now identified as action 2.9 (Social Emotional Learning Curriculum-SEL Toolbox) was revised to increase training for teachers on critical social-emotional competencies aimed at reducing incidents of misbehavior. Through the MTSS process staff who have been trained will be evaluated to determine fidelity of implementation and create action plans as needed with the MTSS coach for sustainability of SEL programs that provide students and their teachers with the strategies (tools) to self-manage and make responsible decisions. Monitoring of suspension rates will be used to determine effectiveness of training and implementation using the fidelity tool (Systems Fidelity Check-SFC) to determine the level of implementation of SEL curriculum and its strategies.

Action 2.15 (Community organization partners for mentoring) now identified as action 2.10 was renamed to Healthy Youth and language was revised to reflect how funds were expended to provide comprehensive education for students with age appropriate Socio-emotional educational materials to increase their ability to develop a positive sense of self-identity and improve their self perception resulting in positive interactions with other students and increase their sense of connectedness with peers at school and improving attendance. The effectiveness of this action will be measured by Metric 2.7 for students in grades 7th-8th using the student climate survey results.

Action 2.16 (Regional Comprehensive School-Based Health Clinics) now identified as action 2.11 (Regional Comprehensive School Based Health Clinics) continues to be an integral part of the services in providing medical , mental, vision and dental services to students with greatest barriers. Barriers which can be attributed to low student attendance at school that have a direct impact on student academic success. Due to the challenges of completing Phase II at Martin Luther King, the district will continue in its efforts to finalize the project in the coming year. Staff will increase student self-care and illness prevention to reduce chronic absenteeism rates. Monitoring for effectiveness will be determined based on metrics for attendance rates for unduplicated students.

Action 2.17 (Alternative to Suspension Program at Jr. High/Middle Schools) now identified as action 2.12 (Restorative Classroom Specialists) was revised to improve monitoring of key elements including consistent implementation of restorative practices by staff, building student skills

for problem solving, decision making, and handling conflict to prevent students from recurring incidents of suspension. The district has established metrics to monitor suspensions and adjust practices as needed.

Action 2.18 (Coordinator/Principal and School Social Worker at the Community Day School) now identified as action 2.13 (Rafer Johnson School) will be revised to include coordination between the students' school of attendance and Rafer to ensure students have the necessary support when they return and successfully transition students and reduce incidents of expulsion and increase unduplicated student attendance. Monitoring of data will allow the district to identify root causes and assist in the development of effective research-based practices to meet the Individualized needs of unduplicated students.

Action 2.19 (Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions) now identified as action 2.14 (Student Leadership) this action's revision to improve and increase the participation of students, especially unduplicated students in leadership opportunities will be done by increasing the development of student skills that prepare them to engage as leaders in their school and community. Staff including YSS and BIS from all schools will provide transportation as needed for students and directly lead the work for students. Effectiveness of this action will be measured based on the improved sense of safety as reported on the student climate survey.

Action 2.20 (Staff and Extra Time to support Foster Youth) now identified as action 2.15 (Foster Youth) in collaboration with school staff including Behavior Intervention Specialists, district staff will coordinate transportation for Foster Youth and socioeconomically disadvantaged students to and from school as needed. The district staff will case manage district foster youth to monitor Foster Youth attendance and review data to identify areas of need for socioeconomically disadvantaged homeless students, Foster youth, and other students who have been identified through the MTSS process.

Action 2.21 (Sports program for 3rd-8th grade students) now identified as action 2.16 (Sports Programs) has been revised to address the need to provide students with access to engage in a variety of extra-curricular activities by providing sports for students who would otherwise not engage in school. Schools will provide training for coaches and referees to ensure students have a quality program that provides a positive experience for students in need to build a connection with other students and staff. Monitoring of unduplicated student participation will be monitored to increase attendance rates.

Action 2.25 (8-hour custodians) now identified as action 2.18 has been revised to include all schools with over 55 percent of unduplicated students in population. In addition, custodians will receive training on the equipment purchased to do the sanitation of rooms and ensure it is effectively used. Schools with chronic absenteeism rates higher than 30% will develop target goals and action plans to decrease rates and monitor students who are identified as chronically absent.

The following action was added:

Actino 2.19 for Electronic Sports in 4th-8th was moved from Goal 1 to offer this as an extracurricular activity for students to increase student engagement in schools and decrease chronic absenteeism, which will result in improved student attendance rates. E-sports will promote teamwork, strategic thinking and increase students' sense of belonging. It will diversify opportunities for student participation at all schools for grades 4th-8th.

The district believes these changes and revisions will result in improved monitoring of student learning that will result in improved attendance, reduced suspensions, chronic absenteeism, and in supporting our student's sense of safety and connectedness. This will in turn result in improving the district's ability to reach desired outcomes in the development of the next cycle of the LCAP.

Goal	Description
Goal 3	Goal 3: Family and Community Engagement - The Bakersfield City School District is committed to increasing the level of participation and engagement of all parents, families, and community members to ensure culturally responsive and high quality student learning where all students reach grade level mastery of all content standards. District Priority 1: Increase connections and positive relationships with all parents and families. District Priority 2: Increase engagement efforts with our high priority families. District Priority 3: Increase parent education opportunities through outreach into the community. District Priority 4: Increase opportunities for parent voice and feedback to improve the cultural responsiveness of school and district systems and structures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3b) Promote parental participation in programs for Low Income, English Learners, and Foster Youth	3b) District English Learner Advisory Committee (DELAC): 53% of schools with parent representation 20.78% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of EL's	3b) District English Learner Advisory Committee (DELAC): 59.5% of schools with parent representation 19.2% of respondents in the 2021-22 LCAP Community Feedback Survey were identified as parents of EL's	3b) District English Learner Advisory Committee (DELAC): 59.5% of schools with parent representation 23.9% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of EL's	3b) District English Learner Advisory Committee (DELAC): 71.4% of schools with parent representation 26.4% of respondents in the 2023-24 LCAP Community Feedback Survey were identified as parents of EL's	3b) District English Learner Advisory Committee (DELAC): 100% of schools with parent representation 100% of EL parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey

	65.07% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students 1.97% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Foster Youth	62.2% of respondents in the 2021-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students 0.6% of respondents in the 2021-22 LCAP Community Feedback Survey were identified as parents of Foster Youth	77.3% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Low-Income Students 0.3% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Foster Youth	68.8% of respondents in the 2023-24 LCAP Community Feedback Survey were identified as parents of Low-Income Students 1.7% of respondents in the 2023-24 LCAP Community Feedback Survey were identified as parents of Foster Youth	100% of Low-Income parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey 100% of Foster Youth parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey
3c) The district's efforts in promotion of parental participation in programs for unduplicated pupils and individuals with exceptional needs.	3c) 5.85% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Special Ed. Students CAC Special Education Community Advisory Committee (CAC) 47% of schools with parent representation	3c) 8.1% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Special Ed. Students CAC Special Education Community Advisory Committee (CAC) 61% of schools with parent representation	3c) 10.8% of respondents in the 2022-23 LCAP Community Feedback Survey were identified as parents of Special Ed. Students CAC Special Education Community Advisory Committee (CAC) 59% of schools with parent representation	3c) 12.3% of respondents in the 2023-24 LCAP Community Feedback Survey were identified as parents of Special Ed. Students CAC Special Education Community Advisory Committee (CAC) 31% of schools with parent representation	3c) 100% of Special Ed parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey CAC Special Education Community Advisory Committee (CAC) 100% of schools will have parent representation

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The Bakersfield City School District continues to provide families with needed support to increase the level of participation and engagement in schools that create a welcoming environment for the diverse families we serve and provide high quality student learning where all students reach grade level mastery of all content standards.

Action 3.1 and 3.2 were determined to be fully implemented and all FACE Liaisons at all school sites provided professional development and curriculum to parents and staff. They operated parent education sessions and facilitated parent advisory meetings, resulting in increased and improved family engagement.

Action 3.3 successfully implemented the community based English tutoring program and had 63 parents successfully complete the requirements as part of Parent University.

Actions 3.4 and 3.5 were fully implemented to provide regular communication to parents and was a continued part of keeping parents and families informed about school events, classroom events, and allowed for open communication between teachers and parents.

Action 3.6 was fully implemented and gave the district the opportunity to provide parents with classes on weekends and evenings to accommodate parent's working schedules and attend Parent Project sessions.

Action 3.7 was partially implemented, as the MLK project was not fully completed. Eissler Elementary has completed the functioning space for a Parent Center where families now have access.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2023-24 LCAP Goal 3 was $10,602,920. The estimated actual expenditures for 2023-24 LCAP Goal 3 is $10,215,926. This is a difference of $386,994. The substantive differences were in the following actions:

Action 3.1 (FACE Coordinator, specialists, reps, clerical, and liaisons) the differences in costs of new personnel in these positions accounted for the material differences in costs.

Action 3.2 (Parent Education Classes and Events) the action was fully implemented but the use of available carryover funds resulted in material differences between what was budgeted and what was actually expended.

Action 3.5 (Office Assistants at each school) the differences in costs of new personnel in these positions accounted for the material differences in costs.

Action 3.7 The 2023/24 LCAP included the 2022/23 estimated actuals to be higher than what was actually spent at the close of year end and the project for MLK has not fully been completed and as a result carryover funds will be accounted for in the 2024/25 LCAP.

The district fully implemented all actions in Goal 3 and personnel costs and the use of carryover Title I funds accounted for material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 3.1, 3.2, 3.3 and 3.6 were determined to be effective in reaching the desired outcomes to increase the district's efforts in increasing the percentage of parents who reported on the Annual Parent Climate Survey (92.5% strongly agree or agree their schools/district provide regular opportunities to participate), compared to the target of 90%. In addition local family evaluations/surveys indicated 100% of responses "Strongly Agree or Agree", the content of the classes provided were useful and practical for attendees. Although the target to serve 500 parents through Parent University was not effective, parents who did attend valued the information presented as reflected in culminating surveys. Involvement of parents in programs from actions 3.1, 3.2, 3.3, and 3.6 provide the district an opportunity to share with parents other opportunities to involve themselves in committees, councils, and helps the district promote and inform parents about the development of the LCAP.

Action 3.4 was determined to be somewhat effective since the online systems to share information with parents about their child's academic progress is being used across all 44 schools, parents provided feedback through the educational partners engagement sessions with EL and African American parents indicated a continued need for better communication and more regular updates on student progress and school activities. Parents seek to receive clear and specific feedback, rather than general comments.

Action 3.5 to create a welcoming environment for students and parents was effective. Based on the Annual Parent Climate Survey, 90.8% of responses strongly agree or agree that their overall experience at BCSD schools is very positive.

Action 3.7 was determined to be somewhat effective in promoting parent participation by establishing functioning parent centers at school sites. Although the district did not meet the desired outcomes for parent representation of all schools at DAC, DAAPAC, DELAC, and CAC there is evidence of increased responses in the LCAP Community Feedback survey from parents of Foster Youth, Special Education, and English Learner students.

Some actions have been strengthened to support the overall achievement of Goal 3 to continue to increase the number of parents engaging as partners in their child's education. Efforts to improve these actions with parent focus groups as a priority to elicit more in depth feedback, will lead to greater parent involvement in the decision-making processes and the development of educational programs. By reassessing and updating these actions, the district aims to enhance communication and build stronger relationships with parents, all with the common purpose of improving student outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or action for the coming year that resulted from reflections on prior practice.

Based on the analysis of actions and metrics of Goal 3 resulted in the following changes for the 2024-25 LCAP Year:

Goal 3 The district's goal is being revised as follows:

The Bakersfield City School District is committed to increasing the meaningful participation and engagement of all parents, families, and community members through a collaborative approach that ensures all students receive the support they need to succeed through strong partnerships and open communication.

Goal 3 was revised to reflect the need to increase the level of participation and engagement from parents, families, and the community as parents expressed through the educational partners feedback a desire for more opportunities to be involved in their children's education. This included being informed about and involved in decision-making processes and educational programs. Parents shared the need for continued improvement in communication and providing opportunities to better understand the available academic support.

The following revisions were made to the metrics to reflect the current progress and conditions for the desired outcomes of performance to measure action effectiveness by 2026-27:

Metrics & Desired outcomes were revised as follows:

Priority 3A: efforts the school district makes to seek parent input in making decisions for the district and individual school sites

- The priority will include the percent of schools represented by either a parent representative or parent alternate during advisory committees:
  - District Advisory Committee (DAC) with a desired outcome of 70%. While the district would like to be at 100%, based on past trends the district re-established a three year target to align with the past trends.
  - District African American Parent Advisory Committee (DAAPAC) with a desired outcome of 60%
  - District English Learner Advisory Committee (DELAC) with a desired outcome of 75%

Priority 3B: how the district promotes parental participation in programs for low income, English learner and foster youth students

- The priority will include the information from the existing Parent Climate Survey based on responses from parents of low-income English Language learners, and Foster Youth students on the percent parents Strongly Agree/Agree the district promotes parental participation in programs.

Priority 3C: how the district promotes parental participation in programs for students with disabilities

- The priority will include the percentage of parents who participated in the development of their student's Individual Education Plan (IEP)
    - ◆ Maintain parental participation at 99.5 %

The following changes were made to actions in Goal 3:

Actions 3.1-3.7 were renamed to reflect the changes in the language to improve the actions to achieve goal 3.

Action 3.6 (Staff extra time for Parent Education and parent Project (Proyecto Padre) activities to support parents and the extra time for staff to implement this action for parents will be combined with Action 3.2 (Parent University, Now We're Cooking, Summer Parent Academies Saturday Parent Classes and other Parent Education Classes and Events). This change resulted in making this a contributing action to be implemented LEA-wide in order to provide low-income, Foster Youth, EL parents, and all others with opportunities to learn skills that will support all students succeed in school.

The district believes the changes and revisions in goal 3 will result in improving the existing actions by building all parents' personal capacity and increasing communication to keep parents informed about and involved in decision-making processes and educational programs.Addressing the concerns as part of the educational partners feedback through surveys will require the district's targeted efforts to ensure all students receive the support and resources they need to succeed as indicated in the changes to actions in Goals 1 and 2.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        - The reasons for the ineffectiveness, and

        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bakersfield City School District	Laura Orozco-Assistant Superintendent	orozcola@bcsd.com (661) 631-4600

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Bakersfield City School District (BCSD) was established in 1867 and is located in the county of Kern and now serves approximately 29,000 students from preschool through 8th grade. The largest elementary school district in Kern County, with 44 schools consisting of ten Junior High and Middle Schools and 34 elementary schools.

The district is strongly committed to the recruitment of dedicated professionals who will support BCSD's overall mission of student success. Student achievement can be attributed to the commitment of our teachers, administrators, and classified staff. BCSD employs 1,959 certificated employees and 2,304 classified employees. Including substitute staff, the district supports more than 5,000 employees. The COVID-19 pandemic affected the recruitment and employment process. The pandemic also made it difficult to find suitable substitutes in various positions. In addition, a nation-wide shortage of key academic positions including teachers, paraprofessionals, and bus drivers have hindered the district's employment and substitute process.

The COVID-19 pandemic was one of the greatest challenges the district has faced in the modern era and we continue to see the remnants of its impact on schools. There is evidence of the residual impact on student academics at most of our schools and continued concern of student learning loss. The district is committed to taking every action to increase academic achievement, support each student's social-emotional needs, and re-engage family and community to bridge the COVID-19 learning gap. In addition, this commitment extends to providing support and interventions to address the individual needs of our students and families.

Educational entities across the nation, including our district, are also grappling with a shortage of key academic professionals necessary to support student learning. The workforce shortage in key positions such as teachers, paraprofessionals, especially in special education, school bus drivers, and campus playground activity leaders, affect the climate and operation of the schools.

Four schools were identified within the district to receive Equity Multiplier funding including Rafer Johnson, Emerson Middle School, Roosevelt Elementary and Stella Hills Elementary.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Following are district successes for Goal 1 based on a reflection on the progress of the district based on a review of the California School Dashboard and local data

Goal 1: To establish a culture of quality teaching and learning through individual and collective accountability, with high expectations for all students.

Priority 1(a): Basic Teacher Mis-Assignment

. Based on the California Statewide Assignment Accountability System (CalSAAS) report there was a decrease in the percentage of teachers who were not fully credentialed from 14.12% to 5.57% from 2022-23 to 2023-24.

Priority 1(c): Basic Facilities in good repair

. Based on the Facilities Inspection Tool (FIT) self-administered report for 2023-2024 97% of school sites continue to have an overall rating of “Good” or “Exemplary”.

Priority 2: State Standards Based on the Local Priority 2 Self-Reflection Tool Survey

. Completed by district administrators, site administrators, school support staff, teacher leadership teams, Multi-Tiered System of Supports (MTSS) teams, academic coaches, and teachers the following levels of standards implementation have been determined:

. Math Standards in *professional development* : 73.6% responded the district’s level of implementation at Full Implementation (4) or Full Implementation & Sustainability (5), which is a 2.4% increase from 2022-23.

Priority 4 (a): Academic Performance

<u>English Language Arts (ELA)</u>

The following student group scored closer to standard than the “all student” group:

.The Filipino student group scored 28.2 pts. below standard (Medium status), which is 34.3 pts closer to standard met than the “all student” group.

<u>Mathematics</u>

The following student groups scored higher than the “all student” group:

. The Filipino Student group scored 25.5 pts. below standard, which is 72.4 points closer to standard met than the “all student” group.

. The Asian student group scored 53.5 pts. below standard, which is 44.4 points closer to standard met than the “all student” group.

. The White student group scored 63 pts. below standard, which is 34.9 points closer to standard met than the “all student” group.

Academic Performance: Science (5th and 8th Grade only)

. There was a slight increase in the percentage of students who met/exceeded standards in the California Science Test (CAST) from prior year, an increase of 0.49% to 14.62%.

Priority 7 (a): Access to a Broad Course of Study

.100% students continue to have access to and enrollment, in a broad course of study including courses described under Education Code sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.

Priority 7 (b): Programs and services developed and provided to unduplicated pupils

. 100% of Low-Income, Foster Youth, and English Language Learner students continue to have access to enroll in programs and services developed and provided to unduplicated pupils, as measured by master schedules and class rosters.

Priority 7 (c): Programs and services developed and provided to individuals with exceptional needs

. 100% of individuals with exceptional needs continue to have access to enroll in programs and services developed for individuals with exceptional needs.

Priority 8a: Outcomes in a broad course of study:

. Student outcomes for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable.

ASSESSMENT NAME	2022-2023 School Year	2023-2024 School Year
BAS	31.33% of Students in Grades K-1 Meeting Reading Expectations by 2nd Administration	32.8% of Students in Grades K-1 Meeting Reading Expectations by 2nd Administration
STAR Early Literacy	25.4% of Students in Grades K-1 Meeting Reading Expectations by 2nd Administration	34.3% of Students in Grades K-1 Meeting Reading Expectations by 2nd Administration
STAR Reading	27.2% of Students Grades 2-8 Reading Proficiently Based on Winter Administration	28.9% of Students Grades 2-8 Reading Proficiently Based on Winter Administration
STAR Math	34.1% of Students Grades 2-8 Proficient in Math Based on Winter Administration	33.6% of Students Grades 2-8 Proficient in Math Based on Winter Administration

Following are district successes for Goal 2 based on a reflection on the progress of the district based on a review of the California School Dashboard and local data
Goal 2: To ensure a safe, healthy, and secure environment for all students, parents, guardians, and employees.

Based on the Fall 2023 California Dashboard data:

Priority 6a: Suspension Indicator

*While the district's overall performance level for suspension is in the Medium Status level, the following student groups performed better, in comparison to the "all student" group which had a suspension rate of 2.6%.

. Medium Performance Level: English Learners (1.7%) Filipino (1%), Hispanic (2.3%), White (2.7%)

. Very Low Performance Level: Asian (0.0%)

The continued training and support of Behavioral Intervention Specialists (BIS), Associate School Social Workers (ASSW) and Youth Services Specialists (YSS) to address the social emotional well-being of students included in goal 2 as part of this year's

LCAP will provide the continued success for years to come as we mitigate the residual effects of student absenteeism post-pandemic. Through the continued effective implementation of the MTSS process at all schools and ongoing Social Emotional Learning (SEL) Toolbox training of teachers and parents, we anticipate the district will move forward towards improvement to meet the needs of students most in need of Tier 2 and Tier 3 support to develop positive relationships and improve mental health.

Following are district successes for Goal 3 based on a reflection on the progress of the district based on a review of the California School Dashboard and local data

Goal 3: Ensure all parents and community members are welcomed and engaged in the learning process.

Priority 3: Parental Involvement and Family Engagement

Based on the district's stakeholder feedback through the 2023-2024 LCAP Community Surveys,

- 92.5% of respondents strongly agree or agree that their schools/district provides regular opportunities to participate, as indicated in the Annual Parent Climate Survey, an increase of 1.9% from last year.

- 90.8% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive, an increase of 2.3% from last year.

In addition to the aforementioned successes, an analysis of state data also revealed areas in need of improvement.

The following chart shows priority areas in the lowest performance level of Red, based on the 2023 Dashboard.

Schools with lowest performance level of Red on the 2023 Dashboard				
ELA	**Math**	**ELPI**	**Chronic Abs.**	**Suspension**
Lincoln Casa Loma College Heights King Fremont Jefferson Longfellow McKinley Mt. Vernon Garza Sequoia Sierra Stella Hills	Lincoln Compton Curran Fremont Stella Hills Washington	Harding Harris Lincoln Longfellow Stella Hills	No schools	Lincoln Mt. Vernon Stella Hills Washington

Washington Wayside William Penn				

District-wide student groups with lowest performance level of RED on the 2023 Dashboard				
ELA	**Math**	**ELPI**	**Chronic Abs.**	**Suspension**
ELs Foster Youth Homeless SED African American	Foster Youth Homeless	No student group	No student group	African American AIAN

School-wide indicators with the lowest performance level of RED on the 2023 Dashboard					
Student Groups	**ELA**	**Math**	**ELPI**	**Chronic Abs.**	**Suspension**
All Students	Casa Loma College Heights Fremont Garza Jefferson King Lincoln Longfellow McKinley Mt. Vernon Sequoia Sierra Stella Hills Washington Wayside William Penn	Compton Curran Fremont Lincoln Stella Hills Washington	Harding Harris Lincoln Longfellow Stella Hills	No Schools	Lincoln Mt. Vernon Stella Hills Washington

School-wide student groups with the lowest performance level of RED on the 2023 Dashboard					
ELs	Casa Loma College Heights Curran Emerson Fremont Garza Harding Horace Mann Hort Jefferson King Lincoln Longfellow McKinley Mt. Vernon Owens Pioneer Sequoia Sierra Stella Hills Thorner Washington	College Heights Compton Curran Emerson King Lincoln Owens Pioneer Stella Hills Washington	Harding Harris Lincoln Longfellow Stella Hills	No schools	Lincoln Washington
Homeless	Sierra	No schools	No schools	McKinley	College Heights Mt. Vernon Stella Hills
SED	Casa Loma College Heights Fremont Garza Jefferson Lincoln Longfellow McKinley Mt. Vernon Owens Sequoia	Curran Fremont Lincoln Stella Hills Washington	No schools	No schools	Lincoln Mt. Vernon Stella Hills Washington

	Sierra Stella Hills Washington Wayside William Penn				
Students with Disabilities	Chipman College Heights Evergreen Fremont Horace Mann Lincoln Nichols Noble Pioneer Sequoia Sierra Stiern Voorhies Wayside	Chipman College Heights Curran Evergreen Fremont Lincoln Nichols Noble Sierra Stiern Voorhies Washington	No schools	McKinley	No schools
African American	Franklin Harris Lincoln Longfellow McKinley Munsey Stella Hills	Chipman Curran Lincoln McKinley Sequoia	No schools	No schools	Chipman Fremont Lincoln Mt. Vernon Owens Stella Hills Washington Wayside
Hispanic	Casa Loma College Heights Fremont Garza Jefferson King Lincoln	Compton Curran Lincoln Mt. Vernon Stella Hills Washington	No Schools	No Schools	Lincoln Stella Hills Washington

	Longfellow McKinley Mt. Vernon Sequoia Sierra Stella Hills Washington Wayside William Penn				
White	Washington	Curran Stiern Washington	No Schools	Horace Mann Munsey	Evergreen

The Bakersfield City School District (BCSD) has made commendable strides in reducing chronic absenteeism, a significant area of success. Based on the Fall 2023 California Dashboard, none of the schools in the district fell into the lowest performance level for this indicator. Remarkably, all student groups showed a decline of 0.5 points or more in the percentage of students identified as chronically absent. This achievement is a testament to the diligent efforts of the attendance teams at each school, composed of administrators, associate school social workers, behavior intervention and support staff, youth services specialists, and numerous other staff members who regularly connect with students.

In terms of academic progress and support, BCSD has provided its staff with ample professional learning opportunities, resulting in notable successes. For instance, two schools previously identified for Comprehensive Support and Improvement (CSI) have exited this status by making significant improvements in priority areas. Additionally, the focus on English Learner Toolkit strategies for administrators, support staff, and English Language Development (ELD) teachers has led to fourteen schools being identified as making progress, earning green or blue ratings on the California Dashboard.

The district has also excelled in engaging and enriching students, especially those from socioeconomically disadvantaged backgrounds. By offering various programs such as Gifted and Talented Education (GATE), Visual and Performing Arts (VAPA), E-sports, Robotics, Summer Academies, and seasonal intersessions, BCSD ensures that these students have ample opportunities to thrive.

BCSD is committed to continuous improvement through data-driven strategies. Regular data discussions with site administrators and support staff help analyze student performance data, identify trends, and make necessary adjustments. Quarterly academic conferences empower teachers to review student progress, refine instructional strategies, and address underlying factors hindering student

advancement. Administrative Leadership Institute (ALI) Days provide school site administrators with dedicated time for data analysis, ensuring informed decision-making.

Despite these successes, there are still areas of need that the district is actively addressing. Specific student groups, including Homeless, White, and Students with Disabilities, require additional support. Although progress has been made with English Language Learners (ELL), five out of forty-four schools remain in the lowest performance level for the English Learner Progress Indicator (ELPI). Moreover, the district faces significant challenges in addressing behavioral issues and closing performance gaps across different student groups. To tackle these issues, BCSD is focusing on culturally responsive teaching strategies and targeted interventions. A comprehensive Multi-Tiered System of Support (MTSS) is in place across all schools, incorporating attendance-based interventions, mental health supports, physical health supports, restorative practices, Positive Behavior Interventions and Supports (PBIS), and academic interventions. This holistic approach is instrumental in meeting the diverse needs of students. Specific actions included in the LCAP to address the lowest performance levels in the state indicators included on the 2023 Dashboard can be found as Appendix A.

The district is also advancing its vision for student success by promoting the BCSD portrait of a graduate through the collaboration of committees and subcommittees, aiming to identify key focus areas within the organization that will better equip students for their future endeavors. The needs of African American students, Foster Youth, and Homeless students are being prioritized, with a focus on fostering a sense of belonging within our educational community. Schools will strive to enhance relationships with all students as a foundational element of the system, purposefully fostering inclusive environments that embrace the diverse experiences and voices of students and parents alike, fostering a collaborative partnership in the educational journey ahead.

In conclusion, BCSD's focused interventions, enhanced support systems, and commitment to addressing both academic and socioemotional needs position the district for continued success in providing equitable educational outcomes for all students.The following student groups received the lowest performance level on the following state indicators based on the 2023 Fall Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Bakersfield City School District was identified for Differentiated Assistance (Level 2) based on the outcomes reported on the 2023 California School Dashboard. The student group that met the eligibility criteria for differentiated assistance is the African American group. This student group met the eligibility criteria for State Priority 4 (ELA and Math) and State Priority 6 (Suspension). The Kern County Superintendent of Schools (KCSOS) provided individually designed assistance to address the identified performance differences, including disparities in performance for the African American student population. The district leadership team held a collaborative data analysis meeting with the support of KCSOS staff and completed a root cause analysis as part of the LCAP Development process. In addition, the district developed actions and metrics to monitor implementation of actions and review progress of their effectiveness.

The following actions address the needs of African American students to address their current level of performance in ELA (Actions 1.24, 1.25), Suspension (Action 2.4)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The following schools have been identified for Comprehensive Support and Improvement based on the 2023 Dashboard.

Schools Identified:
1. Washington Middle School
2. Lincoln Junior High
3. Stella Hills Elementary

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Principals and support staff attend the District led School Plan for Student Achievement (SPSA) training for all schools. An additional personalized planning meeting is scheduled for all identified CSI sites to support the development of their CSI plans. Principal, Site Leadership Team, and district leadership participate in the CSI Overview training, as well as ongoing development meetings as needed.

The CSI training with the District Support Team (DST) includes: CSI eligibility, California School Dashboard, local data, and student group analysis to determine the areas of focus to address identified student needs. As part of the process the Assistant Superintendent includes a “data chat” review of the school’s most current performance based on local data to support schools to identify and discuss root causes leading up to the identification of the school and any progress since its identification. The district team guides the school through the resource inequities process and if any inequities are identified, the school is expected to address these as part of the CSI plan development and align funding to evidence-based interventions as part of the implementation of the CSI plan.

Washington Middle and Stella Hills Elementary engaged with KCSOS to complete the needs assessment, including the identification of resource inequities and Identification of a problem statement and root causes.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

In addition to the DST monitoring the effectiveness of the CSI plans through the SPSA annual review, CNA, and SPSA development process, the DST will monitor the ongoing evaluation of local capacity (funding, staff skills, and educational partner capacity) available to implement any interventions being considered to support the successful implementation of selected evidence-based strategies.

As a vital member of the District Support Team, the Executive Director engages in debriefing sessions with principals following CSI meetings, offering targeted coaching and support. Bi-annually, the Data and Assessment Department will arrange "data chats" with all schools, including CSI-designated schools, as part of the evaluation process to assess the effectiveness of the CSI/SPSA plans, review student progress, and discuss strategies for school improvement. District teams comprising the Assistant Superintendent, Executive

Director of Data and Assessment, Supervisor of Data and Assessment, and Executive Director of the CSI school actively participate in these data chat meetings alongside the school team. During these sessions, comprehensive reviews of school site data, grade-level data, and demographic data are conducted to identify data trends and inform decision-making. The primary objective of the data chat teams is to collaboratively guide schools in identifying their specific needs and ensuring that the district provides essential support through data-driven analysis.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

BCSD takes pride in ensuring that all educational partners engage in the decision making-process of the development of the LCAP. Engagement of educational partners is an ongoing process that includes community, teacher, student, and parent surveys, parent meetings, student voice sessions, workshop sessions during parent university meetings, feedback from administrators during Administrative Leadership Institutes (ALI). LCAP development meetings are scheduled throughout the year with local bargaining units, parent advisory councils and committees including District English Learners Advisory Council (DELAC), District Advisory Council (DAC), District African American Parent Advisory Council (DAAPAC).

The Special Education Community Advisory Committee (CAC) is made up of parents, district personnel, agency representatives and other individuals concerned with the needs of individuals with disabilities and its primary function is to advise the district on Special Education programs and services (SELPA).

The Assistant Superintendent of Educational Services annually prepares a schedule of all meetings held in public that provide anyone wishing to attend these, the opportunity for feedback on what LCAP actions are successful, or hear about the district's data and metrics to determine progress and the impact of these actions. Attendees can also make recommendations for improvement and ask questions about action implementation.

The district’s efforts expanded this year’s plan for educational partner feedback to include student voice in addition to community member, teacher, administrator, parent and staff feedback. The district held in-person meetings, sent home LCAP and School climate surveys, held online zoom meetings, and had a dedicated Saturday during Parent University where parents and community members attended sessions for the purpose of providing feedback on all three of the district’s LCAP goals.

Educational Partner(s)	Process for Engagement
District Associations	District associations including BETA, CSEA, and LiUNA were invited to attend an initial zoom meeting on February 14, 2024 and follow-up meetings were carried out throughout the year with the Assistant Superintendent of Educational Services.
Community Advisory Committee (CAC) to Special Education Local Plan Area (SELPA)	Through the advisory committee to SELPA, parents, teachers, administrators, and community members met on February 5th and April 8th, 2024. The attendees provided feedback on the success of existing services and advocated for more support to reflect instruction that builds resilient learners, increased communication with parents, and a positive perception of mental health support.
Community Members	Community members were encouraged to provide feedback through the annual LCAP survey available online from January 8-20th, at a regularly scheduled board meeting held on February 27, 2024, and at the annual Parent University LCAP Forum held on January 20, 2024.

Parent Groups (DELAC, APAAC, DAC)	Parent groups were encouraged to provide feedback at a regularly scheduled meeting in the months of February and April. During the meeting student performance data was reviewed and a summary of the eight priorities used to measure the effectiveness of actions in the LCAP. In addition a review of the LCAP goals, key district initiatives and available student supports was shared as well as information on summer camp programs and links to parent surveys. Parents also had the opportunity to provide feedback and recommendations for the development of the new LCAP.
Parents	Parents were provided opportunities to provide feedback through the submission of Annual School Climate surveys and LCAP Feedback Surveys. Through the Parent University LCAP feedback session held in person on January 20, 2024 and led by district employees, parents were invited to learn about the current status of student outcomes, existing actions in the LCAP and share what services were most effective in meeting the needs of students. In addition parents were asked to provide input for the development of the new LCAP.
Students	In November the district held an LCAP Student Focus Group made up of students representing grades 6th-8th grade and they had the opportunity to share positive experiences at school and give input on areas they would like to receive more assistance in and have access to. A second meeting was held on January 31, 2024, and March 20, 2024 with students representing all Jr. High and Middle Schools to provide input on needs specific for this age group. Through these student voice sessions the district gathered qualitative data on the successes and the need to further refine existing actions and add actions based on student feedback.
Administrators	School site principals and district administrators were able to provide feedback on the goals and priorities of the district on January 18, 2024 during the Administrative Leadership Institute.
Teachers and other school personnel	Teachers and other school personnel were invited to attend the educational partner meeting on January 20th during the LCAP Feedback sessions. In addition meetings were held with teachers as part of the BETA meeting held on February 14 and April 17. All teachers were invited to take part in the Community Forum held on April 25, 2024. In addition, through surveys on the district's effectiveness of Implementation of State Standards and meeting the teacher's individual needs for professional development, staff provided feedback on the quality of professional learning, future recommendations for training, and areas of instructional need and support as input in the development of actions.
Equity Multiplier Schools	The schools identified as Equity Multiplier Schools engaged with their educational partners through the School Plan for Student Achievement (SPSA) development process. Input was gathered through Professional Learning Communities meetings, student voice sessions and the analysis of school data. Equity Multiplier schools then developed the schools goals, metrics, desired outcomes, strategies and actions that work on addressing the greatest needs and will have the greatest impact based on their identified problems of practice.

LCAP Adoption and Approval	A public hearing was scheduled for June 11, 2024. During the public hearing there were no comments from the audience regarding the draft copy of the plan. Final adoption by the board of education was scheduled for June 25, 2024.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In response to feedback from parents and students, the Local Control and Accountability Plan (LCAP) has prioritized the need for enhanced tutoring opportunities and revised metrics across all three goals to improve the monitoring of student outcomes and align all support systems. The LCAP development process involved reflecting on existing actions, data, and feedback, which highlighted the necessity to revise actions to better meet desired outcomes and increase support for academic performance, student engagement, and parent involvement.

For academic support, the district has committed to actions addressing student tutoring needs (Actions 1.25 & 1.33) and continued support for students in the lowest proficiency performance bands (Action 1.32), with the assistance of teacher intervention specialists. The district will also continue actions aimed at creating welcoming environments for student engagement and learning by expanding leadership support over the next three years (Action 1.4). Teachers will be prepared to meet the rigor of the California Common Core State Standards (CCCSS) through actions that support their development in all content areas (Actions 1.5, 1.6, 1.7, 1.8, 1.13, 1.14). Additionally, Action 1.34 was added to provide students with increased access to a broader course of study and hands-on learning opportunities, particularly for Low Income students, Foster Youth, English Learners, and Multilingual students. Programs like Virtual Enterprise Junior Ventures will be offered to students in grades 7-8 during the regular school day.

In addressing student engagement, attendance, and overall well-being, the district has listened to feedback from educational partners. The importance of keeping students engaged to reduce suspension rates and improve behavior has been emphasized. Actions include providing after-school clubs, leadership programs, and E-sports, which offer positive outlets for all students, particularly unduplicated students, fostering a sense of belonging and engagement (Actions 2.1, 2.2, 2.6, 2.12, 2.14, 2.19). Feedback also highlighted the need for comprehensive mental health support and social-emotional learning (SEL). The district is responding by providing behavior intervention specialists, associate school social workers, school psychologists, behavioral therapists, and SEL training, as well as comprehensive school-based clinics as part of the continued Multi-Tiered System of Supports (MTSS). Implementing MTSS, partnering with community organizations, and providing targeted support to specific student groups will address issues that have impacted student attendance and increased the number of chronically absent students post-pandemic. Actions 2.3, 2.10, 2.13, 2.15, 2.16, and 2.18 aim to keep students engaged, healthy, and in partnership with families, addressing the needs of Low Income, foster, and EL students. Additional actions will continue to contribute to safe and inclusive school environments, including student safety (Action 2.17) and custodial support (Action 2.18).

Educational partner feedback also supports district actions aimed at creating a welcoming and supportive environment in schools. Parents have indicated the need for increased parental involvement, as evidenced by the percentage of parents representing schools in district advisory groups. Actions with Family and Community Engagement (FACE) (Action 3.1) will focus on building relationships with families, particularly those harder to engage, and creating accessible and welcoming spaces (Action 3.6) for parents. Establishing parent centers will provide a stable meeting place for parents to access services and engage in activities that support student learning and attendance. Feedback also indicated a need for educational programs to help parents understand the school system and support their

children's learning (Actions 3.2 & 3.3). Improving communication and outreach was a significant point of feedback, and Actions 3.4 and 3.5 ensure parents receive important information about their child's education through digital platforms, keeping them informed and involved in their child's attendance and learning.

For Equity Multiplier Schools: Rafer, Emerson, Roosevelt, Hills

As a result of the engagement process with school identified as Equity Multiplier schools, the following focus goals were identified for the 2024-2025 school year:

Emerson Middle School: Increase English language proficiency and academic outcomes for English Learners through targeted strategies, student engagement, and capacity building of staff

Rafer Johnson: Improve student attendance and engagement through targeted strategies and capacity building of staff

Roosevelt: Improve student attendance and engagement through targeted strategies and capacity building of staff

Stella Hills: Improve literacy proficiency through targeted interventions and capacity building of staff

Through these comprehensive actions, BCSD aims to foster a supportive and engaging educational environment for all students, with a particular focus on those most in need.

Goals and Actions

Goal 1

Goal #1	Description	Type of Goal
	The Bakersfield City School District is dedicated to the academic success of all students by providing high-quality teaching and learning practices through a multi-tiered system of support where students receive personalized instruction designed to help them achieve grade-level mastery of content standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was revised to reflect the overall focus of actions in this goal that are developed based on feedback for increased academic support and more personalized learning from educational partners including students, parents, and teachers, to meet the individualized

needs of all students for academic improvement. The need to improve student learning and outcomes based on the district's current identification for Differentiated Assistance as a result of African American students identified in the lowest performing level (RED). In addition the district's Socio-economically Disadvantaged (SED), EL, Foster Youth (FY), and Homeless (HL) students are also in the lowest performing level (RED) for ELA according to the 2023 California School Dashboard. This coincides with local STAR data which indicates the following percentage of students performing at Level 1 on the 2023-24 Winter STAR Reading administration: 57% of African American, 49.3% of SED, 69.6% of EL, 60.4% of FY, 65.7% (HL).

Measuring and Reporting Results (Goal 1)

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome (2026-27)	Current Difference from Baseline
1.1	Percentage of ineffective teachers **Source:** CalSAAS Report Local Priority: 1A	5.57% 2022-23	[Insert outcome here]	[Insert outcome here]	6.0% 2025-26	[Insert current difference from baseline here]
1.2	Percentage of respondents rating the induction program effective or very effective **Source**: CTC Teacher Induction Program Completer Survey Local Priority: 1A	93.5% 2022-23	[Insert outcome here]	[Insert outcome here]	94% 2025-26	[Insert current difference from baseline here]

1.3	Percent of students with sufficient access to standards aligned instructional materials **Source:** Williams Textbook sufficiency report Local Priority: 1B	100% 2023-24	[Insert outcome here]	[Insert outcome here]	100% 2026-27	[Insert current difference from baseline here]
1.4	Percent of school facilities maintained in ”Good” or “Exemplary” condition **Source:** Facilities Inspection Tool (FIT)-Self-Administered Local Priority: 1C	97.7% of school facilities 2023-24	[Insert outcome here]	[Insert outcome here]	100% of school facilities 2026-27	[Insert current difference from baseline here]

1.5	Current level of implementation of state academic standards according to locally selected measure for: ELA ELD Mathematics Next Generation Science Standards (NGSS) **Source:** Self-Reflection Tool (5-point rubric) Local Priority: 2A	ELA- 3 ELD- 3 Mathematics- 3 NGSS-3 2023-24	[Insert outcome here]	[Insert outcome here]	ELA- 4 ELD-4 Mathematics-4 NGSS-4 2026-27	[Insert current difference from baseline here]
1.6	Level of EL Program Implementation as reported in the EL Program Metric Evaluation, Section 1: Defined Program **Source:** English Learner Program Metric: Evaluation Local Priority: 2B	51.7% on Core or above 2023-24	[Insert outcome here]	[Insert outcome here]	60% on Core or above 2026-27	[Insert current difference from baseline here]

1.7	**A. CAASPP for ELA & Math Assessment** Average Distance from Standard (DFS) **B. CAST** Percentage of students who Met/Exceeded Standards	**A. ELA** All Students -62.5 EL's -90.5 FY -91.6 SED -70.8 AA -94.2 HL -98 DI -15 DI SED -25 **Math** All Students - 97.9 EL's -119.6 FY -119.4 SED -105.5 AA -132.8 HL -123.5 PLTW -88 PLTW SED -93 Fall 2023 **B. CAST** All Students 14.62% EL's 1.68% SED 12.29% Foster Youth 7.14% PLTW 12.5% PLTW SED 11.3% Fall 2023	[Insert outcome here]	[Insert outcome here]	**A. ELA** All Students -50 EL's -78.5 FY -79.6 SED -58.8 AA -82.2 HL -84 DI -5 DI SED -15 **Math** All Students -76 EL's -101.9 FY -112.5 SED -79.7 AA -118.7 HL -110.2 PLTW -68 PLTW SED -72 Fall 2026 **B. CAST** All Students 20% EL's 10% SED 18% Foster Youth 13% Fall 2026 PLTW 18% PLTW SED 17 % Fall 2026	[Insert current difference from baseline here]

	C. California Alternate Assessment (CAA) Percentage who Met Level 3 **Source:** CA Dashboard and CAASPP State Priority: 4A	**C. CAA** ELA All students 23.89% SED 24.82% EL's 16.83% Math All students 12.65% SED 13.43% EL's 9.90%			**C. CAA** ELA All students 27% SED 28% EL's 20% Math All students 16% SED 16% EL's 13%	
1.8	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	49.8 % 2023-24	[Insert outcome here]	[Insert outcome here]	65% 2026-27	[Insert current difference from baseline here]

1.9	Rate of Reclassified English Learners **Source:** Local data Local Priority: 4F	7.5% 2023-24	[Insert outcome here]	[Insert outcome here]	15% 2026-27	[Insert current difference from baseline here]
1.10	Percentage of students with access to a broad course of study including courses described for grades 1st-8th **Source**: Master Schedules and Class Rosters Local Priority: 7A	100% 2023-24	[Insert outcome here]	[Insert outcome here]	100% 2026-27	[Insert current difference from baseline here]

1.11	EL Program Evaluation Level Rating **Source:** English Learner Program Metric Evaluation Local Priority: 7B	Developing Level (Rating of 2) 2023-24	[Insert outcome here]	[Insert outcome here]	Core Level (Rating of 3) 2026-27	[Insert current difference from baseline here]

1.12	Percent of Students with Disabilities (SWD) participating in a general education as part of their educational day for at least: 80%-100% of the day 40%-79% of the day 0-39% of the day **Source:** LRE Data from SIRAS system statistical report called *Student Count by General Education Participation Range Code* Local Priority: 7C	80-100%: 48.5% 40-79%: 21.4% 0-39%: 30.1% 2023-24	[Insert outcome here]	[Insert outcome here]	80-100%: 52% 40-79%: 21% 0-39%: 27% 2026-27	[Insert current difference from baseline here]

1.13	A. Percent of staff with access to professional development and resources to lower the percent of referrals for initial assessments for Special Education for all students including Socioeconomically Disadvantaged, English Learners and Foster Youth B. Percentage of total referrals for initial assessments to SPED. **Source:** Initial IEP data from SIRAS Statistical Data Report Local Priority: 7C	A. 100% of staff B. SED 89.1% EL's 26.2% FY 2.7% 2023-24	[Insert outcome here]	[Insert outcome here]	A. 100% of staff B. SED 85% EL's 20% FY 1.5% 2026-27	[Insert current difference from baseline here]

1.14	**A. Percent of students meeting literacy expectations by the winter assessment period** **Kindergarten** *24-26 Letter Sounds* A1- All Students *Blending phonemes* A2- All Students A3- Foster Youth A4- Homeless **First Grade** A5- CVC words A6- Short Vowel Consonant Blends **2nd-8th Grade** *Level 3 or above* A7-All Students A8-SED students A9-EL students A10-Foster Youth A11-Homeless A12 GATE SED Students A13-PROUD A14-PROUD SED **7-8th Grade Summer Academy** *Level 3 or above* A15- SA A16- SA EL	**A. Kindergarten** A1- 65.2% A2- 0% (baseline established winter, 2024) A3- 0% (baseline established winter, 2024) A4- 0% (baseline established winter, 2024) **First Grade** A5- 0% (baseline established winter, 2024) A6- 0% (baseline established winter, 2024) **2nd-8th Grade** A7- 29.5% A8- 27.5% A9- 10.8% A10- 20.4% A11- 15.2% A12- 96.6% A13- 25.8% A14- 24.4% **7-8th Grade Summer Academy** A15- 32.9% A16- 6.5% A17- 40.9%	[Insert outcome here]	[Insert outcome here]	**A. Kindergarten** A1- 75% A2- 75% A3- 60% A4- 65% **First Grade** A5- 60% A6- 50% **2nd-8th Grade** A7- 39% A8- 37.5% A9- 21% A10- 31% A11- 26% A12- 99% A13- 36% A14- 35% **7-8th Grade Summer Academy** A15-33% A16- 17% A17- 51%	[Insert current difference from baseline here]

	A17- SA AA A18- SA SED **2nd-8th Grade** STAR Spanish At/Above Benchmark A19- DI A20- DI SED **4th-8th Grade VAPA** *Level 3 or Above* A21- VAPA A22- VAPA SED A23- VAPA EL A24- VAPA Homeless A25- VAPA Foster Youth **B. % of 1st-8th grade students performing at a level 3 or above on STAR Math by the winter assessment** B1-All students B2-SED students B3-English Learners B4-Foster Youth B5-Homeless B6-GATE SED B7-PROUD B8-PROUD SED **1st-5th Grade** STAR Math Spanish At/Above Benchmark	A18- 29.8% **2nd-8th Grade** (STAR Spanish) A19- 53.3% A20- 51.3% **4-8th Grade VAPA** A21- 38.8% A22- 35.8% A23- 14.8% A24- 27.5% A25- 18.2% **B. 1st-8th Grade** B1- 18.6% B2- 17.2% B3- 9.6% B4- 11.7% B5- 10.4% B6- 83.8% B7- 9.9% B8- 8.9% **1st-5th Grade** (STAR Math Spanish) B9- 76.0% B10- 74.0%			A18- 40% **2nd-8th Grade** (STAR Spanish) A19- 63% A20- 60% **4-8th Grade VAPA** A21- 49% A22- 46% A23- 25% A24- 37% A25- 28% **B. 1st-8th Grade** B1- 25% B2- 28% B3- 19% B4- 21% B5- 20% B6- 88% B7- 20% B8- 19% **1st-5th Grade** (STAR Math Spanish) B9-86% B10-84%	

	B9- DI B10- DI SED **Source:** District Literacy Assessment STAR Reading STAR Math STAR Math Spanish Priority 8: Other Student Outcomes	2023-24			2026-27	

1.15	Percentage of preschool students enrolled in CSPP rated at the development level or above Source: Desired Results Developmental Profile (DRDP) -Language and Literacy Development (LDD) Local Priority:8	91% Spring 2024	[Insert outcome here]	[Insert outcome here]	95% Spring 2027	[Insert current difference from baseline here]
1.16	Percentage of time C&I Specialists Provide Support to the District and School Sites on the state adopted academic and performance standards **Source:** Personnel Activity Reports State Priority: 2A	100% 2023-24	[Insert outcome here]	[Insert outcome here]	100% 2026-27	[Insert current difference from baseline here]

1.17	The average number of books checked out per student at each school **Source:** May library circulation data according to the Library & Inventory System State Priority: 7A	22 per student May 2024	[Insert outcome here]	[Insert outcome here]	25 per student May 2027	[Insert current difference from baseline here]
1.18	Percentage of enrolled students in PLTW Courses and Classes **Source:** Master Schedule and Class Rosters Local Priority: 7A	90.5 % of Low Income students enrolled 17.7% of EL students enrolled 9.7% of African American enrolled 2023-24	[Insert outcome here]	[Insert outcome here]	Maintain 90.5% of Low Income students enrolled 20% of EL students enrolled 18% of African American enrolled 2026-27	[Insert current difference from baseline here]

1.19	Percent of respondents rating the professional development as positive and relevant to their work **Source:** Local Professional Development Surveys Local Priority: 2A	80% 2023-24	[Insert outcome here]	[Insert outcome here]	90% 2026-27	[Insert current difference from baseline here]
1.20	Percent of staff attending State & Federal Programs Trainings **Source:** Staff Dev. registration system training sign-in forms State Priority: 2B	91% 2023-24	[Insert outcome here]	[Insert outcome here]	100% 2026-27	[Insert current difference from baseline here]
1.21	Percent of students that have access to 1:1 devices at home and school **Source:** Technology student contracts and surveys State Priority:7A	100% 2023-24	[Insert outcome here]	[Insert outcome here]	Maintain 100% 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal 1 Analysis for [2024-2025]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 1 Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	Improve the individualized instructional support for all students, including those identified as Low Income, Foster Youth, and English Language Learners by implementing class size reduction ratios of 29 students to 1 teacher in grades 4th-6th and 7th-8th. ● 23 Positions The instructional staff will be provided with professional development on utilizing small group instruction to address individual student learning needs. In addition, staff will have opportunities to discuss student data and identify individual student academic needs. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$3,722,461	Yes

1.2	SPSA Support	Provide evidence-based, targeted, and tiered support to address the needs of all students, particularly those at risk of not meeting state academic standards, identified as Foster Youth, Low Income students, English Language Learners, and students with low performance levels on the California Dashboard. Planned Supports: Targeted Academic Support: ● Teachers and Instructional Staff: Utilize the Gradual Release of Responsibility (GRR) Model to deliver differentiated, targeted instruction aligned with Common Core State Standards (CCSS), focusing on Learning Intentions and Success Criteria. ● Intervention Programs: Implement targeted intervention models for literacy, writing, math, and language support during and after school to address individual student needs. ● Supplemental Instruction: Provide additional support through Program Specialists (1), Teacher Intervention Specialists (54), Tutors (31), Academic Coaches (86), and Program Leaders (49), to reinforce core academic subjects and accelerate student learning. Social-Emotional and Extracurricular Support: ● MTSS (Multi-Tiered System of Supports): Regularly monitor academic and social-emotional progress to ensure timely and appropriate interventions. Behavior Intervention Specialists (1) ● SEL (Social-Emotional Learning): Implement research-based SEL lessons supported by supplemental staff and materials. Promote positive teacher-student relationships to foster a supportive learning environment. ● Extracurricular Opportunities: Offer enrichment activities, assemblies, field trips, and incentive programs to enhance learning experiences and student engagement: Activity Leaders (2) Professional Development:	$35,192,606	Yes

		● Teacher Capacity Building: Provide professional development opportunities, including workshops, conferences, and PLCs (Professional Learning Communities), to enhance instructional strategies and support for unduplicated students. ● Professional Learning: Focus on high-quality teaching aligned with state standards and BCSD initiatives, emphasizing the needs of Low Income students, English Learners, and foster youth to close performance gaps. Family and Community Engagement: ● Parent Education: Conduct family education sessions and parent cafés to equip families with tools to support learning at home and strengthen the home-school connection. ● Community Collaboration: Engage with School Site Councils and community stakeholders to ensure comprehensive needs assessments and effective use of site-allocated LCFF and Title I funds. Resources and Materials: ● Instructional Resources: Purchase curriculum, leveled readers, technology, and materials necessary for implementing interventions and supporting academic programs. ● Support Staff: Employ certificated and classified support staff, such as Instructional Aides (16), to assist with supplemental instruction, and safe supervision with CPAL's (18) and Campus Supervisors (16). Also, Specially Funded Clerks (41) to support other administrative tasks. Monitoring and Evaluation: ● Continuous Improvement: Utilize data from the California Dashboard and other assessments to monitor student progress and refine support strategies. Regularly consult with School Site Councils to ensure that the program meets evolving student needs and effectively utilizes allocated funds. Expected Outcomes: ● Improved academic performance and closing of achievement gaps for EL, SED, Foster Youth, and student groups RED on the dashboard students on CAASPP Academic indicators, ELPI, and STAR assessments.		

		This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.		
1.3	Centralized Technical School Support	In order to ensure that all school site allocations for funds comply with the terms and conditions for their intended purpose, one coordinator, one specialist, three clerks, a proportion of a budget supervisor and one account technician will provide the centralized technical assistance to school sites. Support included: online program for school plans, conferences and training on state and federal guidelines, as well as supplies, equipment, and staff to monitor the effective implementation of state and federal programs aimed at increasing and improving outcomes for Low Income students, especially those in the Low and Very Low performance level on the California Dashboard. Staff will collaborate with District Departments to align procedures and update handbooks, provide quarterly training, support sessions, recorded informational sessions, and 1:1 support throughout the year for schools to keep schools and departments informed of state and federal regulations, as well as building the capacity of school staff to understand the intent of funds ensuring that resources are effectively allocated to meet the needs of the most vulnerable students. Staff will monitor school personnel training attendance and support as needed. ● Coordinator, State & Federal Programs ● Instructional Specialist, State & Federal Programs (1) ● Clerks, State & Federal Programs (3) ● Budget Supervisor, Fiscal (1) ● Account Technician , Fiscal (1) This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$931,613	Yes

1.4	Vice Principals	To support student engagement and academic progress, the district will assign a Vice-Principal at each school (except Penn, Rafer, and Downtown) to monitor student outcomes in ELA, Math, and Language Proficiency, as well as social-emotional learning and attendance. This system of support aims to increase academic achievement for all students, including Low Income, Foster Youth, and English Learners. Key Metrics: ● Student attendance rates ● Chronic absenteeism rates ● Suspension and expulsion rates ● Student participation in extracurricular activities ● Performance gaps between student subgroups (e.g., Low Income, Foster Youth, English Learners) By closely monitoring the above key metrics, the Vice-Principals can identify areas of need, implement targeted interventions, and track the progress of all students, especially those from historically underserved populations. This data-driven approach can justify the assignment of Vice-Principals and demonstrate the impact of this additional support on student outcomes ● Vice-Principals (41) This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$7,624,395	Yes

1.5	Curriculum & Instruction Supports	In order to continue to increase academic achievement and access to standards based instruction for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, the following staff will be used to support school sites in the development of lesson resources and professional learning aligned to the California Content Standards for Mathematics, ELA, Next Generation Science Standards, History Social Science, PLTW, Early Learning and Computer Science. Resources and professional learning will be aimed to meet the diverse academic and language demands of students. ● Coordinator, Curriculum and Instruction (1) ● Instructional Specialist, Curriculum and Instruction (12) ● Academic Coach (1) This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$2,745,102	Yes
1.6	Instructional Support Services	The following staff will provide instructional coaching and modeling for teachers in the areas ELA and Math. Staff will support teachers by developing lesson resources and professional learning aligned to State Standards and Alternate Standards for ELA and Math Program Specialists and Academic Coaches will provide instructional coaching and modeling to teachers in the areas Reading and Math. Staff will support teachers in developing supplemental lesson resources and professional learning aligned to state standards. Resources and professional learning will be tailored to address the specific academic and language needs of diverse student groups. Staff will collaborate with English Learner Departments to support access to the English Language standards. Staff will monitor student academic progress for all students including Low Income students, Foster Youth, and English Learners in order to support teachers. ● Program Specialists (4) ● Academic Coaches (7) This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$2,013,342	Yes

1.7	Multilingual Education Programs and Supports	Multilingual Education Program (MEP) Supports, Professional Development and EL/RFEP Monitoring System To enhance language development support for both English Language Learners (EL) and all students, a team of five specialists will offer guidance to school sites on high leverage instructional strategies. This support aims to boost English proficiency, elevate the quality of grade-level content instruction in Integrated and Designated ELD settings, and drive progress towards mastery of content across various subjects. Additionally, ongoing professional development will be extended to all specialists to address the specific language development needs of EL students, irrespective of their proficiency levels. The district will further prioritize targeted professional learning opportunities for teachers to deepen their understanding of student proficiency levels, individual needs, differentiation strategies based on student typology, and language development support across all academic disciplines. Language Assessors administer LAS LINKS Assessment to newcomers/Immigrant Students, analyze data, and provide support to immigrant students with Lexia English. Moreover, the support for students progressing in language acquisition, post reclassification as Fluent English Proficient (RFEP), will be sustained through a robust monitoring system that facilitates intervention and resource alignment to cater to each student's evolving requirements. ● Program Specialists (5) ● Language Assessors (2) Progress Monitoring System This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED.	$2,547,759	Yes

1.8	New Teacher Development Support	In order to address the need for teachers who are appropriately credentialed in schools with high percentages of Low Income students, and to increase the quality and effectiveness of new classroom teachers to meet the academic needs of all students including Low Income, Foster Youth, and English Learners, the District will provide ongoing and individualized intensive professional learning and support in both content and pedagogy to all new teachers and teacher residents. Clerical staff will support teachers and specialists with coordination of professional development, completion of forms, and daily operations in New Teacher Development to assist new teachers and residents to improve their pedagogy as they work with unduplicated pupils. ● 1 Coordinator ● 32 Resident Mentors ● 32 Resident teachers ● 6 Specialists ● 3 Clerical staff ● 150 New teacher mentors (approx) This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$4,094,960	Yes

1.9	Library Media Assistants, Library Technicians	In order to continue literacy development and increase academic achievement for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, Library staff will reinforce the school's instructional framework by providing access to complementary and supplementary library resources. Library staff will assist students in effectively using library resources and technology for research and learning. Library staff will ensure the library is accessible during the school day inclusive of before school/after school, ensuring time for class visits and independent visits. Engaging library outreach programs and events will be provided to support reading growth and enjoyment. Professional development opportunities will be provided for library staff to stay informed of ways to support students in the use of library resources as well as the latest trends in literature. Action effectiveness will be measured by STAR reading scores and library catalogs will reflect an increase in diversity. ● (32) 8-Hour Library Media Assistants ● (11) Computer Technicians ● (1) Library Media Instructional Specialist This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$3,283,440	Yes

1.10	Executive Development Program (NCEE)	To develop leaders who understand diverse student needs and can implement equitable support systems, the National Center on Education and the Economy (NCEE) will provide professional development to current and aspiring administrators through its Executive Development Program (EDP) on educational and systems leadership in all 44 schools to improve learning conditions for all students. EDP blueprint will be embedded in professional learning at the schools. EDP program is the most widely used research-proven professional learning program for school leaders in the country. It prepares school leaders to create and lead high-performance organizations, improve instruction, leverage data-driven decision making, improve student and school culture, and focus on equity. Participants will gain the understanding of how to set up systems and structures that support equitable programs aligned to improve conditions and outcomes for students. They will engage in learning about what works best when students have a nurturing environment and how to eliminate barriers for increased student success. ● 25 Participants This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$163,659	Yes

1.11	Administrative Leadership Institute (ALI)	To strengthen school leadership and improve outcomes for all students, especially unduplicated students and other high-need groups, the district will provide: Professional learning and regular meetings for school and site administrators through the Administrative Leadership Institute (ALI). Training and support in key areas, including: ● Balanced Literacy ● Number Sense and Problem-solving ● Strategies for English Learners ● Data Protocols through data chats ● Multi-Tiered System of Supports (MTSS) ● Social-Emotional learning ● Professional learning with experts in the above fields to include speakers and consultants The goal is to increase the collective efficacy of all instructional leaders through continuous learning, equipping them with the knowledge and skills to implement effective instructional programs on how to address reading and student literacy as well as other content areas by establishing good first instruction in classrooms. Site leaders will have a strong understanding of early intervention best practices, and mitigation of learning needs for all students. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$150,000	Yes

1.12	Professional Learning-Certificated Support Staff	In order to continue to increase academic achievement for Low Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, professional learning programs will be provided to Program Specialists, Instructional Specialists, Academic Program Leaders, Academic Coaches, Intervention Specialists and Certificated Staff across the district, to build the capacity of site support staff in all content areas. Professional Learning will include evidence-based instructional practices, how to meet the needs of English Language Learners, Cognitive Coaching, Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and meeting the Social Emotional needs of students. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$200,000	Yes
1.13	Professional Learning-Certificated Teachers	Professional learning resources and opportunities will be provided for certificated teachers by content area experts in the summer and during the school year, focused on research-based teaching and learning strategies in all content areas (including but not limited to Literacy, Mathematics, Language, Writing, History-Social Science, Next Generation Science Standards, Physical Education, PLTW, Early Learning, Visual and Performing Arts, Social-Emotional Learning, Technology Integration.) A concerted focus will be put on the implementation of the Portrait of the Graduate Competencies and research-based instructional strategies to support literacy and mathematics. Effectiveness will be measured by an increase in STAR Reading and Math scores, local text fluency assessment at grade 1 and CAASPP scores as well as surveys to evaluate the impact of professional learning on teaching practices. ● Extra Teacher Pay ● Materials This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$18,780,442	Yes

1.14	Professional Learning Special Education Certificated	In order to increase meaningful engagement for students with disabilities in general education programs and services professional learning resources and opportunities will be provided, (including but not limited to Inclusive Services, Co-Teaching, Literacy, Math, Writing, Social Emotional Learning) to prepare certificated staff to effectively meet the academic and social emotional needs of Special Education students while in their Least Restrictive Environment. Action effectiveness will be monitored by SIRAS Statistical LRE data reports. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$276,034	No

1.15	Technology for Teaching and Learning	In order to address the need to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students including Low-Income, Foster Youth, and English Language Learners, is essential and supported through student access for 1:1 devices at school and at home as needed. Updated technology equipment, robust network infrastructures essential for ensuring a reliable, secure, and scalable learning environment, enabling instruction and supporting the integration of advanced educational technologies to support teaching and learning will be provided at 44 school sites: ● Electronics Systems Support Technician (2) ● Network Support Technician(14) ● Network Systems Engineer (2) ● Network Support Technician Supervisor (1) ● Network Administrator (6) ● Chief Technology Officer (1) One Chief Technology Officer will provide vision and leadership for developing, implementing, and managing instructional technology initiatives to enhance student engagement and accelerate learning in the classroom. The chief technology officer will establish metrics to evaluate the effectiveness of actions developed and implemented to support instructional technology initiatives in classrooms. A total of six classified Network Administrators positions will continue to provide support to district staff and students related to ensuring the District's software and technology network are working.These additional positions are needed to support the increase in demands for technology support and standards implementation as a result of expanded STEAM programs. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$11,404,297	Yes

1.16	Science Technology Engineering and Math (STEM) Resources	All teachers assigned to teach science and support robotics in order to continue to increase academic achievement in the areas of science, technology, engineering, and applied mathematics for Low Income students, Foster Youth, English Learners, and Multilingual students as well as all other student groups, will be provided with instructional resources needed to conduct hands-on and project-based learning. Effectiveness will be measured by CAASPP CAST(Metric 1.7) scores at 5th and 8th grade and student access to a broad course of study (Metric 1.10). ● Robotics Equipment ● Robotics Education Competition Expenses ● Consumable Science Materials ● Computer Science Resources This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$420,000	Yes
1.17	Online Learning Systems and Resources	Based on feedback from Data Chats, school administrators and support staff highlighted the need to increase access to online learning systems and resources for Low-Income students, Foster Youth, and English Learners, to support classroom instruction. These resources will provide instructional staff and administrators with immediate assessment data for analysis, aiding in the improvement of teaching and learning. This data will help schools identify student strengths and educational needs, aligning supports at both the school site and district level to meet these needs. Data and Assessment Staff will monitor the use of these systems, providing training and assistance to teachers and administrators to ensure effective usage. They will gather data to evaluate the impact of these online learning and assessment platforms on student academic achievement. ● Supervisor, Educational Technology, Data & Analysis (1) ● Educational Technology Data & Assessment Analysts (1) ● Program Specialist, Educational Technology, Data & Assessment (1) This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$2,854,492	Yes

1.18	Upgraded Libraries and Classroom Libraries	Library collections will be updated to encourage a culture of literacy, inclusive of e-books, digital audiobooks, print books, and educational resources that cater to diverse interests, needs, and cultural backgrounds. Library facilities will be updated to create a welcoming learning environment that meets evolving needs of students. Flexible spaces will be provided that accommodate diverse learning needs through learning zones, group study areas, and areas for independent use. A modern technological infrastructure consisting of interactive learning technologies and upgraded student computers and devices will meet 21st-century standards. Action effectiveness will be measured by STAR reading scores (Metric 1.14) and circulation data (Metric 1.17). This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$684,248	Yes
1.19	Extended Learning Program (ELP) Academies	Academy Specialists, lead teachers, clerical staff, will increase the access for all students including Low Income, Foster Youth and English Learners to enroll in the Extended Learning Program Academies after school at all 44 schools that promote opportunities to extend learning through Literacy, Mathematics, and STEAM instructional support to reduce learning loss. By increasing access to more students, levels of literacy and after school support and intervention for students who may be struggling to meet state academic standards as a result of the pandemic. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$9,832,742	No

1.20	Gifted and Talented Education (GATE)	To increase access to cognitively demanding experiences for all students, particularly Low-Income students, Foster Youth, and English Learners eligible for the Gifted and Talented Education (GATE) program, we will continue providing professional learning and GATE certification to educators, supporting inquiry-based learning pedagogy and social emotional learning. This approach aims to enhance academic achievement across the district. Professional learning will ensure GATE identification is conducted through culturally and linguistically sensitive collaboration, focusing on the purpose of gifted education, identification processes, and recognizing gifted characteristics and behaviors. The effectiveness of these actions will be measured by STAR data to ensure continuous improvement and equitable access to GATE services ● 5 GATE Teachers ● 1 Computer Specialist ● 1 GATE Specialist ● 1 Science Specialist ● Extra time for Professional Development ● Professional Development Materials and Resources This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. See Appendix B.	$1,571,288	Yes

1.21	Dual Immersion, Multilingual Education Programs	The need to provide all students including English Learners, Low-Income students and Foster Youth with increased access to core programs based on research, intellectually rich, developmentally appropriate, that foster high levels of English proficiency, literacy, and content learning as well as develop proficiency in other languages. The district will continue to support the Multilingual Education Programs in the District, to increase access for all students, research indicates increased levels of academic achievement when enrolled in a Dual Immersion program. In addition, based on research evidence that indicates the benefits for all students who speak more than one language, as evidenced by the increased state academic performance of all students enrolled in the Dual Immersion program. The district will increase teachers at Harris to follow the grade level progression according to the growth of the program. Teachers: ● Voorhies-17 Teachers ● Harris-11 Teachers ● Walter Stiern-7 Teachers (2 Science, 2 History, 1 SLA, 2 Sixth Grade) ● Intervention Specialist (Harris) This action addresses the lowest performance level in EL for EL's, Foster, Homeless SED, and African American Students.	$5,180,630	Yes

1.22	Visual and Performing Arts (VAPA)	In order to increase access to comprehensive visual and performing arts opportunities for all students in grades 3rd-8th and principally directed to meet the needs of Low-Income students, Foster Youth, and English Language Learners, additional staff is needed to provide student instruction, coordinate performances, and give students the opportunity to learn an instrument, join choir, take part in theater performances, engage in multimedia and performing arts. The secretary and clerk will ensure equipment is properly assigned, distributed, collected, and communication is disseminated to families. ● Music Teachers (11) ● Choir Teachers (5) ● Academic Coaches (2) ● Coordinator (1) ● Secretary (1) ● Clerk (1) This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$3,471,929	Yes
1.23	Project Lead the Way	In order to continue to increase academic achievement and access to a broad course of study for Low-Income students, Foster Youth, English Learners, and Multilingual students as well as all other student groups, Project Lead the Way TK - 8 will be supported through ongoing professional learning opportunities, certification of staff, necessary equipment, furniture and resources for quality programs. Effectiveness will be measured by CAASPP CAST scores at 5th and 8th grade and enrollment in PLTW and percentage of low income students enrolled in PLTW classes and courses. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. See Appendix C.	$1,292,978	Yes

1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	The P.R.O.U.D. Achievement Academy will provide unduplicated students, who have struggled academically, with increased opportunities to enhance their critical thinking, leadership, and public speaking skills. The P.R.O.U.D. Achievement Academy students will continue to be exposed to various university field trips including Community Colleges and Universities in response to students requests to better understand the requirements to attend college. Youth Service Specialists will also provide social-emotional support and engagement services, including focus group sessions involving teachers and socioeconomically disadvantaged students, to increase school connectedness. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. See Appendix D.	$942,042	Yes
1.25	Intervention Tutoring Support Program	Tutoring will be provided for students that are in urgent intervention or intervention in our local metrics (Literacy assessment for K-1 and STAR for 2-8). The intervention is to establish a tutoring program outside of regular hours to provide intensive intervention to students with a focus on unduplicated students inclusive of ELs, Homeless, and Foster. School Site Certificated Instructional Staff will be providing tutoring to students. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$5,044,866	No
1.26	Summer Academies	Staff will increase the STEAM focused learning opportunities for all middle school and junior high school students including Low-Income, Foster Youth and English Learners through participation in Summer Academies targeting primarily students most in need of increased instructional time or services based on the identified learning needs, accelerate progress to close learning gaps, and supplement instruction during the summer months. Materials for summer academy will be funded. Enrollment and participation data of unduplicated students will be monitored. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$669,535	Yes

1.27	National Youth Sports Program (NYSP)	The need to provide all students with supplemental enrichment opportunities to accelerate progress to close learning gaps, provide college and career readiness through supplemental summer programs combining both sports and instruction on career preparation soft skills. Through sports, students will learn responsible social skills that lead to healthy lifestyles, collaboration, communication, and resiliency through the National Youth Sports Program. To increase its effectiveness and improve district outcomes the NYSP staff will recruit a higher number of unduplicated students inclusive of African-American students to participate. For students enrolled in the program and monitor reading and literacy assessment for students identified as Foster Youth, English Language Learners, and Socio-economically disadvantaged. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$172,166	No
1.28	Students Experiencing Homelessness and Foster Case Management	Liaisons will provide case management for all foster youth, to ensure that students are being provided with all of the necessary support to ensure student success. In order to increase and improve the services to meet the needs of students identified as Foster and/or experiencing homelessness liaisons, clerk and district liaison will coordinate services such as remediation/tutoring, provide school materials, clothing, support services, basic needs for food, transportation, case management, access to Foster Focus, and other needed training, support and services related to establishing educational stability and continuity through the District's McKinney-Vento and Foster program. Monitoring of Tier II student's attendance will ensure students are able to succeed academically. ● 1 Clerk ● 5 FACE Liaisons/Driver ● 1 District Liaison Homeless/Foster This action addresses the lowest performance level in ELA and Math for Foster and Homeless students.	$1,018,386	Yes

1.29	Coordination of Supplemental Programs	California State Preschool Migrant Title I, II, III, IV In order to increase and improve coordination of supplemental programs to meet the needs of Low-Income students and ensure school readiness, our district is implementing several key initiatives. Title I Part A Assistance to Schools: District Support Teams will organize TK/K spring orientations for effective transitions into elementary school, TK/K Fall onboarding, and Fall Outreach to all students to ensure they are prepared for the new year. Additional Professional Development Days, planning time, as well as online programs and licenses for Title I schools, including platforms like Renaissance Assessment, Accelerate Learning, BrainPop, WE Video, Mystery Science, and Next Gen Math. Library books, Early Literacy Materials, and Math manipulatives are also available to help close the achievement gap. Title I, Part C Migrant Program Coordination: The program coordinator, specialists, recruiters, secretary and teachers will extend and enrich learning for migrant students, providing training and oversight. Services that will align with the required state mandates for program effectiveness. Title I & II Professional Learning Coordination: District Curriculum & Instruction Specialists will provide ongoing professional development for Pre-K through 8th-grade educators. This training focuses on enhancing collaborative conversations, phonemic awareness, balanced literacy, content integration, addressing learned helplessness, and writing instruction. Specialists will also offer coaching on strategies such as CCSS ELA/ELD, Math, NGSS, History Social Science, Balanced Literacy, Guided Reading, Writing Strategies, the CRA Math strategy, Professional Learning System (PLS): Supported by Title II funds, our PLS will offer professional growth opportunities for educators, including induction programs and leadership development.Intervention Strategies, and Social-Emotional Learning.	$3,367,067	No

		Summer Institute: Our Summer Institute will offer professional learning sessions to prepare educators with the content knowledge and culturally responsive materials needed for the school year. Title III English Learner Services Coordination: Program Specialists and Administrators will use Title III funds to provide professional learning and support for district personnel to address the needs of English Learners and immigrant students, by enhancing instructional opportunities. Title IV Extended Learning Program: Support the Project Lead The Way (PLTW) STEAM curriculum with necessary technology and robotics supplies, Visual and Performing Arts provides increased access to comprehensive visual and performing arts opportunities. Additional instruments will be purchased to provide more students the opportunity to participate in their school's music program.The STEAM Program Academies incorporate the use of Apple technology to engage students in music making, art, engineering and science. Consultation services with Apple for ongoing professional development along with the purchase of additional equipment. Gardens include hydroponic growing systems for students to explore alternative ways to cultivate a healthy lifestyle.Students in junior high will be given access to additional physical education lessons through the use of Spark. Teachers will receive professional development to increase their knowledge of how to engage students. Equitable Services: District Coordination Teams will ensure equitable services for all eligible students using Title I (Part A & C), II, III, and IV funds. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.		

1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Teachers will provide additional opportunities to engage students in language acquisition by providing instruction to increase listening, speaking, reading and writing skills through meaningful and standards aligned lessons designed to meet the individual needs of English Learners, At-Risk of becoming LTELs, and Long Term English Learners. Schools will be expected through their PLC process to regularly review school level data to monitor student progress of EL's and refine support strategies. In addition, District leadership teams will engage with site leadership through Data Chats to support the analysis and improve decision making and student outcomes. Efforts to increase access to supplemental learning opportunities for students identified as English Learners through after school tutoring and support, as well as Saturday Academy sessions. Staff paid to tutor will provide students additional time for acceleration of language acquisition based on identified needs through the analysis of EL data, to ensure all EL students can attain English Proficiency prior to entering middle school/junior high. Tutoring costs for before/after school and/or Saturdays, include extra time for teachers, intervention teachers, campus supervisors, administrators, custodians, instructional materials, student supplies, curriculum, clerical staff and all other costs for operation.	$400,000	Yes
1.31	Teacher Intervention Specialists	To address the needs of Low-Income, English Language Learners, and Foster Youth students in reading and math, as shown by their STAR assessment performance, we will: 1. Increase the number of teacher intervention specialists at schools with high concentrations (>55%) of these student groups. 2. Expand direct services using evidence-based practices and the MTSS process to improve academic outcomes for unduplicated pupils. ● Teacher Intervention Specialists (45) This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$7,601,865	Yes

1.32	Teacher Tutors	Schools with the highest academic needs will receive funds to hire Teacher Tutors focused on reading intervention for students in Urgent or Intervention tiers, with a focus on unduplicated students like ELs, homeless, and foster youth. Winter STAR reading scores will determine the schools with the most urgent needs, using K-1 literacy and 2-8 STAR reading assessments as metrics. ● Teacher Tutors (10) This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. See Appendix E.	$585,190	No
1.33	Virtual Enterprise Junior Ventures	In order to increase academic achievement and access to a broad course of study for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, Virtual Enterprise Junior Ventures will be offered in grades 7-8 during the regular school day to increase access to hands on learning through real-world experiences to develop students' abilities to be collaborative, creative, and self-directed problem solvers. The district will provide support through on-going professional learning opportunities, necessary equipment, and resources. Effectiveness will be measured by participating student GPA as compared to the average GPA of the students in that grade level at the participating school site. See Appendix F.	$533,934	No

Insert or delete rows, as necessary.

Goals and Actions

Goal 2

Goal #2	Description	Type of Goal
Goal 2	The Bakersfield City School District is dedicated to holistically supporting the social, emotional, mental, and physical well-being of all students, families, and staff by cultivating a safe, inclusive, and welcoming environment to ensure that every student feels valued, respected, and empowered to thrive.	Broad

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Bakersfield City School district has developed this goal as a reflection of the educational partner input which included a strong call for enhanced mental health support for both students and parents. Suggestions included partnering with local organizations for mental health services and the need to continue with existing SEL programs and strategies but saw room to expand these initiatives to better support student's emotional well-being. The analysis of state and local data indicate there are factors that continue to impact students' attendance rates, which have increased to 90.88% but have not yet reached pre-pandemic levels. The district celebrates the decrease in chronic absenteeism by more than 20%, and acknowledges that there is still more work to be done if it is going to be reduced below 20% in the next three years. The increase in suspensions further supports the goal to provide students with the SEL support to have students learn coping skills and learn appropriate ways to resolve conflicts and help build stronger relationships with peers, teachers, and find a way to positively engage while at school in order to decrease chronic absenteeism and continue to increase attendance that will result in improved student outcomes.

Measuring and Reporting Results (Goal 2)

Metric #	Metric	Baseline (2023-2024)	Year 1 2024-2025	Year 2 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
2.1	Attendance Rates **Source:** California Longitudinal Pupil Achievement Data System (CALPADS) Report 14.2-Student Absences Student List (Aggregate Days Attended/Aggregate Days Expected) Local Priority: 5A	90.88% 2022-23	[Insert outcome here]	[Insert outcome here]	96.50% 2025-26	[Insert current difference from baseline here]

2.2	Attendance Rates **Source:** Districtwide progress monitoring in May Local Priority: 5A	All Students: 93.2% Foster Youth: 92.9% Homeless: 90% English Learners: 94.4% SED: 93% May 2024	[Insert outcome here]	[Insert outcome here]	All Students: 96% Foster Youth: 94% Homeless: 95% English Learners: 96% SED: 96% May 2027	[Insert current difference from baseline here]
2.3	Chronic Absenteeism Rates **Source:** Fall California Dashboard Local Priority: 5B	All Students: 30.4% SED students: 32.2% Homeless students:45.7% Foster Youth: 25.7% EL's: 24.9% Fall 2023	[Insert outcome here]	[Insert outcome here]	All Students:19% SED students: 21.2% Homeless students: 34.7% Foster Youth: 14.7% EL's: 13.9% Fall 2026	[Insert current difference from baseline here]
2.4	Middle School Dropout **Source:** Fall 1 CALPADS Report 1.14 Local Priority: 5C	0.4% 2023-24	[Insert outcome here]	[Insert outcome here]	0.39% 2026-27	[Insert current difference from baseline here]

2.5	Suspension Rate **Source:** Fall California Dashboard State Priority: 6A	All Students: 2.7% African American (RED): 6.5% American Indian/Alaska Native (RED): 7.4% Students with Disabilities:2.7% Foster Youth: 4% SED: 2.9% EL: 1.7% Fall 2023	[Insert outcome here]	[Insert outcome here]	All Students: 2.1% African American (RED): 3.5% American Indian/Alaska Native (RED): 3.7% Students with Disabilities:1.35% Foster Youth: 2.1% SED: 2.1% EL: 1.0% Fall 2026	[Insert current difference from baseline here]
2.6	Pupil Expulsion Rates **Source:** CALPADS End of Year (EOY) submission data from prior year using Reports 7.12 and 1.21 Local Priority: 6B	0.1% expulsions based on 2022-23 EOY	[Insert outcome here]	[Insert outcome here]	0.1% expulsions based on 2025-26 EOY	[Insert current difference from baseline here]

2.7	Student Climate and sense of safety **Source:** Hanover Survey Local Priority: 6C	**SPRING 2024** **<u>3rd-4th</u>** 89% Feel welcome at School 92% Adults care about students 80% Feel safe at school 90% Feel safe in classroom **<u>5th-6th</u>** 83% Feel welcome at School 85% Adults care about students 69% Feel safe at school 82% Feel safe in classroom **<u>7th-8th</u>** 84% Feel welcome at School 83% Adults care about students 70% Feel safe at school 80% Feel safe in classroom	[Insert outcome here]	[Insert outcome here]	**SPRING 2027** **<u>3rd-4th</u>** 95% Feel welcome at School 95% Adults care about students 90% Feel safe at school 95% Feel safe in classroom **<u>5th-6th</u>** 85% Feel welcome at School 90% Adults care about students 80% Feel safe at school 85% Feel safe in classroom **<u>7th-8th</u>** 85% Feel welcome at School 85% Adults care about students 80% Feel safe at school 85% Feel safe in classroom	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal 2 Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 2 Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Cafeteria and Playground Activity Leaders (CPALS)	Cafeteria and Playground Activity Leaders (CPALs) staff, in partnership with outside agencies, will keep all students, including English learners, Low-Income, and Foster Youth access, positively engaged by organizing and coordinating activities to build a safe, welcoming, inclusive, and respectful school climate at each school in the district, by providing structures for students to remain positively engaged before school and during noon time activities. The district will hold CPAL training where staff will learn the proper ways to address students who may not always adhere to school expectations and create opportunities for students to engage in coordinated activities that result in increased building of relationships with each other and thus increasing the sense of safety and improved attendance rates. The focus for CPALs will be to strengthen relationship building and de-escalation strategies when supervising students during unstructured times. ● 270 CPALs This action addresses the need to increase a sense of safety at school for all students.	$6,452,452	Yes

2.2	Student Clubs and Activities	The need to increase school attendance rates and decrease suspensions for all students, including Foster Youth, English Learners, and Low-Income students at all schools by providing sites with allocations to develop student clubs and activities. This will be achieved by providing site funding allocations for schools to create, oversee and lead activity clubs after-school and during lunchtime. Schools will also identify barriers that prevent students from participating in existing clubs and develop clubs that have a greater focus on reducing high suspensions by monitoring student groups' suspension rates. Sites will support the clubs by acquiring the necessary materials. Schools with the need to decrease suspension for all students in the lowest performing level, including students identified in the RED on the California Dashboard (African American & American Indian/ Alaska Native) for suspensions, will develop clubs with student input and monitor student participation and attendance. A focus on decreased suspension rates at: Mt. Vernon, Washington, Stella and Lincoln that have a dashboard metric of red for suspension.	$350,000	Yes

2.3	MTSS Supports and Resources	The need to develop a robust Multi-Tiered System of Supports (MTSS) within the district to holistically address the individualized needs of all students, including unduplicated pupils. To support the effective implementation of this MTSS framework, the district will dedicate the following resources: ● MTSS Coordinator to oversee the planning, coordination, and monitoring of the tiered intervention programs. (1) ● MTSS Clerk to provide administrative support, prepare materials, and schedule meetings for the MTSS planning and training sessions. (1) ● MTSS Coaches to work directly with school sites and provide training, guidance, and support to teachers and staff on the MTSS best practices. (5) ● As part of the comprehensive MTSS process at each school site, the district will also: Establish and support a multi-disciplinary MTSS team at every campus. Provide coaching and support to site administrators and MTSS teams on data drill down to find patterns and gaps in student discipline data. The systems fidelity tool will be used to identify needs, and implement the appropriate tiered interventions using a matching guide. Provide ongoing professional development for teachers and staff on using evidence-based strategies to support students' academic (ELA and Math), behavioral, and social-emotional growth. This action addresses the need to decrease suspensions, improve academics for our lowest performing students including African American, EL's, Hispanic, Homeless, SED, and White.	$1,308,270	Yes

2.4	Behavior Intervention Specialists (BIS)	The need to provide ongoing professional development for teachers on effective strategies and interventions at the Tier 2 level. To address the intense social-emotional and behavioral needs of all students, including unduplicated pupils, increase their sense of having caring adults on campus and focusing on students that are unduplicated students to decrease suspension rates. This will be achieved through the 90 Behavior Intervention Specialists who will be deployed to each school site to provide the following services: ● Conduct classroom observations and provide support to teachers with behavioral interventions. ● Provide professional development for teachers on targeted Tier 2 interventions ● Lead social skills groups and restorative circles ● Work with parents of students receiving Tier II interventions. ● Facilitate MTSS Tier II meetings, deliver daily check-in/check-out support for students in Tier II interventions. This action addresses the need to increase professional development and decrease suspensions for our lowest performing students including African American, EL's, Hispanic, Homeless, SED, and White.	$10,061,506	Yes

2.5	Associate School Social Workers (ASSW)	The need to re-engage all students who have been identified as chronically absent with an emphasis on unduplicated students by providing twenty-one (21) Associate School Social Workers (ASSW). ASSW's will: ● Work to reduce the chronic absenteeism rates in the district and work as part of the School Attendance Review Board (SARB) and support students in Tier 2 and Tier 3 families under the McKinney Vento with social-emotional and attendance needs. ● Conduct small trauma-based grief groups. ● Assist identified students/families need to address barriers that inhibit engagement and access to educational opportunities while in school, and conduct home visits. The District will continue to evaluate the Service Delivery Model structure annually to determine the need for additional ASSW staff. The district will annually evaluate the effectiveness of this service delivery model and determine if additional ASSW staff are needed. ASSW will maintain case management to determine effectiveness of all students with an emphasis on unduplicated students identified for chronic absenteeism. This action addresses the need to increase attendance for our lowest performing students.	$3,109,870	Yes

2.6	Youth Service Specialists (YSS)	Eighteen (18) Youth Services Specialists (YSS) in coordination with the additional concentration funds, to provide mentoring support for unduplicated students who have the highest rate of discipline referrals and suspensions. YSS's will work with students who need additional support and identify sibling sets on separate campuses to work directly with whole families of students in Tier 2 and Tier 3. Through specifically identified student and family needs YSS's will utilize the MTSS process to address the need to decrease chronic absenteeism rates, increase engagement, and remove barriers that inhibit engagement in accessing educational opportunities resulting in negative impacts to their academic achievement, especially for Foster Youth and low income students. The Youth Services Specialists will continue to provide the Khepera Curriculum to students participating in the P.R.O.U.D. Academy Program in grades, 3-8. Provide student leadership conferences and workshops. YSS staff will monitor attendance for students participating in the academy and attending conferences and workshops. This action addresses the need to increase attendance for Foster Youth and low income students. See Appendix G.	$2,775,119	Yes

2.7	School Psychologists & Behavioral Health Therapists	Behavior Therapists and Psychologists: fully funded with LRBG The need to continue to decrease suspension rates, address mental health crisis, and reduce substance use concerns for all students including, Foster Youth, Low-Income students, and English Learners at sites with student groups with a performance level of very low and low in the California Dashboard, will align with the efforts to support schools having School Psychologists and Behavioral Health Therapists to provide intensive and direct assistance to identified students with immediate crisis response management, behavioral support and services. Action effectiveness will be measured by CA Dashboard suspension rates and entries into the Navigate 360 Crisis reporting system. ● 20 Psychologists ● 13 Behavioral Health Therapists This action addresses the need to decrease suspensions for all of our lowest performing students including African American and American Indian students.	$6,813,031	No
2.8	Social Emotional Learning Professional Learning	Partially funded with LRBG The need to decrease suspensions by increase the percentage of students reporting through the Student Climate and Sense of Safety Survey an increased sense of safety in school and access to caring adults, by providing professional learning of site administrators Teachers, BISs, YSSs, Campus Supervisors, and CPALs on topics such as the development of culturally responsive and trauma informed relationships, developing student-centered classrooms, SEL curriculum implementation, increasing student agency, Trauma and ACEs, Social Skills and voice in schools, and the goal to refine systems and structures to support a comprehensive Multi-Tiered System of Supports for all students including Low-Income, Foster Youth, and English Learners at 44 school sites. Through data analysis of student responses on the Student Climate Survey to identify root causes and by monitoring of student suspension rates, the district will develop actionable strategies throughout the year to improve sense of safety and decrease suspension. This action addresses the need to decrease suspension for our lowest performing students.	$1,356,476	Yes

2.9	Social Emotional Learning Curriculum (SEL Toolbox)	The need to provide Social-Emotional Support strategies that build a student's mechanism to increase their critical social-emotional competencies and reduce incidents of misbehavior that could result in suspensions for all students including unduplicated pupils by providing a research-based social-emotional learning curriculum (SEL programs and Toolbox) that teaches critical social-emotional competencies for K-6 students across the district. The district approved fidelity tool (Systems Fidelity Check-SFC) will be used to conduct annual school and classroom walkthroughs. MTSS coaches will monitor and support the SFC action plans. The increase in social emotional skills will support engagement and reduce impulsive behaviors leading to fewer discipline referrals and suspensions. This action addresses the need to decrease suspension for our lowest performing students including EL's , FY, SED.	$364,194	Yes
2.10	Healthy Youth	The district will provide comprehensive education for students with age appropriate Socio-emotional educational materials to increase their ability to develop a positive sense of self-identity and improve their self perception resulting in positive interactions with other students and increase their sense of connectedness with peers at school and improving attendance. Teachers will implement SEL resources to increase student to teacher and student to school connectedness and prevent students from ideations that result in unsafe student outcomes. Staff will monitor the survey results and analyze the percentage of students feeling connected at school or with an adult. ● Consultant and materials ● SEL resources This action addresses the need to increase the sense of school connectedness for all students in 7th and 8th grades See Appendix F.	$469,314	Yes

2.11	Regional Comprehensive School Based Health Clinics	The district will continue the work of providing quality comprehensive school-based health clinics (wellness centers) to reduce and prevent the health barriers impacting all students including Low-Income, Foster Youth, and English Learners from attending school. The following support services will be provided: school social workers (ASSW's), nurse practitioners, a coordinator, school health office technicians, a clerks, school & community facilitator/drivers, School Wellness Center medical assistants, an office manager and operate four regional Comprehensive School-Based Health Clinics to provide prevention and treatment services for medical, mental health, vision, and dental needs for students. Clerks will assist with files, calls to parents and community partners, scheduled appointments, and clerical support for health staff. The wellness center will be finalized at MLK. Staff will monitor effectiveness of services based on local attendance metrics. ● Nurse Practitioner (4) ● Partially Funded Site Coordinator (1) ● School Social Worker (5) ● School and Comm. Facilitator/Driver Bilingual (8) ● School Health and Wellness Office Manager (1) ● School Health Office Technician (3) ● School Wellness Medical Asst. (4) ● School Health Wellness Clerk (1) ● Clerk VIII ● Team Custodian (2) This action addresses the need to increase attendance for all students.	$6,032,188	Yes

2.12	Restorative Classroom Specialists	Increasing support for student engagement and attendance for all students including Low-Income, Foster Youth, and English Learners at the Jr. High/Middle Schools. Explicitly teaching and utilizing restorative practices while students are enrolled in the Restorative Classroom . This approach aims to build students' skills for improved decision-making and problem-solving, rather than just punishing undesirable behavior. The key changes are: ● Emphasizing the teaching and utilization of restorative practices ● Specifying that this approach occurs while students are enrolled in the Restorative Classroom ● Clarifying that the goal is to build students' skills for improved decision-making and problem-solving, rather than just punishing undesirable behavior. ● A focus on repairing and restoring harm ● Restorative chats will be an expectation of all restorative classrooms Provide one Restorative Classroom Specialist (10 total) at each of our Jr. High/Middle Schools to counsel students through the restorative conferences when conflicts arise. Through these conferences, students can use their voice to share their feelings/emotions with peers and/or teachers in a safe and positive environment. Specialists will lead restorative conferences, and intervene to prevent students from getting suspended. This action addresses the need to reduce the suspension rate for all students. See Appendix F.	$1,599,347	Yes

2.13	Rafer Johnson School	Expand the opportunities for student placement at Rafer by adding more classroom teachers, proactively allow students to attend Rafer rather than being expelled to Kern County Superintendent of Schools Community School. This goal will be measured by enrollment at Rafer and district expulsion rates. Successful outcomes for students will be coordinated between the student's school of attendance administrative team and the team at Rafer Johnson to increase the successful transition between schools. Increase the attendance rates for all students including Low-Income, Foster Youth and English Learners who are at risk of suspension by having teachers and teacher assistants, implement a Community Day School as an alternative education program at Rafer Johnson School to explicitly teach students the social emotional competencies. A Coordinator/Principal will administer the program, supervise the assigned personnel (teachers, aides, school social worker), meet with students and parents, and develop plans for students to return to the regular school setting. The school social worker will provide support to students in Tier 2 and Tier 3 and work together with families to improve the student's social emotional and attendance needs, conduct small group trauma-based grief groups, assist students/families to address barriers that inhibit engagement and access to educational opportunities, so students can return to their home school. ● Academic Coach (1) ● Instructional Assistant- Behavioral Mng. (5) ● Teacher, Restorative Classroom Specialist (3) This action addresses the need to increase attendance and reduce suspension rate for all students.	$1,063,820	Yes

2.14	Student Leadership	Student Leadership opportunities-will be implemented to increase student connectedness with schools and expand the opportunities to engage in meaningful participation for all students, including Low-Income students, Foster Youth, and English Learners. The Executive Director, Coordinators, YSS, and BIS staff will design Student Leadership opportunities to help students develop the necessary skill sets to make a positive impact in their schools and/or community. Students will engage with community leaders/professionals and create campaigns to address a need in their community. (transportation, YSS & BIS staff, materials, supplies, facilities, extra time) This action addresses the need to increase student connectedness for all students.	$25,000	Y
2.15	Foster Youth	Extra time will be paid to trained staff designated to conduct monitoring of daily attendance and provide transportation or other needed resources to prevent students from becoming chronically absent and reduce chronic absenteeism rates for students identified as Foster Youth, homeless and or identified for increased support through the MTSS process. Efforts will continue to increase student access to all school-based social emotional services and MTSS supports including trauma informed mental health services, extracurricular and extended learning programs for Foster Youth, that will result in improved attendance and more engaged students. The district will coordinate increased collaboration through extra-time between support staff members in conjunction with the McKinney Vento district team, BIS, and YSS to increase access to district services for Foster Youth and Homeless students.. This action addresses the need to increase attendance through transportation services, extra collaboration across departments, and increased coordination efforts to provide access to services for Foster students, and all other students in need of increased support.	$50,000	Y

2.16	Sports Programs	Staff will support students and families to reduce chronic absenteeism, increase engagement and improve attendance by offering students increased options for school involvement through a quality sports program for students in grades 3rd-8th that will also increase physical activity, foster positive health routines and reinforce collaboration and positive social emotional learning competencies for all students including Foster Youth, Low-Income and English Learners. Costs for equipment, referees, coaching staff, support staff, fees, transportation, materials and supplies. Training will be provided to all coaching and referee staff to ensure students have a quality program. Monitoring of unduplicated student participation will be conducted to ensure their participation and increase attendance. Extra-Time for: ● approximately 10 athletic site coordinators ● approximately 50 sports coaches ● various number of referees This action addresses the need to increase attendance and reduce chronic absenteeism for all students.	$873,610	Yes

2.17	Student Safety	The need to enhance the sense of safety for all students, including unduplicated pupils, staff, families, and the school community. The district will place 32 Campus Supervisors at schools to increase the perceived sense of safety in the classroom and at school as determined by student climate survey, metric #2.6. One student Safety Coordinator will lead the following actions. ● Promoting and maintaining a safe school environment district-wide. ● Responding to the needs of all campuses by assisting schools with the development of their School Safety Plans. ● Providing support to schools following incidents that could result in student suspensions. ● Working with individual school sites to develop practices that promote positive student engagement across all campuses. ● Provide Professional Development for Campus Supervisors and staff responsible for student supervision before, during and after school. This action addresses the sense of safety for all students in school and in the classroom.	$5,052,848	Yes
2.18	Custodians	In order to continue to address the need to increase attendance and decrease the percentage of Low-Income students who are identified as chronically absent, especially those absent due to health barriers and challenges, schools with a high concentration of unduplicated students (above 55 percent) will have one additional 8-hour custodian to assist with disinfection and cleanliness of high touch areas including classrooms to reduce the transmission of COVID-19 and other infections. Custodians will receive training on the equipment purchased to do the sanitation of rooms and ensure it is effectively used. Schools with chronic absenteeism rates higher than 30% will develop target goals and action plans to decrease rates. Schools will monitor students who are identified as chronically absent. (Total 43), excluding Downtown. This action addresses the need to increase attendance for all students.	$3,702,712	Yes

2.19	Electronic Sports in 4th-8th	In order to decrease chronic absenteeism, increase engagement, diversify opportunities for student participation, and improve attendance for Low-Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, Electronic Sports (E-Sports) in grades 4th-8th will be offered as an extracurricular activity. The district will have students supported by teachers during practices/competitions/tournaments and visitations to high schools and college programs. Teachers will be prepared with coaching and professional development to provide students an authentic learning experience. This action addresses the need to increase attendance and reduce chronic absenteeism for all students	$457,152	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal 3

Goal	Description	Type of Goal
Goal 3	The Bakersfield City School District is committed to increasing the meaningful participation and engagement of all parents, families, and community members through a collaborative approach that ensures all students receive the support they need to succeed through strong partnerships and open communication.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has chosen to revise and prioritize this goal to reflect the need to increase the level of participation and engagement from parents, families and the community as parents expressed through the educational partners feedback a desire for more opportunities to be involved in their children's education. This included being informed about and involved in decision-making processes and educational programs. Parents shared many common concerns and suggestions around continued improvement in communication, providing opportunities to better understand the available academic support. Based on the analysis of local metrics 91.2% of responses on the LCAP community survey strongly agree or agree that the school has high expectations of their child/children therefore collaboration between schools and parents is an integral component of goal 3. Based on the feedback of the Annual Parent Climate Survey 92.5% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate which is an indication of the district's goal and continued commitment to increase parent participation in meaningful ways.

Measuring and Reporting Results (Goal 3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts the school district makes to seek parent input in making decisions for the district and individual school sites **Source**:Percent of schools represented by either a representative or alternate during parent advisory committees ● District Advisory Committee (DAC) ● District African American Parent Advisory Committee (DAAPAC) ● District English Learner Advisory Committee (DELAC) Local Priority: 3A	District Advisory Committee (DAC): 65% of schools with parent representation District African American Parent Advisory Committee (DAAPAC): 49% of schools with parent representation District English Learner Advisory Committee (DELAC): 71.4% of schools with parent representation 2023-24	[Insert outcome here]	[Insert outcome here]	District Advisory Committee (DAC): 70% of schools with parent representation District African American Parent Advisory Committee (DAAPAC): 60% of schools with parent representation District English Learner Advisory Committee (DELAC): 75% of schools with parent representation 2026-27	[Insert current difference from baseline here]

3.2	How the district promotes parental participation in programs for low income, English learner and foster youth students **Source**: Parent Guardian Climate Survey Local Priority: 3B	2023-24 Low-Income 93.5% of respondents Strongly Agree/Agree English Learners 92.9% of respondents Strongly Agree/Agree Foster Youth 92.8% of respondents Strongly Agree/Agree	[Insert outcome here]	[Insert outcome here]	2026-27 Low-Income 95% of respondents Strongly Agree/Agree English Learners 95% of respondents Strongly Agree/Agree Foster Youth 95% of respondents Strongly Agree/Agree	[Insert current difference from baseline here]
3.3	Percent of parent respondents that strongly agree/agree the district involves parents in the decision making process. **Source**: SELPA Information Records and Analysis Support (SIRAS) Statistical Data regarding Parent Involvement Participation Local Priority: 3C	99.5% 2023-24	[Insert outcome here]	[Insert outcome here]	Maintain 99.5% 2026-27	[Insert current difference from baseline here]

3.4	The percentage of parents feeling welcome at their child's school **Source:** School Climate Survey	92.5% of respondents Strongly Agree/Agree 2023-24	[Insert outcome here]	[Insert outcome here]	95% of respondents Strongly Agree/Agree 2026-27	[Insert current difference from baseline here]
3.5	Average Distance from Standard (DFS) on CAASPP for ELA **Source:** Ca Dashboard and CAASPP State Priority: 4A	Fall 2023-24 **ELA** All Students -62.5 EL's -90.5	[Insert outcome here]	[Insert outcome here]	Fall 2026-27 **ELA** All Students -50 EL's -78.5	[Insert current difference from baseline here]
3.6	The degree to which parents feel session content will support their children at home **Source:** Parent Education Culminating Evaluation State Priority: 3B	89% of respondents who Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home 2023-24	[Insert outcome here]	[Insert outcome here]	92% of respondents will Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal 3 Analysis for [2024-2025]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[The four Goal Analysis prompts in the 2024–25 LCAP are not applicable until the development of the 2025–26 LCAP.]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3 Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Engagement (FACE)	The need to build the capacity of all families including Low-Income, Foster Youth, and English Learners to support learning at home and bridge the instructional gap between home and school to provide guidance, support and coordinate district wide events focused on increasing parent involvement. FACE Liaisons will invest extra time to conduct more community outreach in efforts to increase participation from families who are less engaged and harder to connect to the school community. ● Coordinator II (1) ● Instructional Specialist (1) ● Family & Community Engagement Representative (1) ● Clerk VIII (1) ● Family & Community Engagement Liaisons (43) ● Admin Secretary (1)	$5,243,809	Yes

3.2	Parent Education	Parent Engagement & Education The need to increase and improve the support for all parents including parents of unduplicated pupils, on understanding the U.S. Educational system, district opportunities for increased parent involvement, understanding the District's instructional and social emotional goals, and priorities, and access to parent programs (Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events). Support to parents resulting in their child's improved academic performance, as well as increased opportunities for parent input, and feedback with the support of specialists, academic coaches, FACE liaisons, and the necessary training materials and language supports for those who speak languages other than English. ● Family & Comm Engagement Representatives (4) The need for increased parent learning opportunities to support all students including Low-Income, Foster Youth, and English Learners and to target parents of challenging youth in need of Tier 2 and Tier 3 support by providing extra time for staff (FACE and BIS) to conduct workshops focused on Parent Education and Parent Project (Proyecto Padre) at a time that is more convenient for parents to attend and resulting in improved student behavior and attendance.	$802,239	No
3.3	Community-Based English Tutoring (CBET)	To promote language acquisition of our English Learners, a combined effort at home and at school is supported through Community-Based English Tutoring (CBET). CBET provides language support to parents/guardians through teacher-led instructions as well as online language programs. Through CBET, participants will improve their skills in English Language and develop confidence in guiding and supporting our students to their full potential. CBET program is conducted with the support of teachers and aides, as well as additional teaching staff for children to receive extended learning time while parents attend class. In addition, a custodian will be at each site to provide a well-maintained facility and to ensure safety.	$116,719	Yes

3.4	Digital Platforms and Community Applications	Communications will provide information to parents via various platforms. The need to improve district wide communication with parents regarding matters related to their child's education, through the use of district website, social media, and other digital platforms as well as communication applications. Staff will be provided extra time to make phone calls and ensure all parents, including parents of Low-Income students, Foster Youth, and English Learners remain connected to their child's school site throughout the school year to work as partners in education and ensure all students succeed academically. ● Chief Communications Officer (1) ● Administrative Secretary II (1) ● Communications Supervisor (1) ● Creative Content Supervisor (1) ● Marketing and Communications Specialist (1) ● Multimedia Supervisor (1) ● Multimedia Support Technician (2) ● Bilingual Translator Clerk (3) ● Platforms: Facebook, district website, ParentSquare, YouTube	$1,954,225	Yes
3.5	Office assistants at each School Site	Clerks at school sites will increase the connectedness of all parents, including Low-Income, Foster Youth and English Learners to engage parents in events and education of their students. ● One office assistant at each school (41) (Excludes: Downtown, Penn, Rafer)	$2,046,694	Yes
Action 3.6	Parent Center at Martin Luther King Jr. Elementary	The district will continue the work on the construction of the MLK project to provide a welcoming environment for parents to access services aligned to support student learning. When completed, staff will access parent centers to provide classes, workshops, and opportunities to engage in the decision making-process that supports continued student achievement.	$701,881	Yes

Goals and Actions

Goal 4-Equity Multiplier (Emerson)

Goal #	Description	Type of Goal
Goal 4	By the end of the 2026-2027 academic year, Emerson Middle School will increase the number of English Learner Students scoring at a Level 3 or higher by 10% percent, as measured by STAR Reading and Math, and increase the English Language Proficiency reclassification rate by 1.3%, as measured by local metrics.	Focused

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has established five priorities and one of them is to Increase language proficiency rates for all English learner students by one level annually (Priority 3), at the middle school level the percentage of Long Term English Learners is higher. Based on the 2023 California Dashboard Emerson Middle School currently has the English Learners student group in the lowest performing level (RED) for both ELA and Mathematics. In addition, the ELPI for English learners declined by 7.5% with 56.1 of EL's making progress towards proficiency.

Local data shows 130 students are identified as LTELs. It also identifies 10 students as At-Risk of becoming an LTEL. These two groups make up 13% of the overall student population and 81% of the EL population at this school. The school believes that by addressing the needs of EL students and implementing strategies that actively engage students in learning, will result in improving and building educator capacity that will benefit all students, especially EL students in the areas of ELA, Math, and English Language Proficiency.

Through the analysis of the schools data and as part of the SPSA development process the school identified the following pressing needs for English Learners for ELA:

• Use of EL toolkit strategies in all content areas. Need for all teachers to be trained with follow up coaching on implementation of strategies.

• DELD/ELD- small group instruction, with Universal Access to address student language, writing, and access to content

• Professional Learning Communities (PLC) with Certificated Extra Time for Extended PLC to support Good First Instruction and data analysis.

• Intervention (Push In or Pull Out) with Intervention Specialist, Curriculum, and supplies to support growth towards grade level reading and comprehension.

• Accelerated Reader to support fluency and comprehension with incentives and supplies.

• Academic Coach and APL to support coaching and PLC to ensure Good First Instruction.

• Certificated Extra Time for Clubs and Extracurricular Activities to apply learning.

• Achievement Recognition to support student goals and SEL.

• Extended Learning Time to support remediation.

Through the analysis of the schools data and as part of the SPSA development process the school identified the following pressing needs for English Learners for Math:

Math vocabulary to support access to content.

• Foundational math skills to support access to higher level math.

• Small group instruction and Universal Access to support reteach and enrichment.

• Extended Learning Time to support remediation with tutoring and any supplies needed.

• Technology to scaffold learning of math content.

• Manipulatives to support concrete learning of math.

• Achievement recognition to support student goals.

• Field Trips and/or assemblies to support learning content with real-life experience with transportation.

Through the analysis of the schools data and as part of the SPSA development process the school identified the following pressing needs for Long Term English Learners:

• Note Taking to support retelling.

• Reading Strategies to support growth towards grade level reading.

• Comprehension Strategies to support access to grade level text and growth towards grade level reading.

• Retell with details to support speaking and comprehension.

• Speaking a sequence of events to support comprehension.

• Practice with Listening, Speaking, Reading , and Writing (ELPAC Warm-Ups) to support access to testing.

The rate of fully credentialed teachers at Emerson Middle School is 68.1%, compared to the district rate of 84.7%. Teachers not yet fully credentialed (out-of-field) are addressed by actions in the LCAP aimed at providing teachers with support to become fully credentialed in schools with high percentages of low-income students, and to increase the quality and effectiveness of new classroom teachers (Action 1.8).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Students in grades 6th, 7th, and 8th scoring at Level 3 or above in Reading **Source:** STAR Reading Local Priority: 8	All Students: 26.2% EL: 5.4%	[Insert outcome here]	[Insert outcome here]	All Students: 36.2% EL: 15.4%	[Insert current difference from baseline here]
4.2	Students in grades 6th, 7th, and 8th scoring at Level 3 or above for Math **Source:** STAR Math Local Priority: 8	All Students: 10.1% EL's: 1.8% 2023-24	[Insert outcome here]	[Insert outcome here]	All Students: 20.1% EL's: 10.8% 2026-27	[Insert current difference from baseline here]

4.3	Rate of Reclassified English Learners **Source:** Local school data Local Priority: 4F	11% 2023-24	[Insert outcome here]	[Insert outcome here]	15% 2026-27	[Insert current difference from baseline here]
4.4	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	56.1% 2023-24			65% 2026-27	
4.5	Percent of: A. Fully Credential Teachers B. Out-of-field teachers **Source:** Local Priority: 1A	A. 68.1% B. 13.2% 2022-23			A. 71.1% B. 10.2% 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This is a new goal and does not apply for the 2023-2024 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This is a new goal and does not apply for the 2023-2024 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This is a new goal and does not apply for the 2023-2024 school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

This is a new goal and does not apply for the 2023-2024 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Data Assessment to determine individual student needs	Teachers and site administrators will be spending time collaborating, attending conferences and increasing capacity of teachers through the following: Teachers will implement PLC Collaboration focusing on EL strategies to address language proficiency for students that are English Language Learners. Teachers, Admin, and Support Staff will conduct Academic Conferences to identify specific needs in ELA, Math, and language acquisition for all students to tailor support to individual needs. Teachers will facilitate Goal Setting sessions to encourage all students to take ownership of their learning and set targets for improvement. The expectation is that 100% of teachers are actively implementing standards based instruction. ● Extra-time, substitutes, conference costs	$122,370	No
4.2	Reading, Math, and Language Acquisition Interventions	Admin will hire and assign Teacher Tutors to provide personalized support in ELA and Math, tailored to individual student needs. Teachers will offer EL Interventions/Supports such as targeted resources and online programs to students that are English Language Learners to enhance their English Language Proficiency. Teachers will provide Before or After School Tutoring sessions to students focusing on ELA and Math to reinforce classroom instruction. ● Extra time, supplies & materials, consultants	$354,923	No

4.3	Hands-on Learning and student engagement activities	Admin, Support Staff, and Teachers will conduct Saturday Academies focusing on interactive learning experiences to engage students in ELA, Math, and language. Teachers and Club Advisors will encourage student participation in Extracurricular-Electives and Clubs to foster interest and engagement in learning. Admin, Support Staff, and Teachers will organize Assemblies and Field Trips to provide students with real-world context for academic concepts and promote involvement. ● Extra-time, supplies & materials, consultants, field trip costs	$248,871	No

4.4	Building capacity of educators	Admin and Support Staff will provide teachers with professional development workshops focusing on evidence-based strategies for ELA, Math, and language instruction. Follow-up of support and resources for teachers to effectively implement EL interventions and engage English Learners in the learning process. Facilitation of collaborative learning opportunities among teachers and support staff to share best practices and strategies for supporting English Learners. Opportunities will be provided for educators to attend workshops, conferences, and seminars focused on effective strategies for teaching ELA, Math, and language to English Learners. Administrators and teachers will receive support through Professional Development Consultants specializing in EL instruction and language acquisition to provide tailored training sessions for educators. Certified substitutes will release teachers to allow them to participate in PD workshops and coaching sessions without disrupting student instructional time. Faculty meeting days or professional development days for teachers will be held for intensive training sessions and coaching opportunities. ● Extra-time, materials, consultants, conferences, workshops, field trip costs, substitutes costs.	$204,870	No

Insert or delete rows, as necessary.

Goals and Actions

Goal 5 Equity Multiplier (Rafer Johnson)

Goal #	Description	Type of Goal
5	By the end of the 2026-27 academic year, Rafer Johnson will increase overall student attendance rate by 13.8% compared to the baseline year through targeted strategies and capacity building of staff to improve student engagement, build capacity of educators and increase academic outcomes for all students as measured by attendance rates.	Focused Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

As part of the School Plan for Student Achievement development process, the site identified the following needs based on the analysis the 2023 California School Dashboard

While Rafer Johnson had no student groups identified in the lowest performance level of Red on the 2023 California School Dashboard, 48.6% of all students were chronically absent, a decline of 13.1% from 2022. Although it was a significant improvement, the need to build systems and structures to address attendance have a direct impact on the academic achievement of students.

The school also identified the need to provide professional learning opportunities for staff (certificated and classified) to retain educators and build capacity on evidence-based student engagement strategies. In building staff capacity, it will result in having improved Tier I structures for attendance and providing students with incentives that build a sense of belonging and community.

By implementing this comprehensive action plan, Rafer Johnson can work towards increasing overall student attendance rates and academic outcomes by prioritizing student engagement and building capacity among staff to support student success.

The rate of fully credentialed teachers at Rafer Johnson is 61.7%, compared to the district rate of 84.7%. Teachers not yet fully credentialed (out-of-field) is 16.6%, compared to the district rate of 2.2%. Teachers not yet fully credentialed or in out-of-field assignments are addressed by actions in the LCAP aimed at providing teachers with support to become fully credentialed in schools with high percentages of low-income students, and to increase the quality and effectiveness of new classroom teachers (Action 1.8).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Attendance Rates **Source:** Districtwide progress monitoring in March Local Priority: 5A	All Students: 82.2% SED: 81.3% Foster Youth: 85.1% Homeless: 66.0% 2023-24		[Insert outcome here]	All Students: 96% SED: 95.1% Foster Youth: 96% Homeless 79.8% 2026-27	[Insert current difference from baseline here]
5.2	Professional Development staff participation **Source:** Sign-in/out forms Local Priority: 5A	0% participation 2023-24	[Insert outcome here]	[Insert outcome here]	99% participation 2026-27	[Insert current difference from baseline here]
5.3	Classroom observations to monitor implementation of professional learning in classrooms **Source:** Admin observation Local Priority: 5A	0% of classrooms 2023-24.	[Insert outcome here]	[Insert outcome here]	85% of classrooms 2026-27	[Insert current difference from baseline here]

5.4	Percent of: A. Fully Credential Teachers B. Out-of-field teachers **Source:** Local Priority: 1A	A. 61.7% B. 16.6% 2022-23			A. 64.7% B. 13.6% 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Respond here]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Learning to build capacity	Rafer Admin and Coaching staff will lead a series of workshops and training sessions aimed at integrating the 5 C's of student engagement—Choice, Challenge, Collaboration, Control, and Connection—into teaching practices. They recognize the importance of these elements in fostering student engagement and will ensure that educators have the necessary tools and strategies to incorporate them effectively. Additionally, Rafer Admin and Coaching staff will organize a book study on "Confronting the Crisis of Engagement" by Douglas Reeves, Nancy Frey, and Douglas Fisher. This initiative is designed to deepen the understanding of engagement strategies among all staff members, providing them with valuable insights and practical approaches to enhance student engagement. Certificated and paraprofessionals will actively collaborate during staff planning sessions and professional development activities. By working together, they will ensure that educators receive the support and resources needed to implement new engagement strategies successfully in their lessons. This collaborative effort aims to create a conducive environment for continuous improvement and effective teaching practices. Admin and coaching staff will facilitate the coordination of certificated substitutes to support educators' professional development. This includes organizing observations, professional development sessions, or academic conferences, allowing educators uninterrupted time for learning and collaboration. By providing this support, they enable educators to focus on developing engaging lessons and activities centered on the essential elements of student engagement. ● Materials, supplies, substitute costs, books, extra time, consultant costs	$54,400	No

5.2	Student engagement strategies	Rafer educators (teachers and staff) will Implement a variety of student activities designed to incorporate the 5 C's: Choice: Teachers will offer students options for projects, assignments, and learning pathways for students to increase autonomy and ownership of their education. Challenge: Teachers will design tasks and projects that stretch students' abilities and encourage them to strive for excellence. Collaboration: Staff will facilitate student group projects, discussions, and cooperative learning activities to foster teamwork and peer support. Control: Staff will empower students to have a say in their learning process, allowing them to set goals, track progress, and make decisions. Connection: Staff will create opportunities for students to form meaningful relationships with peers, teachers, and the subject matter through interactive activities and discussions ● Materials, supplies, substitute costs, books, extra time, consultant costs, student incentives	$1,500	No
5.3	Integration of technology	Staff will update classroom technology to enhance student engagement in the digital age. Staff and students will work together to develop podcasts, interactive presentations, and the use of online resources to make learning more interactive and accessible. Staff will explore the integration of esports as a platform for connected learning, providing opportunities for students to engage with peers and content in a meaningful way. ● Materials, supplies, extra time, consultant costs, student incentives, technology, online resources	$12,000	No

5.4	Real-World relevance and experiences	Staff will organize real-world experiences such as guest speakers, field trips, and assemblies for students to connect classroom content to practical applications. Teachers will incorporate realia and discussions into lessons for students to demonstrate the relevance of learning and spark students' curiosity. Encourage teachers to leverage community resources and industry partnerships to provide students with authentic learning experiences that resonate with our students. ● Guest speaker costs, transportation, materials, supplies, supplemental curriculum, field trip costs	$15,000	No
5.5	Monitoring and evaluation	School Leadership Team to establish benchmarks and targets for improving student attendance rates and academic outcomes School Administration and Teachers regularly assess the effectiveness of implemented strategies through the feedback, observation, and data analysis to ensure strategies are working effectively for students. School Administration and Teachers adjust and refine approaches based on feedback and outcomes to ensure our students' continuous improvement towards the stated goal. ● Extra time, materials and supplies	$6,000	No
5.6	Communication and collaboration	School Administration and Teachers foster open communication and collaboration among staff, students, parents, and the border community to support student engagement initiatives. School Administration, Teachers, and Support Staff share successes, challenges, and best practices through regular meetings, newsletters, and professional learning communities for students, parents, and the community to promote learning and collaboration. School Administration and Teachers solicit input and feedback from stakeholders to ensure that strategies are aligned with student needs and preferences of the school community. ● Materials, supplies, communication costs, extra time	$8,992	No

Insert or delete rows, as necessary.

Goals and Actions

Goal 6 Equity Multiplier (Roosevelt)

Goal #	Description	Type of Goal
6	By the end of May of the 2026-2027 academic year, Roosevelt will increase the all student group attendance rate by 2.5% to 96% as indicated by local district wide measures.	Focused Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

While Roosevelt had no student groups placed in the lowest performance level (RED) on the 2023 California Dashboard,

an analysis of the 2023 California School Dashboard data and through the development process of the School Plan for Student Achievement (SPSA), Roosevelt identified 31% of the students were chronically absent from school during the 2022- 2023 school year. This year the rate decreased to 22.6% based on local metrics. Although the school's strengths are building relationships with families and students by conducting home visits by the attendance team, there are areas needing improvement including:

•Tier I structures: increase classroom activities, incentives, self-monitoring goal setting, noon-activities, assemblies, and field trips to promote attendance and positive behaviors.

•Engage students with hands-on learning and reach out to community based organizations to provide support.

By having a goal in conjunction with a comprehensive plan, Roosevelt can work towards increasing overall student attendance rates and academic outcomes by prioritizing student engagement and building capacity among staff to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Professional Development staff participation **Source:** Sign-in/out forms Local Priority: 5A	0% participation 2023-24	[Insert outcome here]	[Insert outcome here]	99% participation 2026-27	[Insert current difference from baseline here]
6.2	Attendance Rates All Students **Source:** Districtwide progress monitoring in May Local Priority: 5A	All Students: 93.5% SED: 93.4% Foster Youth: 90.9% Homeless: 90.7% 2023-24	[Insert outcome here]	[Insert outcome here]	All Students:96% SED: 95% Foster Youth: 92% Homeless: 93% 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Respond here]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Professional Learning to build capacity	Organize a series of workshops and training sessions:administrator will facilitate workshops and training sessions aimed at integrating the 5 C's of student engagement into teaching practices for teachers and support staff. The 5 C's are essential elements to consider when planning for student engagement. Teachers and support staff offering students choices in their learning, providing challenging tasks, promoting collaboration, giving them a sense of control over their education, and fostering connections between peers, teachers, and the subject matter can significantly impact student engagement. Teachers will be intentional in incorporating these elements into their teaching practices Conduct a book study on "Confronting the Crisis of Engagement" by Douglas Reeves, Nancy Frey, and Douglas Fisher, guided by the administrator to deepen understanding of effective engagement strategies for teachers. Allocate additional time for staff planning and professional learning Provide certificated substitutes to facilitate observations, professional learning sessions, or academic conferences ● Materials, supplies, substitute costs, books, extra time, consultant costs	$224,770	No

6.2	Student engagement	Teachers and Instructional Leaders will implement a variety of student activities designed to incorporate the 5 C's: Choice, Challenge, Collaboration, Control, Connection Choice: Offer students options for projects, assignments, and learning pathways to increase autonomy and ownership of their education. Challenges: Design tasks and projects that stretch students' abilities and encourage them to strive for excellence. Collaboration: Facilitate group projects, discussions, and cooperative learning activities to foster teamwork and peer support. Control: Empower students to have a say in their learning process, allowing them to set goals, track progress, and make decisions. ● Materials, supplies, substitute costs, books, extra time, consultant costs, student incentives	$12,000	No
6.3	Intervention and tutoring	Teachers will implement intervention and tutoring sessions for students who require additional support in the specific subjects or skills for students identified as needing extra assistance, providing personalized academic support to improve their understanding and performance. Administration will hire, train, and assign three teacher tutors to conduct targeted tutoring sessions alongside intervention specialists, ensuring a comprehensive support system for students in need. ● Materials, supplies, substitute costs, books, extra time, consultant costs, student incentives, salary and benefits	$159,894	No
6.4	Extracurricular activities or clubs	Teachers will organize a variety of extracurricular activities or clubs catering to diverse student interests and talents for students, providing opportunities for socialization, skill development, and expiration beyond the classroom curriculum. Teachers, Behavioral Intervention Specialists and Cafeteria and Playground Activity Leaders (CPALS) will provide supervision for students during extracurricular activities. ● Materials, supplies, substitute costs, books, extra time, consultant costs, student incentives, salary and benefits	$43,000	No

6.5	Integration of technology	Administration and Teachers will update classroom technology to enhance student engagement in the digital age for students, providing more interactive and accessible learning experiences. Develop podcasts, interactive presentations, and online resources to make learning more interactive and accessible. ● Materials, supplies, extra time, consultant costs, student incentives, technology, online resources	$30,000	No
6.6	Real-World relevance and experiences	Administration and Teachers will organize real-world experiences such as guest speakers, field trips, and assemblies to connect classroom content to practical applications for students, connecting classroom content to practical applications and enhancing their understanding of real-world relevance. Teachers will incorporate reais and discussions into lessons to demonstrate the relevance of learning and spark students' curiosity. ● Guest speaker costs, transportation, materials, supplies, supplemental curriculum	$66,641	No
6.7	Monitoring and evaluation	Grade Level and Leadership Teams will establish benchmarks and targets for improving student attendance rates and academic outcomes for students, aiming to track progress and ensure continuous improvement in their educational journey. Teachers will regularly assess the effectiveness of implemented strategies through student feedback, observation, and data analysis. ● Materials, supplies, extra time costs	$7,000	No

6.8	Communication and collaboration	Administration will foster open communication and collaboration among staff, students, parents, and the broader community to support student engagement initiatives ensuring alignment with the needs and preferences of all educational partners. Administration and Teachers will share successes, challenges, and best practices to staff, families, students, and the community through regular meetings, newsletters, and professional learning communities. Administration will solicit input and feedback from educational partners to ensure that strategies are aligned with the needs and preferences of the students, families, and school community. ● Materials, supplies, extra time costs	$3,000	No

Goals and Actions

Goal 7 Equity Multiplier (Stella Hills)

Goal #	Description	Type of Goal
7	By the end of the 2026-27 academic year, Stella Hills Elementary will increase by 10 percent the number of students meeting literacy expectations by the winter administration to 29.4% for the all student group based on the STAR Reading.	Focused Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Stella Hills Elementary had the following student groups in the lowest performance level (RED) on the 2023 California Dashboard:

All Students: ELA, Math, ELPI, Suspension

EL's: ELA, Math, ELPI

SED: ELA, Math, Suspension

AA: ELA, Suspension

Hispanic: ELA, Math, Suspension

Homeless: Suspension

As a result of its current reported status for these students and analysis of the data through the School Plan for Student Achievement (SPSA) development process, the school identified the need to provide explicit instruction in phonics and plan to supports students through tutoring, individualized instruction, intervention, and data driven decision-making. Professional development for teachers and staff will be an integral part of the school's efforts to increase student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of students in grades 2nd-6th meeting Reading expectations by the winter assessment period **Source:** STAR Reading Local Priority:8	All Students: 19.4% African American: 15.9% Hispanic: 17.9% English Learners: 10.9% Socioeconomically Disadvantaged: 19.4% 2023-24	[Insert outcome here]	[Insert outcome here]	All Students: 29.4% African American: 25.8% Hispanic: 17.9% English Learners: 20.9% Socioeconomically Disadvantaged: 19.5% 2026-27	[Insert current difference from baseline here]
7.2	Percent of students in grades 1st-6th meeting math expectations by the winter assessment period **Source:** STAR Math Local Priority:8	All Students: 14.3% African American: 11.9% Hispanic: 14.3% English Learners: 14.7% Socioeconomically Disadvantaged: 14.2% 2023-24	[Insert outcome here]	[Insert outcome here]	All Students: 24.3% African American: 21.9% Hispanic: 24.3% English Learners: 24.7% Socioeconomically Disadvantaged: 24.2% 2026-27	[Insert current difference from baseline here]

7.3	Percent of students meeting literacy expectations by the winter assessment period Percent proficient All Students: African American: Hispanic: English Learners: Socioeconomically Disadvantaged: **Source:** District Literacy Assessment Local Priority:8	All Students: 0% African American: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Baseline to be established in 2024	[Insert outcome here]	[Insert outcome here]	All Students: 45% African American: 40% Hispanic: 45% English Learners: 40% Socioeconomically Disadvantaged: 45% 2026-27	[Insert current difference from baseline here]

7.4	Student performance on CAASPP ELA Distance from Standard (DFS) **Source:** Ca Dashboard and CAASPP State Priority: 4A	All Students: -85.1 African American: -112.7 Hispanic: -75.3 English Learners: -99.0 Socioeconomically Disadvantaged: -86.0 Fall 2023			All Students: -74.1 African American: -94.7 Hispanic:-58.3 English Learners: -87.0 Socioeconomically Disadvantaged: -77.0 Fall 2026	
7.5	Student performance on CAASPP Math Distance from Standard (DFS) **Source:** Ca Dashboard and CAASPP State Priority: 4A	All Students: -117.9 African American: -133.9 Hispanic: -113.8 English Learners: -114.6 Socioeconomically Disadvantaged: -118.9 Fall 2023			All Students: -106.9 African American: -115.9 Hispanic: -96.8 English Learners: -102.6 Socioeconomically Disadvantaged: -109.2 Fall 2026	

7.6	Attendance Rates **Source:** Districtwide progress monitoring in May Local Priority: 5A	All Students: 90.5% African American: 90.4% Hispanic: 90.3% English Learners: 93.2% Socioeconomically Disadvantaged: 90.5% 2023-24			All Students: 96% African American: 96% Hispanic: 96% English Learners: 96% Socioeconomically Disadvantaged: 96% 2026-27	
7.7	Suspension Rate **Source:** Fall California Dashboard State Priority: 6A	All Students: 5.7% African American: 9.4% Hispanic: 4.7% Socioeconomically Disadvantaged: 5.8% Homeless: 8.2% 2023-24			All Students: 1.7% African American: 5.7% Hispanic: 1.7% Socioeconomically Disadvantaged: 1.8% Homeless: 4.2% 2026-27	
7.8	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	30.6% Fall 2023			65% Fall 2026	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Respond here]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Data Assessment to determine individual student needs	Teachers and Support Staff will implement PLC collaboration, conduct academic conferences, facilitate goal setting sessions to determine student needs. ● PLC Collaboration: teachers will collaborate with PLC teams to focus on reading and EL strategies. ● Academic Conferences: administrators, teachers, and support staff will conduct conferences to identify all and individual student needs in ELA, Math, and language acquisition. ● Goal Setting Sessions: teachers will facilitate sessions to encourage students to set targets for improvement. ● Conference costs, consultant fees, extra time, materials, supplies	$15,000	No

7.2	Reading, Math, and Language acquisition interventions	Teachers will offer interventions/supports for Tier 2 students through intervention supports and tutoring sessions. ● Administrators will hire two additional 4 hour Teacher Tutors: to provide interventions. The two teacher tutors will be dedicated to providing targeted academic support and mentoring to students in subjects where performance is below standard. ● Intervention Supports: teachers and academic coordinators will provide targeted resources and online programs to enhance Reading and English Language proficiency. ● Tutoring Sessions: assigned tutoring staff will conduct tutoring sessions focusing on ELA and Math to reinforce classroom instruction. Academic Tutoring Structure: 2 days per week X 30 weeks (September- April) 20 teachers will provide tutoring for Tier 2 (African American, Hispanic, English Learner, Socioeconomically Disadvantaged students) ● Extra time, Salary and benefits, online programs, supplemental curriculum, materials, supplies	$153,358	No

7.3	Hands-on learning and student engagement activities	Teachers and support staff will encourage participation in extracurricular electives and clubs to foster interest and engagement in learning. Teachers and support staff will organize assemblies and field trips to provide students with real-world context for academic concepts and promote student involvement. ● Teachers will provide hands-on and collaborative learning structure in all classrooms (tables, electronic devices). ● Administration, support staff and teachers will develop and implement the Innovation Lab to provide for student engagement and creativity. ● Students will participate in hands-on and interactive activities such as group projects, simulations, science experiments, and other engaging activities that bring learning to life. ● Teachers will provide students with activities to implement the 5-C's: Choice, Challenge, Collaboration, Control, and Connection ● Extra time, materials, supplies, transportation, consultants, student incentives	$80,000	No

7.4	Attendance initiatives	Administration and Attendance team will provide morning activities, clothing and shoe closet, coordinate with Bakersfield Police Department, Golden Eagle Award for all students. ● Support staff and teachers will provide morning activities for students to encourage them to come to school and arrive on time. Golden Eagle Award for monthly perfect attendance will be given out to students and earn “Gold” items each month (shirts, gear, etc.). ● Administration and FACE Liaison will implement clothing and shoe closets to provide basic clothing for students in need. ● Administration to facilitate consistent coordination with BPD to provide an officer to assist with truancy visits no less than 1 time per month. ● Extra time, Materials, school supplies, student incentives, consultant, promotional costs, mileage	$62,585	No
7.5	Inclusive and welcoming environment	All staff will provide positive messaging on campus for students, families, and community. ● Administration and support staff will organize assemblies for Hispanic Heritage Month and Black History month to build school and community cultural awareness and appreciation. ● Materials, supplies, promotional costs, extra time	$15,000	No

7.6	Building educator capacity	The following will be implemented to build educator capacity. ● Administration and coaching support staff will provide professional development workshops for teachers focusing on evidence-based strategies for ELA, Math, and language instruction. ● Administration and coaching support staff will offer ongoing support and resources for teachers to effectively implement EL interventions and engage English Learners in the learning process. ● Administration and coaching support staff will facilitate collaborative learning opportunities among educators to share best practices and strategies to supporting English Learners. ● Administration and coaching support staff will provide ongoing Peaceful Playgrounds training to CPAL's. ● Extra time, materials, supplies, consultant, program costs	$467,725	No

7.7	Refine family and community engagement	The following will be implemented to increase family and community engagement. ● Administration, teachers, and FACE Liaison will provide various engagement initiatives for families of students. ● Welcoming signage in front of school/window decal ● School Administrators will organize and provide opportunities and needed resources for families: CAPK program, Rosetta Stone program, GED classes. ● CAPK like programs for family outreach will provide live video feed of parent classes and video library of parent classes. ● Support staff will provide the supplies and subscription for Rosetta Stone for staff and parents. ○ For parents to use to learn English to help their students ○ For staff to learn Spanish to communicate with an increasing number of newcomer students and EL families. ○ Headphones with microphones ○ Kindle Fire Tablet for checkout ● Extra time, materials, supplies, online program, technology	$20,000	No

7.8	Monitoring and evaluation	Administration, support staff, and teachers will regularly assess student progress, monitor participation and engagement, and evaluate educator capacity building efforts. ● Teachers will regularly assess student progress in ELA, Math, and English Language Proficiency through formative and summative assessments. ● Teachers and support staff will monitor participation and engagement in targeted interventions and extracurricular activities. ● Administration will evaluate educator capacity building efforts through surveys, feedback sessions, and observation of instructional practices. ● Administration, support staff, and teachers will analyze data to measure growth in academic outcomes for African American, Hispanic, English Learners, and Socioeconomically Disadvantaged students and adjust strategies as needed to achieve the goal. ● Extra time, consultant, materials, supplies	$20,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$123,008,872	$15,954,715

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.705%	2.459%	$7,230,916.78	45.164%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action 1.1 Class Size Reduction	The need to improve the individualized instructional support for unduplicated students as evidence by a performance gap in ELA and Math: 2023 CA Dashboard Academic Indicators CAASPP ELA: All Students -62.5 (ORANGE) Socioeconomically Disadvantaged -70.8 (RED) English Learners -90.5 (RED) Foster Youth -91.6 (RED) CAASPP Math: All Students -97.9 (ORANGE) Socioeconomically Disadvantaged -105.5 (ORANGE) English Learners -119.6 (ORANGE) Foster Youth -119.4 (RED) Local Data 2023-2024 Based on the academic gaps between all students and unduplicated students. STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment Educational partner input from parents to provide support and enrichment for students to meet their individualized needs.	Implementing class size reduction ratios of 29 students to 1 teacher in grades 4th-6th and 7th-8th will support students in learning and make progress towards meeting the California State Standards for all student subgroups.Smaller group sizes will give more attention to students individually. By providing class size ratios of 29 students to 1 teacher in grades 4th-6th and 7th-8th, teachers will be able to provide individualized instructional support to English learners, socioeconomically disadvantaged students, and Foster Youth students struggling to meet the CA State Standards. Class size reduction will be provided LEA-wide because it improves the overall educational experience for unduplicated students by allowing teachers to address diverse learning styles and needs of students more effectively.	This action's effectiveness will be evaluated for all students, SED, EL, and FY, using Metric 1.7 (CAASPP ELA & Math), 1.14 (Pupil outcomes for Reading and Math).

Goal 1 Action 1.2 SPSA Support	LEA 2023 CA Dashboard Academic Indicators CAASPP ELA: All Students -62.5 (ORANGE) Socioeconomically Disadvantaged -70.8 (RED) English Learners -90.5 (RED) Foster Youth -91.6 (RED) CAASPP Math: All Students -97.9 (ORANGE) Socioeconomically Disadvantaged -105.5 (ORANGE) English Learners -119.6 (ORANGE) Foster Youth -119.4 (RED) Percent of EL's making progress towards English Proficiency 49.5% Local Data 2023-2024 Based on the academic gaps between all students and unduplicated students. STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment Rate of Reclassified English Learners 7.5%	School site administrators, support staff and teachers will implement targeted academic support, social-emotional and extracurricular support, professional development, family and community engagement, as well as necessary resources and materials to address the unique student needs on each campus to improve academic outcomes for all students especially SED, EL's, and Foster Youth. School plan actions and expenditures will address the identified needs of SED, EL, and Foster Youth through targeted academic support, language acquisition programs, and SEL initiatives that are intended to make an impact on all students as SPSA funds are allocated to all schools making this action LEA wide. This approach not only helps close achievement gaps but also fosters an inclusive and supportive school environment that benefits all students.	This actions effectiveness will be evaluated for all students, SED, EL, and FY, using Metric 1.7 (CAASPP ELA & Math), 1.8 (EL progress towards proficiency), 1.9 (Reclassification rate), 1.14 (Pupil outcomes for Reading and Math).

	State and local assessments identified the need for increased support of literacy and math, as well as Social-Emotional support for all students, especially Socioeconomically Disadvantaged, English Learners and Foster Youth. School site administrators express the need to address the unique learning needs of each school site's students and families based on the needs of the populations they serve.		

Goal 1 Action 1.3 Centralized Technical School Support	Based on the academic gaps between all students and unduplicated students. STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment With 44 schools in the district, there is a significant turnover of support staff responsible for implementing state and federal programs and managing budgets. During the 2023-2024 school year, 16 schools employed 1st or 2nd-year new employees in these roles, and 14 schools had unfilled positions for either Specially Funded Clerks or Academic Program Leaders. This staffing instability affects the consistency and effectiveness of program implementation and budget management. Staff turnover, updates from California Department of Education on state & federal regulations, and the complexity of the work identify the need to support consistent and effective program implementation and budget management. Continued trainings and support staff are necessary for schools to effectively implement their school plan actions and expenditures.	State & Federal Programs and Fiscal Departments will collaborate with District Departments to align procedures and update handbooks, provide quarterly training, support sessions, recorded informational sessions, and 1:1 support throughout the year for schools to keep schools and departments informed of state and federal regulations, as well as building the capacity of school staff to understand the intent of funds ensuring that resources are allocated to improve academic outcomes for unduplicated students. SFP Department will provide comprehensive training for new support staff to ensure they are well-equipped to manage state and federal programs effectively, and continue to offer ongoing professional development opportunities to enhance the skills and knowledge of existing staff. These trainings are necessary LEA wide for all 44 schools to effectively align school plan resources based on the needs of unduplicated students which is a benefit for all students.	This action's effectiveness will be evaluated by Metrics 1.20 (Attendance percentage of staff to SF&P Trainings) and 1.14 for unduplicated students.

	Educational partners including site staff have expressed the need to receive support in understanding the complex requirements and regulations for state and federal funds.		

Goal 1 Action 1.4 Vice Principals	LEA 2023 CA Dashboard Academic Indicators CAASPP ELA: All Students -62.5 (ORANGE) Socioeconomically Disadvantaged -70.8 (RED) English Learners -90.5 (RED) Foster Youth -91.6 (RED) CAASPP Math: All Students -97.9 (ORANGE) Socioeconomically Disadvantaged -105.5 (ORANGE) English Learners -119.6 (ORANGE) Foster Youth -119.4 (RED) Percent of EL's making progress towards English Proficiency 49.5% Local Data 2023-2024 STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment STAR Math 1st -8th Math 17.2% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment.	In order to support and promote student engagement that results in improved academic outcomes for unduplicated students, Vice-Principals will monitor student's academic progress as a primary responsibility in addition to social-emotional learning and attendance, as part of the school's system of support. The participation of extracurricular activities is monitored by the Vice-Principal and will result in increased academic achievement for all students, including Low-Income, Foster Youth, and English Learners. The district will continue its efforts to re-engage students in learning by increasing the number of assigned Vice-Principals to sites. For the next three years all schools will receive a VP with the exception Penn and Downtown. By closely monitoring the above key metrics, the Vice-Principals can identify areas of need, implement targeted interventions, and track the progress of all students, especially those from historically underserved populations. This data-driven approach can justify the assignment of Vice-Principals and demonstrate the impact of this additional support on student outcomes. The action will be implemented LEA-wide with the exception of Penn, Rafer, and Downtown to ensure all students, especially SED, FY, EL students are monitored throughout the year and ensure they attain academic success by being present and involved in school every day.	This action's effectiveness will be evaluated for all students, SED, EL, and FY, using Metrics 1.7 (CAASPP ELA & Math), 1.8 (EL progress towards proficiency), 1.9 (Reclassification rate), 1.14 (Pupil outcomes for Reading and Math).

	9.6% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 11.7% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. Rate of Reclassified English Learners 7.5% Based on student feedback requesting activities such as sports, clubs and events to have more social interactions with other students, there will be a need to monitor the positive impact to student learning.		

Goal 1 Action 1.5 Curriculum & Instruction Supports	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. Feedback from parents and staff indicates a need for better support in developing lesson resources and professional learning aligned to the California Content Standards for Mathematics, ELA, Next Generation Science Standards, History-Social Science, PLTW, Early Learning, and Computer Science. Feedback from teachers and staff highlights the need for targeted professional development to meet the diverse academic and language demands of students.	Instructional Support Staff will support school sites in developing lesson resources and professional learning aligned to state standards. Additionally staff will create and curate supplemental curricular and instructional resources. Resources and professional learning will be tailored to address the specific academic and language needs of ELs, Low Income, and Foster Youth student groups. These actions will be implemented LEA-wide to ensure consistent support and resources are available for unduplicated students and a benefit for all student groups across the district.	This action's effectiveness will be evaluated for all low income pupils for grades K-8th based on local metrics for Reading and Math (Metric 1.14). Monitor instructional support through the Instructional Specialists Personal Activity Reports (PARs) (Metric 1.16).

Goal 1 Action 1.6 Instructional Support Services	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts performance for unduplicated students is lower in comparison to the All students group. CAASPP ELA (DFS) All Students -62.5 EL's -90.5 FY -91.6 SED -70.8 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics performance for unduplicated students is lower in comparison to the All students group. CAASPP Math (DFS) All Students - 97.9 EL's -119.6 FY -119.4 SED -105.5 Local Data 2023-2024 STAR Reading STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment	Program Specialists and Academic Coaches will provide instructional coaching and modeling to teachers in the areas of ELA and Math. Staff will support teachers in developing supplemental lesson resources and professional learning aligned to state standards. Resources and professional learning will be tailored to address the specific academic and language needs of diverse student groups. Staff will collaborate with the Multilingual Education Department to support access to the English Language standards and improve alignment of instructional strategies. This action will be implemented LEA-wide to ensure consistent support and resources are available for unduplicated students and available for all student groups across the district as well.	This action's effectiveness will be monitored for unduplicated student outcomes using Metric 1.7 (CAASPP ELA & Math) and 1.14 (local metrics for Reading and Math).

	STAR Math 1st -8th Math 17.2% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 9.6% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 11.7% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. Based on feedback from educational partners one of the successes identified was support for general education teachers and the need to provide early intervention in the general education classroom.		

Goal 1 Action 1.8 New Teacher Development Support	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. Educational partner feedback shows that parents of low income students express interest in their child receiving high quality, engaging instruction that addresses their social emotional and academic needs.	A coordinator, mentors, and program specialists, will provide ongoing and individualized intensive professional learning and support in both content and pedagogy to new classroom teachers. The district will continue to provide induction participants with an individualized learning plan guided by a trained mentor. This increased support will better prepare new teachers to meet the academic needs of unduplicated pupils who may be struggling academically. Two administrative secretaries and one clerk will support the work to coordinate training, assist with placements at schools, answer questions regarding program requirements, prepare materials for professional development, and complete all necessary paperwork as needed for induction candidates, interns, teachers on permits, and resident teachers. Since new classroom teachers will be working with a variety of student groups, beyond unduplicated student groups, this action is being provided on an LEA wide basis.	This action's effectiveness will be monitored using Metric 1.2 to determine the overall effectiveness of the induction program and Metric 1.7(CAASPP ELA & Math) for socio-economically disadvantaged students.

Goal 1 Action 1.9 Library Media Assistants, Library Technicians	Based on the academic gaps between all students and unduplicated students. STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment STAR Math 1st -8th Math 17.2% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 9.6% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 11.7% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. Feedback from parents and teachers indicates a need for greater access to library resources and support for effective use of these resources. Feedback from students shows a desire for engaging library programs and events to support reading growth and enjoyment.	Library staff will reinforce the school's instructional framework by providing access to complementary and supplementary library resources. Library staff will assist students in effectively using library resources and technology for research and learning. The library will be accessible during the school day, including before and after school, ensuring time for class visits and independent visits. Engaging library outreach programs and events will be provided to support reading growth and enjoyment. Professional development opportunities will be provided for library staff by the Library Media Instructional Specialist to stay informed of ways to support students in the use of library resources and the latest trends in literature. This action will be implemented LEA-wide to ensure all student groups across the district have equitable access to library resources and support.	This action's effectiveness will be monitored using Pupil outcomes for SED, EL, and Foster Youth in grades K-8th based on local metrics for Reading and Math (Metric 1.14) and by evaluating the effectiveness of library programs and outreach events through library usage data. (Metric 1.15)

Goal 1 Action 1.10 Executive Development Program (NCEE)	Based on the academic gaps between all students and unduplicated students. STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment STAR Math 1st -8th Math 17.2% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 9.6% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 11.7% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. Based on feedback from educational partners there is a need to develop the skill set and knowledge of future instructional leaders to effectively lead the work in schools to provide students with high quality instruction. Leaders who can are prepared to develop systems and structures that improve learning conditions and outcomes for students.	School and district staff (aspiring administrators) will attend professional development on educational leadership. All students, including Low-Income, Foster Youth, and English Learners, require access to effective leaders to ensure a safe and nurturing educational environment in which all students receive high quality instruction. The development of leaders who understand the diverse needs of students and can set up systemic structures that support equitable programs aligned to improve conditions, will be supported by the professional development from the Executive Development Program through the National Center on Education and the Economy (NCEE) in all 44 schools (formerly NISL). The action will be implemented LEA-wide to develop the capacity of future leaders to support the academic needs of all students and understand the specific needs of Foster Youth, EL's and SED students.	This action's effectiveness will be monitored by Pupil outcomes for SED, English Learners, and Foster Youth in grades K-8th based on local metrics for STAR Reading and the Early Literacy Assessment (Metric 1.14)

Goal 1 Action 1.11 Administrative Leadership Institute (ALI)	Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment Based on data chats with site administrators and feedback from staff and parents to address the individualized learning needs of all students, there is a need to increase the development of all staff, including administrators on how to develop strong student readers, create systems for early intervention and mitigating skills deficiencies for all students.	The need to strengthen school leadership and improve student outcomes for all students, especially unduplicated students and other high need groups, the district will have Principals and directors consistently attending the ALI professional learning opportunities with a focus on supporting staff on how to develop strong student readers and creating systems for early intervention. Professional learning will be provided from experts and consultants in the area of balanced literacy. Administrators will be able to evaluate the effectiveness of intervention programs and establish or adjust systems that best meet student needs. The action will be implemented LEA-wide to develop the capacity of future leaders to support the academic needs of all students and understand the specific needs of Foster Youth, EL's and SED students.	The action's effectiveness will be measured by Pupil outcomes for SED, English Learners, and Foster Youth in grades K-8th based on local metrics for STAR Reading and the Early Literacy Assessment (Metric 1.14)

Goal 1 Action 1.12 Professional Learning - Certificated Support Staff	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. Data analysis shows gaps in instructional practices and support strategies that need to be addressed to enhance student learning outcomes. Feedback from educators indicates a need for targeted professional development to effectively support diverse student populations.	Professional learning will be provided to Program Specialists, Instructional Specialists, Academic Program Leaders, Academic Coaches, Intervention Specialists, and Certificated Staff across the district to build the capacity of site support staff in providing ongoing teacher support in all content areas. Professional learning will include evidence-based instructional practices, strategies for meeting the needs of English Language Learners, Cognitive Coaching, Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and addressing the social-emotional needs of students. These professional learning initiatives will be implemented LEA-wide to ensure consistent and effective instructional practices and support systems across all schools in the district.	This action's effectiveness will be monitored using the average Distance from Standard (DFS) on CAASPP for ELA & Math Assessment for SED students for ELA and Math (Metric 1.7) and evaluating the impact of professional learning on teaching practices through surveys. (Metric 1.5 and 1.19)

Goal 1 Action 1.13 Professional Learning - Certificated Teachers	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. Feedback from teachers and staff indicates a need for ongoing professional development in effective, research-based teaching strategies. Survey data highlights the necessity for improved instructional practices across various content areas to meet diverse student needs.	Effective teaching will be enhanced through professional learning resources and opportunities provided in the summer and during the school year by Instructional Specialist and Teacher Leaders. Professional learning will focus on research-based teaching and learning strategies in all content areas, including but not limited to Literacy, Mathematics, Language, Writing, History-Social Science, Next Generation Science Standards, Physical Education, PLTW, Early Learning, Visual and Performing Arts, Social-Emotional Learning, and Technology Integration. These professional growth initiatives will be implemented LEA wide to ensure all teachers have access to the resources and training needed to be well prepared and improve instructional quality and student outcomes for unduplicated students and all other student groups.	The effectiveness of this action will be measured by the Distance from Standard (DFS) on the CAASPP for ELA & Math for SED pupils in ELA and Math (Metric 1.7) In addition the district will evaluate the impact of professional learning on teaching practices through surveys. (Metrics 1.5 and 1.19)

Goal 1 Action 1.15 Technology for Teaching and Learning	All students including Low -Income, Foster Youth, and English Language Learners.need access to 1:1 updated devices in order to access digital learning and assessment resources to support teaching and learning at school and home. The need to increase academic outcomes for students in STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment Educational partner feedback to make chromebook devices and other technology accessible for students to use at home and in school to increase their access to digital learning resources.	In order to address the need to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students, LEA-wide including Low-Income, Foster Youth, and English Language Learners, is essential and supported through student access for 1:1 devices at school and at home as needed. Updated technology equipment and a robust, reliable, secure, and scalable network infrastructure to support teaching and learning will be provided at 44 school sites and through the request for support system staff will ensure maintenance and replacements are done to minimize user disruption. Staff including support technicians, system engineers, network administrators as well as a supervisor will be responsible for ordering, maintaining and responding to support requests in order to eliminate the disruption to classroom instruction. The chief technology officer will establish metrics to evaluate the effectiveness of actions developed and implemented to support instructional technology initiatives in classrooms that result in improved academic outcomes for students. This action will be implemented LEA wide so all student groups will be able to access online resources that will increase learning both at home and at school.	This action's effectiveness will be monitored by 1.14 (Pupil outcomes for Reading and Math using STAR) for unduplicated students and Metric 1.21 (Percent of students with 1:1 access to devices at home and school).

Goal 1 Action 1.16 Science Technology Engineering and Math (STEM) Resources	2023 Academic indicator for Science showed only 12.29% of Low-Income students achieved the highest performance level on the California Dashboard. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. Feedback from educators and students indicates a need for more hands-on and project-based learning opportunities to engage students in STEM subjects. Resource gaps in providing adequate materials and equipment for effective STEM education.	Supplemental instructional resources will be provided to conduct hands-on and project-based learning in STEM areas. These resources include: Robotics equipment to support interactive and engaging robotics education. Robotics education competition expenses to provide students with opportunities to apply their learning in competitive settings. Consumable science materials to facilitate experiments and hands-on activities in science classes. Computer science resources to enhance learning and instruction in computer science. These actions will be implemented LEA wide to ensure all student groups across the district have equitable access to quality STEM education and resources.	This action's effectiveness will be monitored by Low-Income student achievement data on state CAST data. (Metric 1.7) and monitoring of EL, SED, and FY student access to courses and instruction in STEM through master schedules and lesson plans. (Metric 1.10).

Goal 1 Action 1.17 Online Learning Systems and Resources for Data and Assessment (D&A)	STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment Based on feedback received during Data Chats conducted throughout the 2023-24 school year, school leaders expressed the need to increase access to online learning systems and resources for all students at each of their school sites especially for Low-Income students, Foster Youth, and English Learners to support classroom instruction. The school leaders also requested digital resources that will assist instructional staff and administrators with immediate assessment data for analysis to inform teaching, learning, help schools determine student strengths and educational needs and align supports at the school site and district level to meet student needs.	Data & Assessment Staff will monitor the use of systems, provide training and assistance for teachers and administrators to determine usage and effectiveness of online learning and assessment platforms and gather data in order to determine a program's impact on student academic achievement. This action will be implemented LEA wide to increase the immediacy of available data for schools to determine the needed changes of school plans and classroom instruction to best address learning needs for students. ● Supervisor, Educational Technology Assessment (1) ● Educational Technology Data & Assessment Analyst (1) ● Program Specialist, Educational Technology Data & Assessment (1)	This action's effectiveness will be measured by monitoring of SED, EL, and Foster Youth Pupil Outcomes for grades K-8th (Metric 1.14)

Goal 1 Action 1.18 Upgraded Libraries and Classroom Libraries	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. Feedback from students, parents, and teachers indicates that low income students do not have access to text at home and there is a need for updated library collections that encourage a culture of literacy and cater to diverse interests, needs, and cultural backgrounds. Survey data highlights the necessity for improved and welcoming library facilities that meet the evolving needs of students. Assessment of current infrastructure reveals a need for modern technological upgrades to support 21st-century learning standards.	Library collections will be updated to include e-books, digital audiobooks, print books, and educational resources that cater to diverse interests, needs, and cultural backgrounds. Library facilities will be updated to create a welcoming learning environment that meets the evolving needs of students. Flexible spaces will be provided to accommodate diverse learning needs through learning zones, group study areas, and areas for independent use. A modern technological infrastructure, consisting of interactive learning technologies and upgraded student computers and devices, will be established to meet 21st-century standards. These updates will be implemented LEA wide to ensure all students across the district have access to improved library resources and facilities.	This action's effectiveness will be measured by SED Pupil outcomes for grades K-8th based on local metrics for Reading and Math (Metric 1.14) and monitoring usage and circulation of updated library collections through library records (Metric 1.15).

Goal 1 Action 1.20 Gifted and Talented Education (GATE)	83.8% of GATE SED Students Districtwide in grades 3-8 performed at a level 3 or above on the Winter STAR Math Assessment. School site leaders, GATE teachers and parents provided input throughout the 2023-24 school year that there was a need to increase learning opportunities for English Learners and Socioeconomically Disadvantaged students, who are identified for the Gifted and Talented Education (GATE) program in our district. This involves providing professional development for teachers working with gifted students to ensure they are equipped with the skills and knowledge to effectively support and challenge these learners. By enhancing teacher capabilities, we aim to create a more inclusive and supportive environment that fosters academic growth and excellence for all GATE students across our district.	To increase access to cognitively demanding experiences for all students, particularly Low-Income students, Foster Youth, and English Learners eligible for the Gifted and Talented Education (GATE) program, we will continue providing professional learning and GATE certification to educators, supporting inquiry-based learning pedagogy and social emotional learning. This approach aims to enhance academic achievement across the district. Professional learning will ensure GATE identification is conducted through culturally and linguistically sensitive collaboration, focusing on the purpose of gifted education, identification processes, and recognizing gifted characteristics and behaviors. GATE Program: ● 5 GATE Teachers (Owens) ● 1 Computer Specialist (Owens) ● 1 GATE Specialist (Owens) ● 1 Science Specialist (Owens) Districtwide GATE Teachers: ● Extra time for Professional Development ● Professional Development Materials and Resources This action will be implemented LEA wide to ensure all student groups across the district have access to GATE certified teachers to meet their individualized learning needs.	This action will be measured for effectiveness based on SED students for grades K-8th based on local metrics for Reading and Math (Metric 1.14).

Goal 1 Action 1.21 Dual Immersion, Multilingual Education Programs (MEP)	STAR DATA: 2nd-8th grade 53.3 % of DI Students Districtwide in grades 2-8 performed At/Above Benchmark on the Winter Spanish STAR Reading Assessment in the language of instruction. 51.3 % of DI Socioeconomically Disadvantaged students in grades 2-8 performed At/Above Benchmark on the Winter Spanish STAR Reading Assessment in the language of instruction. 1st-5th grade 76% of DI Students Districtwide in grades 1-5 performed At/Above Benchmark in the Winter Spanish STAR Math Assessment. 74% of DI Socioeconomically Disadvantaged in grades 1-5 performed At/Above Benchmark in the Winter Spanish STAR Math Assessment. There is a need to increase learning opportunities for all students and especially English Learners and Socially Economically Disadvantaged students in our Dual Immersion program. This includes professional development for the teachers working with our Dual Immersion students. Parents have expressed their desire to have their student enroll in the Dual Immersion Program. They have also requested that additional schools in the district offer the Dual Immersion Program.	The need to provide all students including Low-Income students and Foster Youth with increased access to core programs based on research, intellectually rich, developmentally appropriate, that foster high levels of English proficiency, literacy, and content learning as well as develop proficiency in other languages. The district will continue to support the Multilingual Education Programs in the District, to increase access for SED students,in order to increase levels of academic achievement when enrolled in a Dual Immersion program. In addition, based on research evidence that indicates the benefits for all students who speak more than one language, as evidenced by the increased state academic performance of all students enrolled in the Dual Immersion program. The district will increase teachers at Harris to follow the grade level progression according to the growth of the program. Teachers: ● Voorhies-17 Teachers ● Harris-11 Teachers ● Walter Stiern-7 Teachers (2 Science, 2 History, 1 SLA, 2 Sixth Grade) ● Intervention Specialist (Harris)	This action will be measured by metric 1.14 (K-8th based on local metrics for Reading and Math) for Socioeconomically Disadvantaged students at Voorhies, Harris and Stiern.

Goal 1 Action 1.22 Visual and Performing Arts (VAPA)	STAR Reading for students in grades 4th-8th enrolled in VAPA: 38.8% of All students enrolled in VAPA scored at Level 3 or Above in STAR Reading 35.8% of SED students enrolled in VAPA scored at Level 3 or Above in STAR Reading 14.8% of EL students enrolled in VAPA scored at a Level 3 or Above in STAR Reading 18.2% of Foster Youth students enrolled in VAPA scored at a Level 3 or Above in STAR Reading STAR Math for students in grades 4th-8th enrolled in VAPA: 18.6% of All students enrolled in VAPA scored at Level 3 or Above in STAR Math 16% of SED students enrolled in VAPA scored at Level 3 or Above in STAR Math 6.4% of EL students enrolled in VAPA scored at a Level 3 or Above in STAR Math 10.2% of Foster Youth students enrolled in VAPA scored at a Level 3 or Above in STAR Math Elementary Instrumental Music enrollment is at an all-time high for 2023-2024, since first tracked in 2003. Participation is up 179% over this twenty-year period.	In order to increase access to comprehensive visual and performing arts opportunities for all students in grades 3rd-8th and principally directed to meet the needs of Low-Income students, Foster Youth, and English Language Learners, additional staff is needed to provide student instruction, coordinate performances, and give students the opportunity to learn an instrument, join choir, take part in theater performances, engage in multimedia and performing arts. The secretary and clerk will ensure equipment is properly assigned, distributed, collected, and communication is disseminated to families to increase attendance to community events and student performances. School sites will give students the opportunity to choose electives and work on developing schedules that support a student's ability to participate. This LEA wide action will increase access for unduplicated students and allows for all other students interested in the arts to benefit as well.	This action will be measured using Metric 1.14 (K-8th based on local metrics for Reading and Math) for unduplicated students.

	Data shows that interest in instrumental music has soared to an all-time high in the District for 2024-2025, with 5,186 students participating. Educational partners continue to express the need to find electives that students express an interest in and that result in increased academic outcomes and student engagement.		

Goal 1 Action 1.23 Project Lead the Way (PLTW)	2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district (-93 DFS). 2023 Academic Indicator for Science showed only 12.29% of Low-Income students achieved the highest performance level on the California Dashboard. 90.5% of students participating in PLTW are identified as Low-Income. Feedback from educators and parents indicates a need for enhanced STEM education and resources in TK-8 to support diverse learning needs and interests. Assessment of current programs reveals gaps in professional training and resources necessary for quality STEM education.	Project Lead the Way (PLTW) TK-8 will be supported through ongoing professional learning opportunities to ensure teachers are well-equipped with the latest instructional strategies. Certification of staff will be conducted to maintain high standards of teaching quality in PLTW programs. Necessary equipment, furniture, and resources will be provided to facilitate quality STEM programs and hands-on learning experiences. These actions will be implemented schoolwide to ensure all unduplicated student groups at the following schools have equitable access to quality STEM education and resources which will benefit all other students. 1. Chavez 2. Casa Loma 3. Downtown 4. Fremont 5. Garza 6. Horace Mann 7. Hort 8. Longfellow 9. McKinley 10. Mt.Vernon 11. Munsey 12. Nichols 13. Owens 14. Pauly 15. Rafer Johnson 16. Roosevelt 17. Stella Hills 18. Cato 19. Chipman 20. Compton 21. Curran	This action will be monitored for effectiveness based on the percentage of SED students who are enrolled in PLTW classes or courses. (Metric 1.18) and the monitoring of Math CAASPP & CAST scores at 5th and 8th grade for SED students with enrollment in PLTW (Metric 1.7).

		22. Emerson 23. Lincoln 24. Sequoia 25. Sierra 26. Stiern 27. Washington	
Goal 1 Action 1.24 P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	According to 2023 State Indicator Performance by Student groups socioeconomically disadvantaged students are in the red performance level for ELA (-70.8). Based on the academic gaps between all students and unduplicated students. STAR Reading and Math for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment Students reported a desire to better understand the requirements to be admitted to college.	The need to provide unduplicated students and principally address the needs of Low-Income students, who have been struggling academically with increased opportunities to enhance critical thinking skills, improve leadership and public speaking skills. The P.R.O.U.D. Achievement Academy students will continue to be exposed to various university field trips including Community Colleges and Universities. In preparation to attend higher learning establishments students will learn about the school's history, entrance requirements, and educational pathways. Students will then write reflections on the experience. Youth Service Specialists will provide social emotional support and increased engagement through focus group sessions involving teachers and students to increase opportunities for students to practice public speaking skills, school connectedness. YSS staff will monitor participating student's academic progress on a quarterly basis and through the MTSS process will provide support as needed. This action will be implemented at school sites included in Appendix D to address the needs of SED students and all other students in the lowest performance level in ELA.	The monitoring for effectiveness of this action will be based on the performance of Socioeconomically Disadvantaged using the following metrics for State CAASPP Assessment results (Metric 1.7) and local STAR Assessment data. (Metric 1.14).

Goal 1 Action 1.25 Intervention Tutoring Support Program	According to 2023 State Indicator Performance by Student groups socioeconomically disadvantaged students are in the red performance level for ELA (-70.8). 2023 Winter STAR data STAR Reading for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment STAR Math for unduplicated students: 1st -8th Math 17.2% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment 9.6% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment 11.7% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment	Teachers and other certificated school site staff will provide targeted intervention for students identified as needing urgent support, based on local metrics such as Literacy assessments for K-1 and STAR assessments for grades 2-8. This intervention will take the form of a tutoring program outside of regular school hours, offering intensive support to students, with a particular focus on unduplicated students, including English Learners, Homeless, and Foster Youth. Certified instructional staff at the school site will be responsible for delivering this tutoring to ensure these students receive the necessary academic assistance. The district will implement this action LEA wide to support unduplicated students who are academically in need of tutoring support which will result in increased academic outcomes for all students.	This action will be measured for effectiveness for unduplicated students using Metric 1.14 (Local STAR reading and math assessment data).

	Educational partners including parents, teachers and administrators have expressed a need to accelerate learning for students identified as most at-risk, including English Learners, socioeconomically disadvantaged students, and Foster Students with identified academic needs.		

Goal 1 Action 1.26 Summer Academies	2023 Academic Indicator for English Language Arts indicated CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicated CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. The need to accelerate the literacy growth for students identified as most at-risk STAR Reading for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment STAR Math for unduplicated students: 1st -8th Math 17.2% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 9.6% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment.	Increase the STEAM focused learning opportunities for all middle school and junior high school students including Low-Income, Foster Youth and English Learners through participation in Summer Academies targeting primarily students most in need of increased instructional time or services based on the identified learning needs, accelerate progress to close learning gaps, and supplement instruction during the summer months. Priority will be given to students most at-risk LEA wide. This action will be implemented LEA-wide to ensure extended learning opportunities are available for unduplicated students, which is also a benefit for all student groups across the district as well.	This action will be measured for effectiveness for unduplicated students using (Metric 1.14) (Local STAR reading and math assessment data).

	11.7% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. Educational partners including parents, teachers and administrators have expressed a need to accelerate learning for students identified as most at-risk, including English Learners, socioeconomically disadvantaged students, and Foster Students with identified the greatest academic deficiency and needs.		

Goal 1 Action 1.31 Teacher Intervention Specialists	To accelerate the literacy growth for students identified as most at-risk STAR Reading for unduplicated students: 27.5% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 10.8% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 20.4% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment STAR Math for unduplicated students: 1st -8th Math 17.2% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 9.6% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 11.7% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. Based on educational partner feedback, students struggling academically need to have the added support that provide individualized instruction to address the academic gaps and skills deficiencies that were exacerbated during the pandemic for low income students, English Learners and Foster Youth and continue to have an impact across all grades.	Teacher Intervention Specialists will provide intensive intervention for students that are in urgent intervention or intervention on STAR to address the identified needs of our Low-Income, English Language Learners, and Foster Youth students in the areas of Reading and Math to accelerate the literacy growth for students identified as most at-risk, an increased number of teacher intervention specialists will be placed at schools that have a high concentration (above 55 percent) of foster youth, English Learners, and Low-Income students. This action will be implemented LEA-wide to ensure unduplicated students who are identified in the urgent intervention/intervention performance levels receive increased support to address the academic gaps and skills deficiencies, which will also benefit all student groups across the district.	This action will be measured for effectiveness of implementation using Metric 1.14 (Local STAR reading and math assessment data) for unduplicated students.

Goal 2 Action 2.1 Cafeteria and Playground Activity Leaders (CPALS)	80% of 3rd - 4th graders, 69% of 5th - 6th graders, and 70% of 7th - 8th graders feel safe at school as reported in the student climate survey. 60% of Foster youth guardians reported the need to improve family and community connectedness to school.	By having Cafeteria and Playground Activity Leaders (CPALs) staff will keep all students, especially Foster Youth and Socio-economically disadvantaged (SED) students, positively engaged by organizing and coordinating activities to build a safe, welcoming, inclusive, and respectful school climate at each school in the district. By providing structures for students to remain positively engaged during unstructured times we can increase attendance rates for Foster Youth and SED students. Foster and SED students are more likely to not attend school when they do not feel safe. CPAL staff will participate in CPAL University training to receive the training necessary to learn how to actively engage in student supervision, organize and coordinate activities that build a safe, welcoming, inclusive and respectful school environment. Staff will better understand how to address students who may not always adhere to school expectations for positive behavior and work to establish structures for students to remain positively engaged in school. This action will be implemented LEA-wide to ensure all students have consistent support and resources.	This action will be measured for effectiveness using the Student Climate and sense of safety survey. (Metric 2.7) and also monitoring of attendance rates for Foster Youth and SED. (Metric 2.2).

Goal 2 Action 2.2 Student Clubs and Activities	According to the 2023 California School Dashboard State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups. 2023 State Indicator for Academic Engagement by student groups show attendance rates of: 92.9% for Foster Youth 94.4% for English Learners 90% for Low-Income Compared to all students who have an attendance rate of 93.2%. Educational partners' input is when students have unstructured time and become bored they engage in negative behavior. School site staff requested the District create activities and programs to keep students engaged at school.	Student Clubs and Activities will be supported on campus during the school day and after-school to increase school attendance and decrease suspension rates for Foster Youth, English Learners, Low-Income students at all schools and for students with a high suspension rating including African American students and American Indian/Alaska Native. This will be achieved by providing site funding allocations for schools to determine based on student requests and student voice sessions the types of activities/clubs that would result in students participating after-school and during lunchtime. Schools will create an increased interest, identify barriers and develop clubs that have a greater impact on student attendance and improved student behaviors that lead to a decrease in the number of suspensions. By providing students LEA wide with opportunities to engage in more clubs and activities it will create a greater school community engagement with students and staff. This will result in Foster Youth, English Learners, and Low-Income students increasing their attendance to school and increasing attendance rates. An added focus to support schools with low attendance rates and high suspension rates with a focus on schools that have red on the dashboard: Mt. Vernon, Washington, Stella Hills, and Lincoln.	This action will be measured for effectiveness monitoring unduplicated student attendance rates (Metric 2.2) and suspension rates (Metric 2.5).

Goal 2 Action 2.3 MTSS Supports and Resources	Feedback surveys from educators (district-wide survey for teachers in March 2024) indicate a need for professional development to support classroom discipline. Analyzing data trends within the MTSS team can discover patterns of discipline and support precise problem behaviors. According to 2023 State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups.	The district plans to reduce suspensions by offering professional development for staff and supporting site teams on drilling down their disculine data (location, time of day, day of the week, behavior function, problem behavior) and creating action plans. MTSS coaches will support the effective implementation of the MTSS framework across school sites to reduce suspensions for our lowest performing unduplicated students including African American students and Alaska Native. Each site will hold bi-weekly or monthly MTSS meetings. These meetings will help benefit students with English as a Second Language, Foster Youth and Socioeconomically disadvantaged students by finding trends within a particular subgroup and identifying actions to address the need by providing interventions at the tier 2 and tier 3 level with layered interventions from multiple providers. This action will be implemented LEA-wide to address unduplicated students' greatest needs which will benefit all student groups LEA-wide.	This action will be measured for effectiveness by monitoring the suspension rate for unduplicated students (Metric 2.5).

Goal 2 Action 2.4 Behavior Intervention Specialists (BIS)	Suspension rates: All Students: 2.7% Foster Youth: 4% 4% of all Foster Youth students have been identified as receiving one day of suspension. One third of our students in poverty have faced one or more of the 10 traumas measured by the Adverse Childhood Experiences (ACEs) study. Adverse childhood experiences can lead to toxic stress which impacts the brain and leads to antisocial behavior and distance in relationships with adults. One third of our students in poverty have faced one or more of the 10 traumas measured by the Adverse Childhood Experiences (ACEs) study. The effects of trauma and childhood experiences can lead to challenges in self-regulation,problem solving and communicating socially and emotionally. Behavioral Intervention Specialists will partner with Clinica Sierra Vista and Kern Behavioral Health and Recovery to maintain open lines of communication to provide greater support for all children and youth. All student groups indicated a need to feel cared for by an adult at school. 92% of 3rd-4th, 85% of 5th -6th, and 83% of 7th-8th grade students indicated that they felt that adults at school care about them.	Each site will have 2 Behavioral Intervention Specialists that will provide strategies, supports and professional development on Tier 2 interventions to strengthen adult-student relationships and address the social-emotional and behavioral needs of all students. Behavioral specialists will offer the Check in Check out program to maintain daily interactions with unduplicated students and provide positive feedback. Through social skills, restorative conferences and mentoring, Behavioral Intervention Specialists will remove barriers, increase social competence and decrease aggressive behaviors.This action will be offered LEA wide (2 behavioral intervention specialist per site) for unduplicated students and ultimately result in improved outcomes for all other learners including African American and Alaska Native students by providing, visuals, setting personal goals and a stable school environment with an awareness of challenges they face by promoting resilience through social skills lessons. Student trauma including the Covid-19 Pandemic has affected the way all students develop relationships with peers and adults. By teaching adults how trauma impacts young brain development and drives emotional responses we can repair relationships between students and adults on campus. All students and Foster Youth, English Language Learners and Socioeconomically Disadvantaged students in particular will benefit in this professional development because it will reduce office discipline referrals which will reduce suspension rates which will allow students to be present at school to engage in academic activities.	This action will be measured for effectiveness by monitoring the suspension rate for all students including Foster Youth, English Language Learners and Socioeconomically Disadvantaged students (Metric 2.5).

	Based on educational partner feedback students who continue to experience emotional trauma due to conditions outside of the school setting need to continue to receive support and eliminate barriers and conditions that prevent them from being present at school.		
Goal 2 Action 2.5 Associate School Social Workers (ASSW)	30.4% of all students have been identified as being chronically absent (more than 18 school days). Low income students who have been identified as homeless have a chronic absenteeism rate of 45.7% Based on educational partner feedback students who continue to experience emotional trauma due to conditions outside of the school setting need to continue to receive support and eliminate barriers and conditions that prevent them from being present at school.	District ASSWs will work to reduce chronic absenteeism rate in the district through home visits and identification of barriers that inhibit regular school attendance. Work to reduce the chronic absenteeism rates in the district and work as part of the School Attendance Review Board (SARB) and support students in Tier 2 and Tier 3 families under the McKinney Vento with social-emotional and attendance needs. Chronic Absenteeism prevents students from learning, which increases the achievement gap for all students, but the impact is greater for Foster Youth, English Language Learners and Socioeconomically Disadvantaged students who may already be behind academically due to circumstances out of their control. ASSW's actively work to re-engage students through home visits and reduction of barriers that inhibit school attendance allows students to be present on campus to engage in learning. This action will be implemented LEA-wide to address unduplicated students' barriers to school that lead to chronic absenteeism, which will also benefit all student groups LEA-wide.	This action will be measured for effectiveness by monitoring the chronic absenteeism rate for all students, with an emphasis on low income students. (Metric 2.3).

Goal 2 Action 2.8 Social Emotional Learning (SEL) Professional Learning	According to the 2023 California School Dashboard State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of the all students group. According to parent feedback from Parent University (2024 LCAP session) indicates the need to support teachers with professional development in reducing aggression, addressing the social emotional needs of students and increasing relationships between adults and students especially among diverse student populations.	By providing professional development we will decrease suspension rates and increase student sense of safety on campus. We will utilize MTSS academic coaches LEA wide to provide professional learning to school site staff. Professional development will focus on student centered environments, trauma, relationships, and social emotional learning to increase social competence for all students and in particular Foster Youth, English Language Learners and socioeconomically disadvantaged students. By training teachers to be more aware of students' trauma responses, classroom managed discipline will remain in the classroom, which will increase teacher student relationships, decrease office managed discipline and suspension rates all of which increases students' sense of safety at school. By teaching staff the way that culture and trauma impact student relationships, we expect relationships between diverse students and adults on campus will improve. This benefits all students and has the greatest impact for Foster Youth, English Language Learners and Socioeconomically Disadvantaged students in particular will benefit from this professional development because Socioeconomically disadvantaged students tend to experience more trauma than their non-socioeconomically disadvantaged peers, we expect this action will reduce suspension rates which will allow students to be present at school and engaged in academic activities.	This action will be measured for effectiveness by monitoring data for unduplicated students' suspension rates. (Metric 2.5) and Student Climate and sense of safety. (Metric 2.7).

Goal 2 Action 2.9 Social Emotional Learning (SEL) Curriculum (SEL Toolbox)	According to 2023 California School Dashboard State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups. According to parent feedback from Parent University (2024 LCAP session) there's a need to support social emotional learning and student mental health. By supporting the social emotional competencies students will be able to tackle pandemic era issues, decrease emotional distress, anxiety, social withdrawal, empathy and cooperation.	By providing research based curriculum that teaches critical social-emotional competencies to students. We will be able to reduce suspension for all students and in particular Foster Youth, English Language Learners and socioeconomically disadvantaged students. By teaching critical social-emotional competencies and reducing incidents of misbehavior students. self-awareness, social-awareness, relationship skills, self-management and responsible decision making will increase. These tools will help teachers to manage classroom discipline and build relationships with students, this will reduce office managed discipline and reduce suspensions. Staff will extend strategies by training student groups experiencing increased numbers of suspensions who are having repeated impulsive behaviors attributed to low self-management and responsible decision making. Staff including BIS and YSS who support unduplicated students with high incidents of suspensions will receive regular training to help with appropriate responses and strategies. MTSS teams will determine fidelity of implementation of SEL programs and create action plans with MTSS coaches to sustain SEL programs. By teaching students social-emotional strategies including self-awareness, social-awareness, relationship skills, self-management and responsible decision making incidents of misbehavior will be reduced. By providing this action LEA wide it will benefit Foster Youth, English Language Learners and Socioeconomically Disadvantaged students and all other students because it will increase connections with caring adults, decrease impulsive behaviors, reduce suspension rates and allow students to be present at school to engage in academic activities.	This action will be measured for effectiveness by monitoring suspension rates data for unduplicated students (Metric 2.5).

		This action will be implemented LEA-wide to ensure consistent curriculum implementation is delivered to all unduplicated student groups, which benefits all other student groups across the district.	
Goal 2 Action 2.10 Healthy Youth	Based on local progress monitoring of attendance rates the percentage of Foster Youth (92.9%), English Learners (94.4%), SED (93%) is below the target of 96% for all students. Increase student connectedness by increasing their sense of connectedness at school **<u>7th-8th</u>** 84% Feel welcome at School 83% Adults care about students 70% Feel safe at school 80% Feel safe in classroom Based on student feedback, students' feeling safe at school is largely attributed to supportive staff and teachers. Students also expressed a need to develop problem-solving skills through real-life examples.	The district will provide comprehensive education for students with age appropriate Socio-emotional educational materials to increase their ability to develop a positive sense of self-identity and improve their self perception resulting in positive interactions with other students and increase their sense of connectedness with peers at school and improving attendance. Students will develop their knowledge and critical thinking skills to make informed decisions and develop the competencies aligned with the portrait of a graduate.. Staff will take part in analyzing student feedback. They will engage in determining root causes contributing to student responses need to increase ● Consultant and materials ● SEL resources This action will be implemented LEA wide to all Jr. High and Middle schools to address the need for unduplicated students to increase their sense of connectedness and develop positive self-perceptions which will benefit all other students as well.	This action will be measured for effectiveness by monitoring the survey results for the percentage of 7th and 8th students feeling connected at school or with an adult using the student climate survey results in Metric 2.7 and attendance rates for English Learners, Foster Youth, SED using Metric 2.2.

Goal 2 Action 2.11 Regional Comprehensive School Based Health Clinics	Based on local progress monitoring of attendance rates the percentage of Foster Youth (92.9%), English Learners (94.4%), SED (93%) is below the target of 96% for all students. Educational partner input/feedback from parents indicate there is a need to support working parents with more resources for students.	To reduce and prevent the health barriers impacting all students including Low-Income, Foster Youth, and English Learners from attending school, we will have school social workers (ASSW's), nurse practitioners, a coordinator, school health office technicians, a clerks, school & community facilitator/drivers, School Wellness Center medical assistants, an office manager. This staff will operate four regional Comprehensive School-Based Health Clinics to provide prevention and treatment services for medical, mental health, and dental needs for students. Clerks will assist with files, calls to parents and community partners, scheduled appointments, and clerical support for health staff. The work of providing quality comprehensive school-based health clinics (wellness center) will continue with Phase II at MLK. Health classes for 7th grade students will be provided by United Way as a consultant. These classes will provide students with knowledge about the way diseases are spread. When students have a better understanding of how disease is spread they can prevent illness which will increase their attendance. This action is being implemented LEA-wide to allow for any students lacking access to resources that support their mental health and social emotional well being to receive access to services they need and return to school which will decrease their absences from school.	This action will be measured for effectiveness by progress monitoring of attendance rates for unduplicated students (Metric 2.2).

Goal 2 Action 2.12 Restorative Classroom Specialists	According to the 2023 California School Dashboard, outcomes by student groups. State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups. Based on local progress monitoring of attendance rates the percentage of Foster Youth (92.9%), English Learners (94.4%), SED (93%) is below the target of 96% for all students. Students feedback (portrait of a graduate) reports a need for an adult to talk to that is not their teacher and not an administrator. During student interviews (portrait of a graduate committee) students reported that they would like to feel safer at school.	Explicitly teaching and utilizing restorative practices consistently while students are enrolled in the Restorative Classroom will allow staff to determine the effective implementation of training and resources. Planning for the successful transition of students will help support the students' gained skills for improved decision-making and problem-solving, monitoring of district wide data will provide data to identify root causes and the development of effective research-based practices. The Restorative Classroom provides connection to an adult and a safe space to learn strategies to resolve conflict and repair/restore harm. By providing classroom restorative chats and instruction on restorative practices, with a focus on decision making and problem solving skills while also repairing the harm the student caused; unduplicated students will be given opportunities to talk to adults on campus and be equipped to be successful at school, decreasing days of suspension and increasing attendance. Foster Youth, English Language Learners and Socioeconomically Disadvantaged students in particular will benefit because it will reduce suspension rates, increase connections with caring adults and allow students to be present at school and engaged in academic activities which is also a benefit for all students LEA wide.	This action will be measured for effectiveness by monitoring suspension rates for unduplicated students (Metric 2.5).

Goal 2 Action 2.13 Rafer Johnson School	According to 2023 California School Dashboard State Conditions and Climate by Student Groups 4% of Foster Youth, 2.9% socioeconomically disadvantaged, and 1.7% of English Learners have been suspended at least one day compared to 2.7% of all student groups Parents and Guardians have asked for an alternative educational location for students who have ongoing discipline issues at school so that their learning is not interrupted as a result of suspensions.	By providing an alternative school location for students with increasingly difficult behaviors, we will decrease suspension rates for all students including Low-Income, Foster Youth and English Learners who are at risk of suspension by having teachers and teacher assistants, implement a Community Day School as an alternative education program at Rafer Johnson School to explicitly teach students the social emotional competencies. All students and Foster Youth, English Language Learners and Socioeconomically Disadvantaged students in particular will benefit because it will reduce suspension rates which will allow students to be present at school to engage in academic activities. Rafer school and school of attendance will coordinate the transition of students to eliminate disruption to a student's instruction and for the successful transition of students between the two schools.	This action will be measured for effectiveness by monitoring suspension rates for unduplicated students (Metric 2.5).

Goal 2 Action 2.14 Student Leadership	80% of 3rd - 4th graders, 69% of 5th - 6th graders, and 70% of 7th - 8th graders feel safe at school as reported in the student climate survey. 60% of Foster youth guardians reported the need to improve family and community connectedness to school.	Student Leadership opportunities will be implemented to increase student connectedness with schools and expand the opportunities to engage in meaningful participation for all students, including unduplicated students. Increasing student engagement through leadership results in increased school connectedness, and increases students feeling a sense of belonging. When students feel they belong, they feel welcome at school. In order to meet the diverse interests of unduplicated students and increase their options to be involved in school, this action will be implemented LEA-wide which will also result in benefitting all other student groups.	This action will be measured for effectiveness by monitoring the Student Climate survey for Foster Youth (Metric 2.7).

Goal 2 Action 2.15 Foster Youth	According to 2023 California School Dashboard State Indicator for Academic Engagement by Student Groups shows the attendance rate for Foster youth is 92.9% lower than the rate for all students which is 93.2%. Existing childhood trauma for Foster youth and low socioeconomic students experiencing homelessness prevents the development of healthy relationships, coupled with frequent movement causes Foster youth to avoid attending school. 60% of Foster youth guardians reported the need to improve family and community connectedness to school.	School staff including BIS, YSS, and district personnel will coordinate extra transportation services as increased support for Foster Youth and other Socioeconomically disadvantaged students including those experiencing homelessness, to address low attendance rates. Staff will case manage foster, socioeconomically disadvantaged homeless students, and those experiencing a higher level of childhood trauma, by providing social emotional learning, mental health services, extracurricular and extended learning programs after school, as continued efforts to help eliminate barriers to academic success and improve attendance. This action will be provided by the district LEA-wide to address the needs of Foster Youth, SED students and all other students who may be identified through the MTSS process for additional support during the year.	This action will be measured for effectiveness by monitoring attendance for Foster Youth (Metric 2.2).

Goal 2 Action 2.16 Sports Programs	Chronic absenteeism rates: EL's(24.9%), FY(25.7%), and SED (32.2%) which is higher in comparison to the All students group (30.4%). 2023 State Indicator for Academic Engagement by Student Groups show attendance rates for Foster Youth are 92.9%; Homeless 90%; English Learners 94.4%; White 93.3% which is lower than all Students: 93.2%. Educational partners continue to provide feedback and requested schools increase the efforts to provide students with engaging options to be involved in schools. Sports provide opportunities for students to connect outside of the classroom and help build relationships and teamwork.	The district aims to increase options that result in positive student engagement and attendance by offering students increased selections of after school sports programs in grades 3rd-8th that will also increase physical activity, foster positive health routines and reinforce collaboration and positive social emotional learning competencies for all students including Foster Youth, Low-Income and English Learners. Staff will receive additional training to provide students with a positive experience while involved in sports. This action addresses the need to increase attendance and reduce chronic absenteeism for all students, especially EL's, Foster Youth, and SED students who continue to have high chronic absenteeism rates. This action will be implemented LEA-wide to ensure consistent support for unduplicated students that will result in benefits for all student groups across the district.	This action will be measured for effectiveness by monitoring chronic absenteeism and student attendance rates for unduplicated students (Metrics 2.2 & 2.3).

Goal 2 Action 2.17 Student Safety	Student climate data: 80% of 3rd - 4th graders, 69% of 5th - 6th graders, and 70% of 7th - 8th graders feel safe at school as reported in the student climate survey Parents and Guardians of all students reported that having adults supervising students on campus increased their sense of student safety at school.	The district will place 32 Campus Supervisors at schools to increase the perceived sense of safety in the classroom and at school as determined by student climate survey. One student Safety Coordinator will lead the following actions. ● Promoting and maintaining a safe school environment district-wide. ● Responding to the needs of all campuses by assisting schools with improving student sense of safety. ● Providing support to schools following incidents that could result in student suspensions. ● Working with individual school sites to develop practices that promote positive student engagement across all campuses. ● Provide Professional Development for Campus Supervisors and staff responsible for student supervision before, during and after school. This action is being implemented LEA-wide to ensure that all students feel safe at school. By providing Campus Supervisors we expect that students' sense of safety on campus will increase.	This action will be measured for effectiveness by monitoring the Student Climate and sense of safety survey (Metric 2.7).

Goal 2 Action 2.18 Custodians	According to the 2023 California School Dashboard State Indicator for Academic Engagement by Student Groups, attendance rates for Foster Youth are 92.9%; Homeless 90%; English Learners 94.4%; which is lower than all Students: 93.2%. Increase the disinfecting and cleanliness of high touch areas to prevent the spread of germs and keep students healthy. Educational partners have expressed student safety is important when it comes to the spreading of illnesses especially after the lingering concerns from the pandemic.	Custodians will increase disinfecting and cleanliness of high touch areas including classrooms to reduce the transmission of communicable diseases resulting in a decrease in the number of students absent due to health barriers and challenges. The additional custodians will continue to be assigned to schools that have a high concentration of unduplicated students (above 55 percent) including Foster Youth, English Learners, and Low-Income students. The need to keep all schools disinfected and clean LEA-wide requires this action be implemented for schools with more than 55% unduplicated.	The effectiveness of this action will be measured by monitoring of attendance for unduplicated student groups based on Metric 2.1 for attendance and Metric 2.2
Goal 2 Action 2.19 Electronic Sports (E-Sports) in 4th-8th	32.2% of our Low-Income students have chronic absenteeism (more than 18 school days), in comparison to 30.4% of all students who have been identified to be chronically absent. Low-Income students have a suspension rate of 2.9% in comparison to 2.7% of all students. The attendance data above reveals the necessity for extracurricular activities that can improve student attendance and participation. Feedback from students and parents indicates a need for increased engagement and diversified opportunities for student participation.	By offering electronic Sports (E-Sports) as an extracurricular activity for students in grades 4th-8th we believe this will decrease chronic absenteeism, increase engagement, and diversify opportunities for student participation, which will improve attendance. E-Sports programs will provide students with an engaging and inclusive activity that promotes teamwork, strategic thinking, and sense of belonging. This will increase students' engagement on campus and reduce their need to act out reducing suspension rates. This action will be implemented LEA-Wide to ensure all student groups across the district have access to this extracurricular activity, promoting equity and broad participation.	The effectiveness of this action will be to monitor attendance (Metric 2.1 and 2.2) and chronic absenteeism (Metric 2.3) for SED students to assess the impact of E-Sports on student attendance. Monitor suspension rates for SED students to assess the impact of E-sports on student engagement (Metric 2.5).

Goal 3 Action 3.1 Family and Community Engagement (FACE)	2023 Academic Indicator for English Language Arts indicates CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicates CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. Families have expressed the need for support in helping their students with math and reading at home.	The need to build the capacity of all families including Low-Income, Foster Youth, and English Learners to support learning at home and bridge the instructional gap between home and school to provide guidance, support and coordinate district wide events focused on increasing parent involvement. FACE Liaisons will invest extra time to conduct more community outreach in efforts to increase participation from families who are less engaged and harder to connect to the school community. ● Coordinator II (1) ● Instructional Specialist (1) ● Family & Community Engagement Representative (1) ● Clerk VIII (1) ● Family & Community Engagement Liaisons (43) ● Administrative Secretary (1) This action will be implemented LEA wide to build the capacity of parents to support the instructional gap between home and school and to ensure consistent support for all student groups across the district.	This action will be measured by monitoring of SED, EL, and Foster Youth Pupil Outcomes for grades 3rd-8th (Metric 1.7). Effectiveness will be measured through the percent of parents who strongly agree or agree to the question: “Do you feel the content provided through this learning opportunity will help you support your child at home?” (Metric 3.6)

Goal 3 Action 3.2 Parent Education	2023 Academic Indicator for English Language Arts indicates CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicates CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. Families have expressed the need for support in helping their students with math and reading at home.	Parent Engagement & Education Staff will provide educational opportunities for parents to support their students' literacy, math, and SEL skills to support all students including Low-Income, Foster Youth, and English Learners. For example, access to parent programs such as (Parent University, Now We're Cooking, Summer Parent Academies, and other parent education classes and events). ● Extra time and overtime for staff ● Materials ● Consultants ● Childcare This action will be implemented LEA wide to build the capacity of parents to support their children with literacy, math and SEL skills and to ensure consistent support for all student groups across the district.	This action will be measured by monitoring of SED, EL, and Foster Youth Pupil Outcomes for grades 3rd-8th (Metric 1.7). Effectiveness will be measured through the percent of parents who strongly agree or agree to the question: "Do you feel the content provided through this learning opportunity will help you support your child at home?" (Metric 3.6)

Goal 3 Action 3.4 Digital Platforms and Community Applications	2023 Academic Indicator for English Language Arts indicates CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicates CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. 2023-2024 Parent Guardian Survey indicates that 91% of caregivers feel they receive timely information about events and activities. The use of district websites, social media, and other digital platforms as well as communication applications can support the multiple media options to increase communication to families. Families have expressed the need for timely communication via email, phone calls, and other media platforms in a language, (written and spoken) that they can understand.	Communications will provide information to parents via various platforms. The need to improve district wide communication with parents regarding matters related to their child's education, through the use of district website, social media, and other digital platforms as well as communication applications. Staff will be provided extra time to make phone calls and ensure all parents, including parents of Low-Income students, Foster Youth, and English Learners remain connected to their child's school site throughout the school year to work as partners in education and ensure all students succeed academically. ● Chief Communications Officer ● Administrative Secretary ● Platforms: Facebook, district website, ParentSquare This action will be implemented LEA wide to reach unduplicated student groups and increase partnerships with parents to improve educational outcomes for all students.	This action will be measured for effectiveness by monitoring the number of parents attending and engaged in school events and will be measured by Metric 3.2 and 3.3. This action will also be measured by monitoring of SED, EL, and Foster Youth Pupil Outcomes for grades K-8th (Metric 1.14).

Goal 3 Action 3.5 Office assistants at each School Site	2023 Academic Indicator for English Language Arts indicates CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicates CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. 2023 - 2024 Parent Guardian Survey indicates that 92.5% of caregivers feel welcome at their child's school. 2023-2024 Parent Guardian Survey indicates 93.5% of caregivers feel they are treated with respect at their child's school. Overall, the 2023-2024 Parent Guardian Survey reports that 90.7% of caregivers feel a positive connection with their child's school. Feedback from families indicates increased efforts are needed to create parent connectedness with their child's school.	Clerks at school sites will increase the connectedness of all parents, including Low-Income, Foster Youth and English Learners to engage parents in events and education of their students. ● One office assistant at each school (41) (Excludes: Downtown, Penn, Rafer) In order for parents to feel connected and welcome at their child's school, school clerks are needed at each school site. School clerks play a crucial role in increasing parent connectedness for families by acting as a bridge between the school and the community. Their presence is essential for a variety of reasons: ● assisting in overcoming language barriers ● providing accessibility for those that feel intimidated by the school environment ● providing a consistent presence ● providing personalized attention The district will provide parents and guardians strategies and resources to gain confidence, skills, knowledge and self-efficacy in ways they can support all children at home. This action will be implemented LEA wide to support students of unduplicated students and to increase school and parent connectedness with parents from all student groups in order to improve academic outcomes for all students.	This action will be measured by monitoring of SED, EL, and Foster Youth Pupil Outcomes for grades 3rd-8th (Metric 1.7). This action will also be measured for effectiveness using Metric 3.4 (Parent Climate Survey).

Goal 3 Action 3.6 Parent Center at Martin Luther King Jr. Elementary	2023 Academic Indicator for English Language Arts indicates CAASSP English Language Arts scores at the lowest performance level on the California dashboard for Low-Income students in the district. 2023 Academic Indicator for Mathematics indicates CAASSP Mathematics scores at the second lowest performance level of five performance levels on the California dashboard for Low-Income students in the district. Families have expressed the need for support in helping their students with math and reading at home.	Phase I and Phase II of the parent center at Martin Luther King Jr. will be completed to provide a welcoming environment for parents to access services aligned to support student learning. Staff will access parent centers to provide classes, workshops, and opportunities to engage in the decision making-process that supports continued student achievement This action will be offered school-wide at Martin Luther King Jr. Elementary school to address the need for increased parent engagement and home to school connections to impact learning of unduplicated students, which will result in increased connections for academic improvement of all other student groups as well.	Effectiveness will be measured by CAASPP ELA and Math for Low Income students (Metric 1.7).

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 1 Action 1.7 Multilingual Education Programs and Supports	Based on the identified need, only 49.8% of English learners are making progress towards adequate language acquisition proficiency as measured by the California School Dashboard. In order to reduce the percentage of identified LTELs in the district currently at 25% , we will monitor the reclassification rate. DELAC Needs Assessment: ● Parents would like to be informed of resources available for their students to use at home to continue to progress towards English proficiency. ● Parents would like further communication on their student's progress towards English proficiency. Teachers and Administrators Identified Needs ● Lesson plan development ● Collaborative Conversations to writing ● Purpose and intended use of ELD standards to understand/implement ELD Instruction ● ELD Strategies ● Differentiated Instruction and grouping ● Practicing language through the domains of reading, speaking, listening and writing. ● Provide specific resources that support newcomer/immigrant students during core instruction	MEP Supports, Professional Development and EL/RFEP Monitoring System To enhance language development support for both English Language Learners (EL) and all students, a team of five specialists will offer guidance to school sites on high leverage instructional strategies. This support aims to boost English proficiency, elevate the quality of grade-level content instruction in Integrated and Designated ELD settings, and drive progress towards mastery of content across various subjects. Additionally, ongoing professional development will be extended to all specialists to address the specific language development needs of EL students, irrespective of their proficiency levels. The district will further prioritize targeted professional learning opportunities for teachers to deepen their understanding of student proficiency levels, individual needs, differentiation strategies based on student typology, and language development support across all academic disciplines. Language Assessors administer LAS LINKS Assessment to newcomers/Immigrant Students, analyze data, and provide support to immigrant students with Lexia English. Moreover, the support for students progressing in language acquisition, post reclassification as Fluent English Proficient (RFEP), will be sustained through a robust monitoring system that facilitates intervention and resource alignment to cater to each student's evolving requirements. ● Program Specialists (5) ● Language Assessors (2) Progress Monitoring System	The district will monitor the progress of English Learner progress towards language acquisition using percent of EL's making progress towards proficiency (Metric 1.8.) & rate of reclassified English Learners (Metric 1.9)

	● Professional Development on how to utilize Lexia English with Immigrant students ● Professional Development on strategies specific to Immigrants/Newcomers	These actions are provided individually for English Learners and Newcomers/Immigrant students who show a need for additional support in their language acquisition. These supports offered LEA-wide will work towards closing the achievement gap as students strengthened their English Language acquisition. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED.	

Goal 1 Action 1.28 Students Experiencing Homelessness and Foster Case Management	District suspension rates for Foster Youth(4%) and Homeless (5.2%) continue to exceed the rates of all students (2.7%). District attendance rates for Foster Youth (92.9%) and Homeless (90%) continue to exceed the rate for all students (93.2%). Poor school attendance prevents students from being able to receive instruction to increase academic performance. According to 2023 State Indicator Performance by Student group shows Foster students in the red performance level for ELA (-91.6 DFS) and Math (-119.4 DFS). Homeless students in the red performance level for ELA (-98 DFS) and Math (-123.5 DFS). Input from foster youth and caregivers indicates that students living in foster care do not feel connected to the school community due to their frequent movement and adverse childhood experiences. Input from homeless students and parents/guardians indicated that they feel disconnected from the school community. This prevents these students from making strides academically and widens the achievement gap.	Family and Community Engagement Liaison/Drivers will be assigned to each school cluster in order to improve services for Foster Youth and homeless. Staff will provide transportation for students to increase daily attendance, provide school supplies and other necessary items to ensure that students have the same access for academic success. Staff will case manage individual students (Foster Youth and Homeless) to coordinate services including community resources. Staff will monitor specific academic, attendance, and behavior markers and attend Tier II meetings to advocate for services for students. Liaisons will work directly with school site FACE liaisons to provide training to support parent involvement at school activities. Staff will also work directly with school site FACE liaisons to conduct home visits to bridge the gap between school and parents who may feel excluded due to their student's status as Foster youth or Homeless. These actions are provided individually for Foster youth/Homeless who show a need for additional support and advocacy. These supports offered LEA-wide will work towards closing the achievement gap exacerbated due to their unstable home environment for Foster Youth and Homeless.	This action will be measured for effectiveness by monitoring data for Foster youth using State CAASPP Assessment results (Metric 1.7) and monitoring local STAR Assessment data. (Metric 1.14).

Goal 1 Action 1.30 English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Based on the identified need, only 49.8% of English learners are making progress towards adequate language acquisition proficiency as measured by the California School Dashboard. 49.8% making progress towards English Proficiency as reported by the 2023 California School Dashboard: ● 13.92% Level 4 (Well Developed) ● 31.47% Level 3 (Moderately Developed) ● 34.10% Level 2 (Somewhat Developed) ● 20.51% Level 1 (Minimally Developed) In order to reduce the percentage of identified LTELs in the district currently at 25%, we will monitor the reclassification rate. Parents have expressed the need of EL students needing additional support to improve their language acquisition.	Teachers will provide additional opportunities to engage students in language acquisition by providing instruction to increase listening, speaking, reading and writing skills through meaningful and standards aligned lessons designed to meet the individual needs of English Learners, At-Risk of becoming LTELs, and Long Term English Learners. Schools will be expected to regularly review school level data during PLC's to monitor student progress of EL's. District leadership and site leadership teams will engage in Data Chats to support the analysis of EL data, both local and state, in order to improve decision making of student supports needed. Efforts to increase access to supplemental learning opportunities for students identified as English Learners through after school tutoring and support, as well as Saturday Academy sessions. Staff paid to tutor will provide students additional time for acceleration of language acquisition to ensure all EL students can attain English Proficiency prior to entering middle school/junior high. Tutoring costs for before/after school and/or Saturdays, include extra time for teachers, intervention teachers, campus supervisors, administrators, custodians, instructional materials, student supplies, curriculum, clerical staff and all other costs for operation. These actions are provided individually for English Learners and Newcomers/Immigrant students who show a need for additional support in their language acquisition. These supports offered LEA-wide will work towards closing the achievement gap as students strengthened their English Language acquisition.	This action will be measured for effectiveness by monitoring the progress of English Learner progress towards language acquisition using Metric 1.8 & 1.9 (Rate of Reclassified English Learners)..

Goal 2 Action 2.6 Youth Service Specialists (YSS)	The attendance rate for Foster youth is 92.9% lower than the rate for all students which is 93.2%. The attendance rate for low income students is 90% lower than the rate for all students which is 93.2%. Educational partners have expressed the need from educational partners to provide low income students with opportunities to instill pride and inspire students to engage in positive ways in school.	In collaboration with the District, Youth Service Specialist (YSS) will continue to provide Khepera Curriculum to Foster Youth who are participating in the P.R.O.U.D. Academy Program in grades 3-8. Youth Services Specialists (YSS) in coordination with the District will provide mentoring support for students, work with families of students in Tier 2 and Tier 3 through the MTSS process to address the need to increase attendance rates. Students will have opportunities to attend conferences and workshops aimed at inspiring students to re-engage in learning and attending school. This will result in improved outcomes for students and increase attendance rates and students who are inspired to be at school making a difference for themselves and others.	This action will be measured for effectiveness by monitoring attendance for Foster Youth and low income students using Metric 2.2 for attendance rate of Foster youth and low income students).
Goal 3 Action 3.3 Community-Based English Tutoring (CBET)	Parents have expressed the need of EL students needing additional support to improve their language acquisition.	To promote language acquisition of our English Learners, a combined effort at home and at school is supported through Community-Based English Tutoring (CBET). CBET provides language support to parents/guardians through teacher-led instructions as well as online language programs. Through CBET, participants will improve their skills in English Language and develop confidence in guiding and supporting our students to their full potential. CBET program is conducted with the support of teachers and aides, as well as additional teaching staff for children to receive extended learning time while parents attend class. In addition, a custodian will be at each site to provide a well-maintained facility and to ensure safety.	This action will be monitored for effectiveness using the responses of participation of parents of unduplicated students identified as English Learners for Metric: 3.2 to support language acquisition and 1.9 (Rate of Reclassified English Learners).

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used to continue to support all schools except for one (Downtown) who does not meet the threshold of 55% of the students identified as either foster youth, English Learners, or Low-Income. Efforts will continue to sustain the number of certificated or classified staff who provide services directly to pupils, including:

Goal 1: Academic Achievement

*(Action 1.32) Teacher Intervention Specialists (Total 43), excluding Downtown

Goal 2: Social Emotional Learning

*(Action 2.4) Behavior Intervention Specialists (Total 43), excluding Downtown

*(Action 2.5) Associate School Social Workers (Total 11)

*(Action 2.6) Youth Services Specialists (Total 7)

*(Action: 2.18) Custodians (Total 43), excluding-Downtown

15% of concentration grant funding is utilized within the 2024-25 LCAP to increase the number of adults providing direct services to students at district school sites with a student concentration greater than 55 percent in order to increase the sanitation of campuses and continue to mitigate the transmission of COVID-19 by adding custodians to continue to improve our attendance rate in the 2024-25 school year for all students but principally for unduplicated students. The funding allows BCSD to continue to support schools with the staff that addresses the needs to meet Goal 1 and Goal 2. Goals aimed to increase student achievement with intervention specialists who continue to address learning loss and staff such as Behavior Intervention Specialists, Youth Service Specialists and Associate School Social Workers to support and improve outcomes and increase positive engagement for all students, especially Foster Youth, Low-Income and English Language Learner students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Grades TK-8th Staff to Student Ratio = 1 Staff to 14 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 14 Students
Staff-to-student ratio of certificated staff providing direct services to students	Grades TK-8th Staff to Student Ratio = 1 Staff to 21 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 16 Students

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	288,043,254	123,008,872	42.705%	2.459%	45.164%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$132,797,942.00	$24,132,850.00	$343,135.00	$46,690,916.00	$203,964,843.00	$158,274,760.00	$45,690,083.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,722,461.00	$0.00	$3,722,461.00				$3,722,461.00	
1	1.2	SPSA Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	ongoing	$28,102,146.00	$7,090,460.00	$20,451,681.00			$14,740,925.00	$35,192,606.00	
1	1.3	Centralized Technical School Support	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$811,331.00	$120,282.00	$108,139.00			$823,474.00	$931,613.00	
1	1.4	Vice Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Except: Penn, Rafer, Downtown	ongoing	$7,624,395.00	$0.00	$7,624,395.00				$7,624,395.00	
1	1.5	Curriculum & Instruction Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,301,003.00	$444,099.00	$1,085,423.00			$1,659,679.00	$2,745,102.00	
1	1.6	Instructional Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,988,504.00	$24,838.00	$2,013,342.00				$2,013,342.00	
1	1.7	Multilingual Education Programs and Supports	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Stiern, Voorhies, Harris	ongoing	$1,423,902.00	$1,123,857.00	$573,926.00			$1,973,833.00	$2,547,759.00	
1	1.8	New Teacher Development Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$3,675,800.00	$419,160.00	$3,751,825.00		$343,135.00		$4,094,960.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.9	Library Media Assistants, Library Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,283,440.00	$0.00	$3,283,440.00				$3,283,440.00	
1	1.10	Executive Development Program (NCEE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,085.00	$159,574.00	$163,659.00				$163,659.00	
1	1.11	Administrative Leadership Institute (ALI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.12	Professional Learning-Certificated Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$150,000.00	$50,000.00	$200,000.00				$200,000.00	
1	1.13	Professional Learning-Certificated Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$15,964,034.00	$2,816,408.00	$196,716.00			$18,583,726.00	$18,780,442.00	
1	1.14	Professional Learning Special Education Certificated	Students with Disabilities	No			All Schools	ongoing	$196,938.00	$79,096.00				$276,034.00	$276,034.00	
1	1.15	Technology for Teaching and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,712,105.00	$7,692,192.00	$11,404,297.00				$11,404,297.00	
1	1.16	Science Technology Engineering and Math (STEM) Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$420,000.00	$420,000.00				$420,000.00	
1	1.17	Online Learning Systems and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$455,154.00	$2,399,338.00	$2,079,193.00			$775,299.00	$2,854,492.00	
1	1.18	Upgraded Libraries and Classroom Libraries	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$684,248.00	$488,009.00			$196,239.00	$684,248.00	
1	1.19	Extended Learning Program (ELP) Academies	All	No			All Schools	ongoing	$1,904,187.00	$7,928,555.00		$7,265,893.00		$2,566,849.00	$9,832,742.00	
1	1.20	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Owens	ongoing	$1,482,144.00	$89,144.00	$1,571,288.00				$1,571,288.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.21	Dual Immersion, Multilingual Education Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Stiern, Voorhies, Harris	ongoing	$5,094,078.00	$86,552.00	$5,180,630.00				$5,180,630.00	
1	1.22	Visual and Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,778,595.00	$693,334.00	$3,471,929.00				$3,471,929.00	
1	1.23	Project Lead the Way	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: See Appendix C	ongoing	$295,273.00	$997,705.00	$1,292,978.00				$1,292,978.00	
1	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$259,550.00	$682,492.00	$942,042.00				$942,042.00	
1	1.25	Intervention Tutoring Support Program	All	No			All Schools	ongoing	$4,543,810.00	$501,056.00		$5,044,866.00			$5,044,866.00	
1	1.26	Summer Academies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$569,535.00	$100,000.00	$669,535.00				$669,535.00	
1	1.27	National Youth Sports Program (NYSP)	All	No			All Schools	ongoing	$0.00	$172,166.00				$172,166.00	$172,166.00	
1	1.28	Students Experiencing Homelessness and Foster Case Management	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing	$756,405.00	$261,981.00	$165,000.00			$853,386.00	$1,018,386.00	
1	1.29	Coordination of Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,511,554.00	$855,513.00	$100,000.00			$3,267,067.00	$3,367,067.00	
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$345,421.00	$54,579.00	$400,000.00				$400,000.00	
1	1.31	Teacher Intervention Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Except Downtown	ongoing	$7,585,989.00	$15,876.00	$7,601,865.00				$7,601,865.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.32	Teacher Tutors	All	No			Specific Schools: See Appendix E	ongoing	$585,190.00	$0.00		$585,190.00			$585,190.00	
1	1.33	Virtual Enterprise Junior Ventures	All	No			Specific Schools: See Appendix F	ongoing	$453,934.00	$80,000.00		$533,934.00			$533,934.00	
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,033,952.00	$418,500.00	$6,452,452.00				$6,452,452.00	
2	2.2	Student Clubs and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$350,000.00	$350,000.00				$350,000.00	
2	2.3	MTSS Supports and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,230,121.00	$78,149.00	$1,308,270.00				$1,308,270.00	
2	2.4	Behavior Intervention Specialists (BIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Except Downtown	ongoing	$10,027,808.00	$33,698.00	$10,061,506.00				$10,061,506.00	
2	2.5	Associate School Social Workers (ASSW)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,109,870.00	$0.00	$3,109,870.00				$3,109,870.00	
2	2.6	Youth Service Specialists (YSS)	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing	$2,712,579.00	$62,540.00	$2,294,082.00	$481,037.00			$2,775,119.00	
2	2.7	School Psychologists & Behavioral Health Therapists	All	No			All Schools	ongoing	$6,808,751.00	$4,280.00		$6,813,031.00			$6,813,031.00	
2	2.8	Social Emotional Learning Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,289,147.00	$67,329.00	$356,476.00	$1,000,000.00			$1,356,476.00	
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$88,352.00	$275,842.00	$364,194.00				$364,194.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Healthy Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$469,314.00	$469,314.00				$469,314.00	
2	2.11	Regional Comprehensive School Based Health Clinics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,181,007.00	$1,851,181.00	$6,032,188.00				$6,032,188.00	
2	2.12	Restorative Classroom Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,599,347.00	$0.00	$1,599,347.00				$1,599,347.00	
2	2.13	Rafer Johnson School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$978,820.00	$85,000.00	$1,063,820.00				$1,063,820.00	
2	2.14	Student Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$25,000.00	$0.00	$25,000.00				$25,000.00	
2	2.15	Foster Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
2	2.16	Sports Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jr. High and Middle Schools	ongoing	$413,387.00	$460,223.00	$873,610.00				$873,610.00	
2	2.17	Student Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,737,030.00	$1,315,818.00	$5,052,848.00				$5,052,848.00	
2	2.18	Custodians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Except Downtown	ongoing	$3,702,712.00	$0.00	$3,702,712.00				$3,702,712.00	
2	2.19	Electronic Sports in 4th-8th	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$22,152.00	$435,000.00	$457,152.00				$457,152.00	
3	3.1	Family and Community Engagement (FACE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$4,310,024.00	$933,785.00	$5,243,809.00				$5,243,809.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	Parent Education	All	No			All Schools	ongoing	$566,204.00	$236,035.00				$802,239.00	$802,239.00	
3	3.3	Community-Based English Tutoring (CBET)	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$72,630.00	$44,089.00	$116,719.00				$116,719.00	
3	3.4	Digital Platforms and Community Applications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,379,900.00	$574,325.00	$1,954,225.00				$1,954,225.00	
3	3.5	Office assistants at each School Site	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,046,694.00	$0.00	$2,046,694.00				$2,046,694.00	
3	3.6	Parent Center at Martin Luther King Jr. Elementary	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$701,881.00	$701,881.00				$701,881.00	
4	4.1	DATA ASSESSMENT TO DETERMINE INDIVIDUAL STUDENT NEEDS	All	No			Specific Schools: Emerson	ongoing	$82,370.00	$40,000.00		$122,370.00			$122,370.00	
4	4.2	READING, MATH AND LANGUAGE ACQUISITION INTERVENTIONS	All	No			Specific Schools: Emerson	ongoing	$314,923.00	$40,000.00		$354,923.00			$354,923.00	
4	4.3	HANDS-ON LEARNING AND STUDENT ENGAGEMENT ACTIVITIES	All	No			Specific Schools: Emerson	ongoing	$88,871.00	$160,000.00		$248,871.00			$248,871.00	
4	4.4	BUILDING CAPACITY OF EDUCATORS	All	No			Specific Schools: Emerson	ongoing	$70,000.00	$134,870.00		$204,870.00			$204,870.00	
5	5.1	PROFESSIONAL LEARNING TO BUILD CAPACITY	All	No			Specific Schools: Rafer Johnson	ongoing	$19,386.00	$35,014.00		$54,400.00			$54,400.00	
5	5.2	STUDENT ENGAGEMENT STRATEGIES	All	No			Specific Schools: Rafer Johnson	ongoing	$0.00	$1,500.00		$1,500.00			$1,500.00	
5	5.3	INTEGRATION OF TECHNOLOGY	All	No			Specific Schools: Rafer Johnson	ongoing	$0.00	$12,000.00		$12,000.00			$12,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.4	REAL-WORLD RELEVANCE AND EXPERIENCES	All	No			Specific Schools: Rafer Johnson	ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.5	MONITORING AND EVALUATION	All	No			Specific Schools: Rafer Johnson	ongoing	$0.00	$6,000.00		$6,000.00			$6,000.00	
5	5.6	COMMUNICATION AND COLLABORATION	All	No			Specific Schools: Rafer Johnson	ongoing	$0.00	$8,992.00		$8,992.00			$8,992.00	
6	6.1	PROFESSIONAL LEARNING TO BUILD CAPACITY	All	No			Specific Schools: Roosevelt	ongoing	$161,712.00	$63,058.00		$224,770.00			$224,770.00	
6	6.2	STUDENT ENGAGEMENT	All	No			Specific Schools: Roosevelt	ongoing	$0.00	$12,000.00		$12,000.00			$12,000.00	
6	6.3	INTERVENTION AND TUTORING	All	No			Specific Schools: Roosevelt	ongoing	$159,894.00	$0.00		$159,894.00			$159,894.00	
6	6.4	EXTRACURRICULAR ACTIVITIES OR CLUBS	All	No			Specific Schools: Roosevelt	ongoing	$15,000.00	$28,000.00		$43,000.00			$43,000.00	
6	6.5	INTEGRATION OF TECHNOLOGY	All	No			Specific Schools: Roosevelt	ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
6	6.6	REAL-WORLD RELEVANCE AND EXPERIENCES	All	No			Specific Schools: Roosevelt	ongoing	$0.00	$66,641.00		$66,641.00			$66,641.00	
6	6.7	MONITORING AND EVALUATION	All	No			Specific Schools: Roosevelt	ongoing	$0.00	$7,000.00		$7,000.00			$7,000.00	
6	6.8	COMMUNICATION AND COLLABORATION	All	No			Specific Schools: Roosevelt	ongoing	$0.00	$3,000.00		$3,000.00			$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.1	DATA ASSESSMENT TO DETERMINE INDIVIDUAL STUDENT NEEDS	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
7	7.2	READING, MATH AND LANGUAGE ACQUISITION INTERVENTIONS	All	No			Specific Schools: Stella Hills	ongoing	$153,358.00	$0.00		$153,358.00			$153,358.00	
7	7.3	HANDS-ON LEARNING AND STUDENT ENGAGEMENT ACTIVITIES	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$80,000.00		$80,000.00			$80,000.00	
7	7.4	ATTENDANCE INITIATIVES	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$62,585.00		$62,585.00			$62,585.00	
7	7.5	INCLUSIVE AND WELCOMING ENVIRONMEN	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
7	7.6	BUILDING EDUCATOR CAPACITY	All	No			Specific Schools: Stella Hills	ongoing	$242,796.00	$224,929.00		$467,725.00			$467,725.00	
7	7.7	REFINE FAMILY AND COMMUNITY ENGAGEMENT	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
7	7.8	MONITORING AND EVALUATION	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
288,043,254	123,008,872	42.705%	2.459%	45.164%	$132,797,942.00	0.000%	46.103 %	**Total:**	$132,797,942.00
								LEA-wide Total:	$131,504,964.00
								Limited Total:	$0.00
								Schoolwide Total:	$25,467,120.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Class Size Reduction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,722,461.00	
1	1.2	SPSA Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,451,681.00	
1	1.3	Centralized Technical School Support	Yes	LEA-wide	Low Income	All Schools	$108,139.00	
1	1.4	Vice Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Except: Penn, Rafer, Downtown	$7,624,395.00	
1	1.5	Curriculum & Instruction Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,085,423.00	
1	1.6	Instructional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,013,342.00	
1	1.7	Multilingual Education Programs and Supports	Yes	LEA-wide	English Learners	Specific Schools: Stiern, Voorhies,	$573,926.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Harris		
1	1.8	New Teacher Development Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,751,825.00	
1	1.9	Library Media Assistants, Library Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,283,440.00	
1	1.10	Executive Development Program (NCEE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,659.00	
1	1.11	Administrative Leadership Institute (ALI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.12	Professional Learning-Certificated Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	1.13	Professional Learning-Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,716.00	
1	1.15	Technology for Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,404,297.00	
1	1.16	Science Technology Engineering and Math (STEM) Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$420,000.00	
1	1.17	Online Learning Systems and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,079,193.00	
1	1.18	Upgraded Libraries and Classroom Libraries	Yes	LEA-wide	Low Income	All Schools	$488,009.00	
1	1.20	Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Owens	$1,571,288.00	
1	1.21	Dual Immersion, Multilingual Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Stiern, Voorhies, Harris	$5,180,630.00	
1	1.22	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,471,929.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.23	Project Lead the Way	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Appendix C	$1,292,978.00	
1	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$942,042.00	
1	1.26	Summer Academies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$669,535.00	
1	1.28	Students Experiencing Homelessness and Foster Case Management	Yes	LEA-wide	Foster Youth	All Schools	$165,000.00	
1	1.29	Coordination of Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Yes	LEA-wide	English Learners	All Schools	$400,000.00	
1	1.31	Teacher Intervention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Except Downtown	$7,601,865.00	
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,452,452.00	
2	2.2	Student Clubs and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
2	2.3	MTSS Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,308,270.00	
2	2.4	Behavior Intervention Specialists (BIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Except Downtown	$10,061,506.00	
2	2.5	Associate School Social Workers (ASSW)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,109,870.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Youth Service Specialists (YSS)	Yes	LEA-wide	Foster Youth	All Schools	$2,294,082.00	
2	2.8	Social Emotional Learning Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$356,476.00	
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$364,194.00	
2	2.10	Healthy Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$469,314.00	
2	2.11	Regional Comprehensive School Based Health Clinics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,032,188.00	
2	2.12	Restorative Classroom Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,599,347.00	
2	2.13	Rafer Johnson School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,063,820.00	
2	2.14	Student Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.15	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	$50,000.00	
2	2.16	Sports Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jr. High and Middle Schools	$873,610.00	
2	2.17	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,052,848.00	
2	2.18	Custodians	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Except Downtown	$3,702,712.00	
2	2.19	Electronic Sports in 4th-8th	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$457,152.00	
3	3.1	Family and Community Engagement (FACE)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,243,809.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.3	Community-Based English Tutoring (CBET)	Yes	LEA-wide	English Learners	All Schools	$116,719.00	
3	3.4	Digital Platforms and Community Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,954,225.00	
3	3.5	Office assistants at each School Site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,046,694.00	
3	3.6	Parent Center at Martin Luther King Jr. Elementary	Yes	LEA-wide	Low Income	All Schools	$701,881.00	

Appendix A

2024-2025 LCAP Required Components
Bakersfield City School District

This resource provides a summary of student groups, actions, goals and CSI, DA, as they apply to your LEA.

REQUIRED GOALS: LEAs must include a **focus goal** for Equity Multiplier Schools (EM Schools)

LEA's Equity Multiplier Schools		
Rafer Johnson	Roosevelt	Stella Hills
Emerson Middle		

REQUIRED LCAP RESPONSES : LEAs with schools eligible for CSI, must include a summary of support being provided in the Plan Summary section of the LCAP. (CSI 2023 Eligibility)

LEA's CSI Schools		
Washington Middle	Stella Hills	Lincoln Junior High

LEAs eligible for Differentiated Assistance must describe improvement efforts underway in the Plan Summary Section of the LCAP.

LEA's Differentiated Assistance Status (Kern DA)
Differentiated Assistance for African American Student Group

REQUIRED ACTIONS: English Learners (DataQuest)
LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP

English learners	7,953
Long term English learners	951

Appendix A

REQUIRED ACTIONS: LEAs must include one or more specific actions within the LCAP if the LEA has Red indicators on the 2023 Dashboard for 1) a school within the LEA, 2) a student group within the LEA, and/or 3) a student group within any school within the LEA.

1. LEA-wide Student Groups with a Red indicator (LEA-wide Lowest Performance)

Indicator	Student Group	Goal #	Action #
ELA	African American	1	1.24, 1.25
ELA	English Learner	1	1.25
ELA	Foster Youth	1	1.25, 1.28
ELA	Homeless	1	1.25, 1.28
ELA	Socioeconomically Disadvantaged	1	1.25
Math	Foster Youth	1	1.28
Math	Homeless	1	1.28
Suspension	African American	2	2.4
Suspension	American Indian	2	2.2

2. Schoolwide Red Indicator (School-wide Lowest Performance)

School Name	Student Group	Indicator	Goal #	Action #
Abraham Lincoln Jr. High	All Students	ELA	1	1.3
Casa Loma Elementary	All Students	ELA	1	1.3
College Heights Elementary	All Students	ELA	1	1.3

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Dr. Martin Luther King, Jr. Elementary	All Students	ELA	1	1.3
Fremont Elementary	All Students	ELA	1	1.3
Jefferson Elementary	All Students	ELA	1	1.3
Longfellow Elementary	All Students	ELA	1	1.3
McKinley Elementary	All Students	ELA	1	1.3
Mt. Vernon Elementary	All Students	ELA	1	1.3
Ramon Garza Elementary	All Students	ELA	1	1.3
Sequoia Jr. High	All Students	ELA	1	1.3
Sierra Middle	All Students	ELA	1	1.3
Stella I. Hills Elementary	All Students	ELA	1	1.3
Washington Middle	All Students	ELA	1	1.3
Wayside Elementary	All Students	ELA	1	1.3
William Penn Elementary	All Students	ELA	1	1.3
Abraham Lincoln Jr. High	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 1.10, 1.11, 1.12,1.13, 1.20
Compton Junior High	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 1.10, 1.11, 1.12,1.13, 1.20
Curran Middle	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 1.10, 1.11, 1.12,1.13, 1.20
Fremont Elementary	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 1.10, 1.11, 1.12,1.13, 1.20
Stella I. Hills Elementary	All Students	Math	1, 7	1.1, 1.2, 1.4, 1.6, 1.8, 1.10, 1.11, 1.12,1.13, 1.20 7.1
Washington Middle	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 1.10, 1.11, 1.12,1.13, 1.20

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Abraham Lincoln Jr. High	All Students	Suspension	2	2.7, 2.8, 2.9, 2.12, 2.13
Mt. Vernon Elementary	All Students	Suspension	2	2.7, 2.8, 2.9, 2.12, 2.13
Stella I. Hills Elementary	All Students	Suspension	2	2.7, 2.8, 2.9, 2.12, 2.13
Washington Middle	All Students	Suspension	2	2.8, 2.9, 2.12, 2.13

3. School Student Groups with a Red indicator (School Student Group Lowest Performance)

Indicator	School Name	Student Group	Goal #	Action #
Chronic Absenteeism	McKinley Elementary	Homeless	2	2.5, 2.16
Chronic Absenteeism	McKinley Elementary	Students with Disabilities	2	2.5, 2.16
Chronic Absenteeism	Horace Mann Elementary	White	2	2.5, 2.16
Chronic Absenteeism	Munsey Elementary	White	2	2.5, 2.16
ELA	Abraham Lincoln Jr. High	African American	1	1.19, 1.20
ELA	Caroline Harris Elementary	African American	1	1.19, 1.20, 1.21
ELA	Franklin Elementary	African American	1	1.19, 1.20
ELA	Longfellow Elementary	African American	1	1.19, 1.20
ELA	McKinley Elementary	African American	1	1.19,1.20
ELA	Munsey Elementary	African American	1	1.19, 1.20
ELA	Stella I. Hills Elementary	African American	1, 7	1.19, 1.20, 1.24, 7.5
ELA	Abraham Lincoln Jr. High	English Learner	1	1.19, 1.20
ELA	Bessie E. Owens Elementary	English Learner	1	1.19, 1.20
ELA	Casa Loma Elementary	English Learner	1	1.19, 1.20

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ELA	College Heights Elementary	English Learner	1	1.19, 1.20
ELA	Curran Middle	English Learner	1	1.19, 1.20
ELA	Dr. Juliet Thorner Elementary	English Learner	1	1.19, 1.20
ELA	Dr. Martin Luther King, Jr. Elementary	English Learner	1	1.19, 1.20
ELA	Emerson Middle	English Learner	1, 4	1.19, 1.20, 4.1, 4.2, 4.4
ELA	Fremont Elementary	English Learner	1	1.19, 1.20
ELA	Harding Elementary	English Learner	1	1.19, 1.20
ELA	Horace Mann Elementary	English Learner	1	1.19, 1.20
ELA	Hort Elementary	English Learner	1	1.19, 1.20
ELA	Jefferson Elementary	English Learner	1	1.19, 1.20
ELA	Longfellow Elementary	English Learner	1	1.19, 1.20
ELA	McKinley Elementary	English Learner	1	1.19, 1.20
ELA	Mt. Vernon Elementary	English Learner	1	1.19, 1.20
ELA	Pioneer Drive Elementary	English Learner	1	1.19, 1.20
ELA	Ramon Garza Elementary	English Learner	1	1.19, 1.20
ELA	Sequoia Jr. High	English Learner	1	1.19, 1.20
ELA	Sierra Middle	English Learner	1	1.19, 1.20
ELA	Stella I. Hills Elementary	English Learner	1, 7	1.19, 1.20, 7.1, 7.2, 7.6, 7.8
ELA	Washington Middle	English Learner	1	1.19, 1.20
ELA	Abraham Lincoln Jr. High	Hispanic	2	2.3
ELA	Casa Loma Elementary	Hispanic	2	2.3
ELA	College Heights Elementary	Hispanic	2	2.3

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ELA	Dr. Martin Luther King, Jr. Elementary	Hispanic	2	2.3
ELA	Fremont Elementary	Hispanic	2	2.3
ELA	Jefferson Elementary	Hispanic	2	2.3
ELA	Longfellow Elementary	Hispanic	2	2.3
ELA	McKinley Elementary	Hispanic	2	2.3
ELA	Mt. Vernon Elementary	Hispanic	2	2.3
ELA	Ramon Garza Elementary	Hispanic	2	2.3
ELA	Sequoia Jr. High	Hispanic	2	2.3
ELA	Sierra Middle	Hispanic	2	2.3
ELA	Stella I. Hills Elementary	Hispanic	2, 7	2.3, 7.2, 7.5, 7.8
ELA	Washington Middle	Hispanic	2	2.3
ELA	Wayside Elementary	Hispanic	2	2.3
ELA	William Penn Elementary	Hispanic	2	2.3
ELA	Sierra Middle	Homeless	1	1.19, 1.28
ELA	Abraham Lincoln Jr. High	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Bessie E. Owens Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Casa Loma Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	College Heights Elementary	Socioeconomically Disadvantaged	1, 2	1.19, 1.20, 2.3

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ELA	Fremont Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Jefferson Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Longfellow Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	McKinley Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Mt. Vernon Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Ramon Garza Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Sequoia Jr. High	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Sierra Middle	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Stella I. Hills Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Washington Middle	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Wayside Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	William Penn Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Abraham Lincoln Jr. High	Students with Disabilities	1	1.14

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ELA	Chipman Junior High	Students with Disabilities	1	1.14
ELA	College Heights Elementary	Students with Disabilities	1	1.14
ELA	Colonel Howard Nichols Elementary	Students with Disabilities	1	1.14
ELA	Evergreen Elementary	Students with Disabilities	1	1.14
ELA	Fremont Elementary	Students with Disabilities	1	1.14
ELA	Horace Mann Elementary	Students with Disabilities	1	1.14
ELA	Myra A. Noble Elementary	Students with Disabilities	1	1.14
ELA	Pioneer Drive Elementary	Students with Disabilities	1	1.14
ELA	Sequoia Jr. High	Students with Disabilities	1	1.14
ELA	Sierra Middle	Students with Disabilities	1	1.14
ELA	Voorhies Elementary	Students with Disabilities	1	1.14, 1.21
ELA	Walter Stiern Middle	Students with Disabilities	1	1.14, 1.21
ELA	Wayside Elementary	Students with Disabilities	1	1.14
ELA	Washington Middle	White	1, 2	1.21, 2.3
ELPI	Abraham Lincoln Jr. High	English Learner	1	1.29, 1.30, 1.31, 1.32
ELPI	Caroline Harris Elementary	English Learner	1	1.29, 1.30, 1.32
ELPI	Harding Elementary	English Learner	1	1.29, 1.30, 1.32
ELPI	Longfellow Elementary	English Learner	1	1.29, 1.30, 1.32
ELPI	Stella I. Hills Elementary	English Learner	1, 7	1.29, 1.30, 1.32, 7.1, 7.2, 7.8
Math	Abraham Lincoln Jr. High	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20

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Math	Chipman Junior High	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Curran Middle	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	McKinley Elementary	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Sequoia Jr. High	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Abraham Lincoln Jr. High	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Bessie E. Owens Elementary	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	College Heights Elementary	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Compton Junior High	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Curran Middle	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,

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				1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Dr. Martin Luther King, Jr. Elementary	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Emerson Middle	English Learner	1, 4	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20 4.1, 4.2, 4.3, 4.4
Math	Pioneer Drive Elementary	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Stella I. Hills Elementary	English Learner	1, 7	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20 7.1, 7.2, 7.6, 7.8
Math	Washington Middle	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Abraham Lincoln Jr. High	Hispanic	2	2.3
Math	Compton Junior High	Hispanic	2	2.3
Math	Curran Middle	Hispanic	2	2.3
Math	Mt. Vernon Elementary	Hispanic	2	2.3
Math	Stella I. Hills Elementary	Hispanic	2, 7	2.3, 7.2, 7.8
Math	Washington Middle	Hispanic	2	2.3

Appendix A

Math	Abraham Lincoln Jr. High	Socioeconomically Disadvantaged	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Curran Middle	Socioeconomically Disadvantaged	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Fremont Elementary	Socioeconomically Disadvantaged	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Stella I. Hills Elementary	Socioeconomically Disadvantaged	1, 7	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20 7.1, 7.8
Math	Washington Middle	Socioeconomically Disadvantaged	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, 1.20
Math	Abraham Lincoln Jr. High	Students with Disabilities	1	1.14
Math	Chipman Junior High	Students with Disabilities	1	1.14
Math	College Heights Elementary	Students with Disabilities	1	1.14
Math	Colonel Howard Nichols Elementary	Students with Disabilities	1	1.14
Math	Curran Middle	Students with Disabilities	1	1.14
Math	Evergreen Elementary	Students with Disabilities	1	1.14
Math	Fremont Elementary	Students with Disabilities	1	1.14
Math	Myra A. Noble Elementary	Students with Disabilities	1	1.14
Math	Sierra Middle	Students with Disabilities	1	1.14

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Math	Voorhies Elementary	Students with Disabilities	1	1.14
Math	Walter Stiern Middle	Students with Disabilities	1	1.14
Math	Washington Middle	Students with Disabilities	1	1.14
Math	Curran Middle	White	2	2.3
Math	Walter Stiern Middle	White	2	2.3
Math	Washington Middle	White	2	2.3
Suspension	Abraham Lincoln Jr. High	African American	2	2.4, 2.7, 2.9, 2.12, 2.13
Suspension	Bessie E. Owens Elementary	African American	2	2.3, 2.4, 2.8, 2.9, 2.13
Suspension	Chipman Junior High	African American	2	2.4, 2.7, 2.9, 2.12, 2.13
Suspension	Fremont Elementary	African American	2	2.3, 2.4, 2.8, 2.9, 2.13
Suspension	Mt. Vernon Elementary	African American	2	2.3, 2.4, 2.8, 2.9, 2.13
Suspension	Stella I. Hills Elementary	African American	2, 7	2.4, 2.9, 2.13, 7.5, 7.8
Suspension	Washington Middle	African American	2	2.4, 2.7, 2.9, 2.12, 2.13
Suspension	Wayside Elementary	African American	2	2.3, 2.4, 2.8, 2.9, 2.13
Suspension	Abraham Lincoln Jr. High	English Learner	2	2.4, 2.7, 2.9, 2.12, 2.13
Suspension	Washington Middle	English Learner	2	2.4, 2.7, 2.9, 2.12, 2.13
Suspension	Abraham Lincoln Jr. High	Hispanic	2	2.4, 2.7, 2.9, 2.12, 2.13

Appendix A

Suspension	Stella I. Hills Elementary	Hispanic	2, 7	2.9, 2.4, 2.13, 7.8
Suspension	Washington Middle	Hispanic	2	2.4, 2.7, 2.9, 2.12, 2.13
Suspension	College Heights Elementary	Homeless	2	2.3, 2.4, 2.8, 2.9, 2.13
Suspension	Mt. Vernon Elementary	Homeless	2	2.3, 2.4, 2.8, 2.9, 2.13
Suspension	Stella I. Hills Elementary	Homeless	2	2.3, 2.4, 2.8, 2.9, 2.13
Suspension	Abraham Lincoln Jr. High	Socioeconomically Disadvantaged	2	2.4, 2.7, 2.12, 2.13
Suspension	Mt. Vernon Elementary	Socioeconomically Disadvantaged	2	2.3, 2.4, 2.8, 2.9, 2.13
Suspension	Stella I. Hills Elementary	Socioeconomically Disadvantaged	2, 7	2.4, 2.9, 2.13, 7.8
Suspension	Washington Middle	Socioeconomically Disadvantaged	2	2.4, 2.7, 2.9, 2.12, 2.13
Suspension	Evergreen Elementary	White	2	2.3, 2.4, 2.13

Appendix B:
Bessie Owens
Chipman
Stiern

Appendix C:
Chavez
Casa Loma
Downtown
Fremont
Garza
Horace Mann
Hort
Longfellow
McKinley
Mt. Vernon
Munsey
Nichols
Owens
Pauly
Rafer Johnson
Roosevelt
Stella Hills
Cato
Chipman
Compton
Curran
Emerson
Lincoln
Sequoia
Sierra
Stiern
Washington

Appendix D:
Stella Hills
Curran
Emerson
Munsey
McKinley
King
Owens
Harris
Thorner
Longfellow
College Heights
Sequoia
Frank West
Pauly
Washington
Evergreen
Chipman
Lincoln
Fremont
Franklin

Appendix E:
Rafer Johnson
Lincoln
King
Sequoia
Williams
College Heights
Casa Loma
Hills
Fremont
McKinley

Appendix F:
Emerson
Cato
Chipman
Compton
Curran
Lincoln
Sequoia
Sierra
Stiern
Washington

Appendix G:
Evergreen
Fremont
Lincoln
Chipman
Washington
Stiern
Hills
Emerson
McKinley
Curran
Munsey
King
Harris
Owens
Longfellow
Frank West
Franklin
Sequoia
Thorner
College Heights
Pauly
Compton
Sierra

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student

groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of

$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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