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: 2025-26
LEA contact information:
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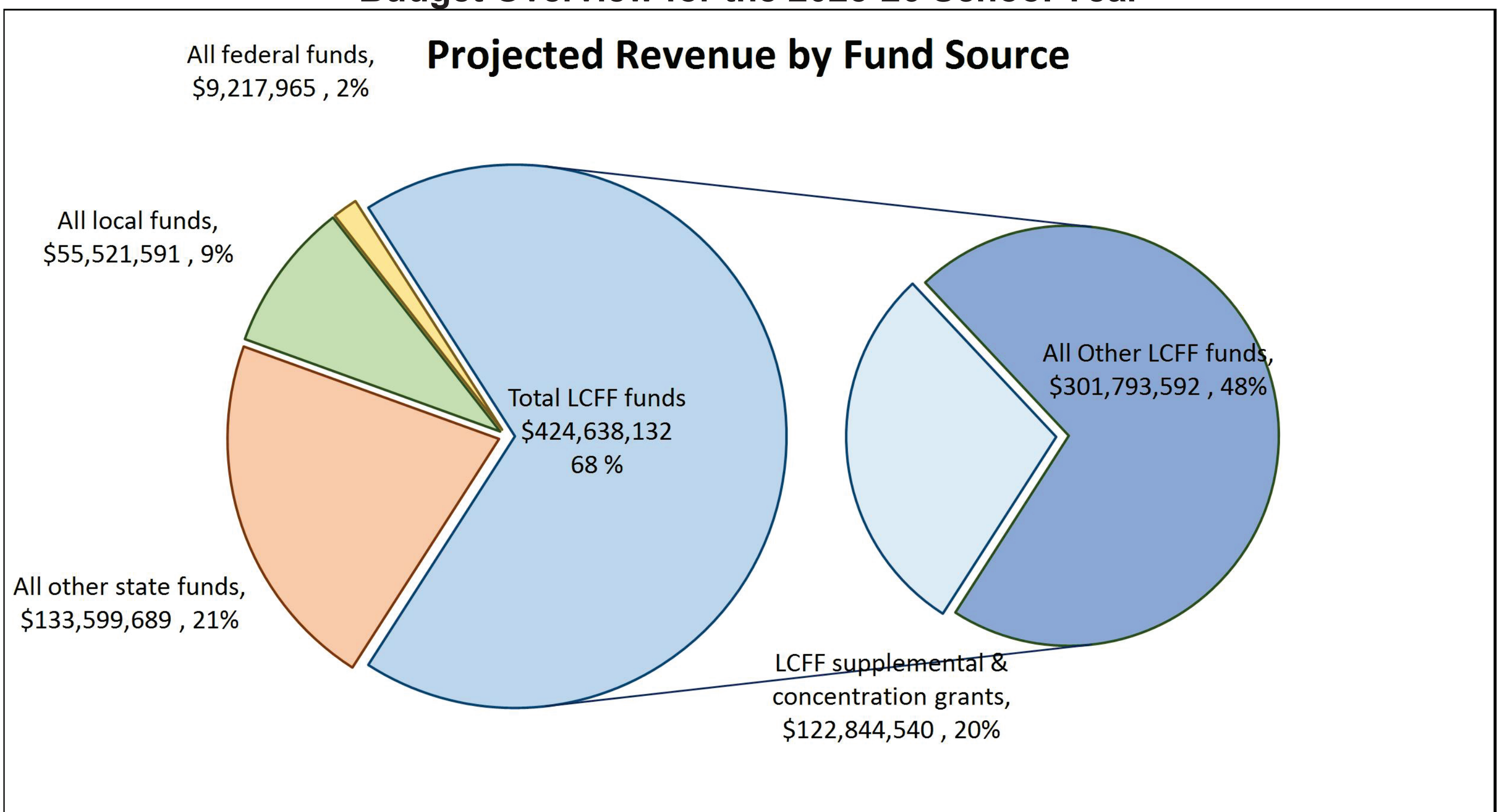
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

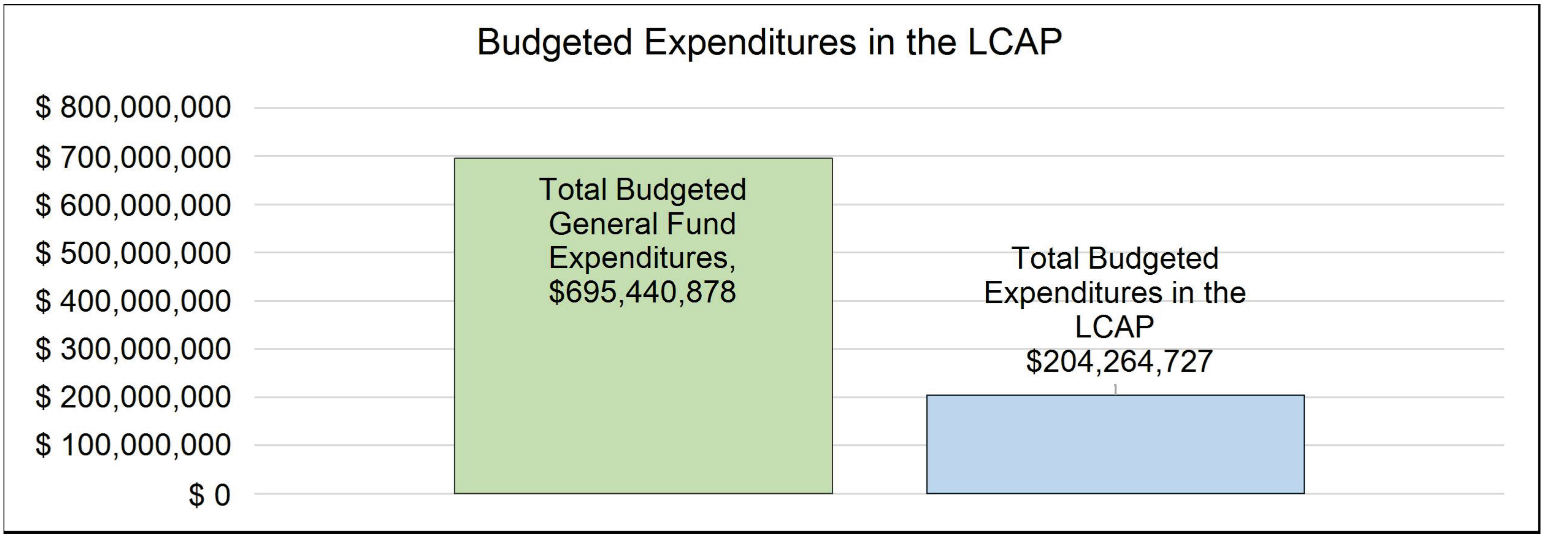


This chart shows the total general purpose revenue Bakersfield City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bakersfield City School District is $622,977,377, of which $424,638,132 is Local Control Funding Formula (LCFF), $133,599,689 is other state funds, $55,521,591 is local funds, and $9,217,965 is federal funds. Of the $424,638,132 in LCFF Funds, $122,844,540 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 2025-26. 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 $695,440,878 for the 2025-26 school year. Of that amount, $204,264,727 is tied to actions/services in the LCAP and $491,176,151 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

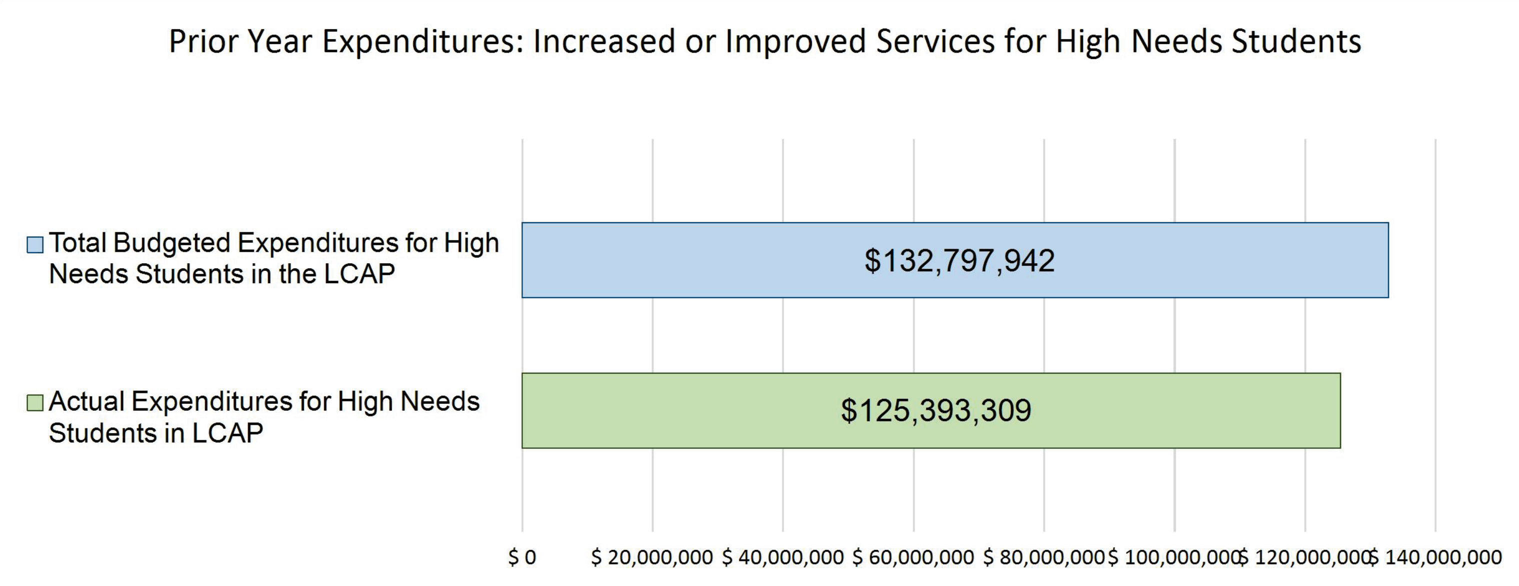
Proposition 28 Funds:
These funds are designated specifically for arts and music education. They funded additional staff, instruments, materials, and student enrichment programs in the visual and performing arts.
Arts, Music, and Instructional Materials Discretionary Block Grant:
Focused on curriculum enrichment, this grant covered arts and music materials, instructional supplies, and technology, as well as addressing COVID-19 learning recovery needs.
Literacy Coaches and Reading Specialists Grant:
Targeted literacy improvement by hiring or training reading specialists and literacy coaches to support K–8 students struggling with reading proficiency.
Educator Effectiveness Grant:
Used for professional development, this grant funded training for teachers, administrators, and support staff in areas like social-emotional learning, equity, and evidence-based instructional practices.
Expanded Learning Opportunities Program (ELOP):
Funded after-school and summer learning programs for TK–6 students, especially targeting those needing academic or social-emotional support.
California Community Schools Partnership Program (CCSPP):
Supported the transformation of schools into full-service community hubs offering academic, health, and social services, often through partnerships with community-based organizations.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bakersfield City School District is projecting it will receive $122,844,540 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 $130,588,400 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 2024-25



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 2024-25, Bakersfield City School District's LCAP budgeted $132,797,942 for planned actions to increase or improve services for high needs students. Bakersfield City School District actually spent $125,393,309 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $7,404,633 had the following impact on Bakersfield City School District's ability to increase or improve services for high needs students:

In the 2024–2025 school year, the Bakersfield City School District (BCSD) experienced a significant variance of $6,138,440 between budgeted and actual expenditures. This discrepancy has had a notable impact on the district's ability to increase or improve services for high-needs students. The district faced ongoing staff shortages, which disrupted the consistent delivery of services designed for high-needs students. Despite a positive trend of increased attendance and reduced chronic absenteeism, overall student absenteeism remains high. These inconsistencies hindered the execution of planned workforce actions and left several job positions vacant throughout the year.
BCSD also saw an unprecedented number of requests for independent study programs, reflecting a shift in student and family preferences likely influenced by continued disruptions and concerns. Although the district strived to maintain opportunities for extracurricular and supplemental engagement beyond the school day, it could not fully meet student demand due to staffing constraints. In response to the achievement gap, BCSD emphasized small group instruction and targeted intervention during Universal Access time, prioritizing quality first instruction. However, after-school and Saturday tutoring programs were only partially implemented at some sites, again due to staffing limitations. Consequently, actual expenditures were lower than budgeted, particularly in areas linked to direct student attendance and extended-day learning opportunities.
To address shortfalls, the district utilized carryover funds from previous years, which provided some relief in covering essential services and programming. Nevertheless, the 2024–2025 school year continued to pose significant challenges related to staffing and service delivery, ultimately constraining BCSD's capacity to fully support high-needs students and achieve planned enrichment goals.

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 [2025-2026]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Bakersfield City School District (BCSD) was established in 1867 and is located in Kern county and now serves approximately 28,365 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. Schools vary by size in enrollment from the lowest of 32 students serving grades Kindergarten-8th grade (Rafer) to over 973 students (Curran).

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 1,987 certificated employees and 2,402 classified employees. Including substitute staff, the district supports over 5,000 employees.

The needs of students in BCSD are not just academic as 88.5% of the students are identified as socioeconomically disadvantaged, and therefore learning needs are increased by the conditions in many of the student’s home and surrounding communities. The district has 12.0% of the student population identified as students with disabilities, while 25.1% of students are English Learners. In addition the percentage of students who experienced homelessness was at 3.1% (872 students) in 2024-25. 83.2% of students are Hispanic, 7.3% of students are White, and 7.1% of students are African American. with 1.0% of students identified as two or more races.

As a community BCSD is seeing an increase in the number of housing developments yet, the homeless population also continues to grow in Kern County. The district allocates the necessary resources to support the homeless population with available federal and state funds and has worked consistently with parents, and educational partners to address the chronically absent students and reduce the chronic absenteeism rate.

The district provides families with Health and Wellness Centers to mitigate challenges faced by socioeconomically disadvantaged students in its efforts to eliminate barriers and address the conditions that often impede student attendance and therefore have a direct impact on learning.

The Bakersfield City School District is committed to being a model of educational excellence, equity, inclusion, and innovation. Our mission is to educate all students to achieve high academic standards as collaborative, creative, and critical thinkers, preparing them to solve real-world problems and contribute meaningfully to society. We achieve this by embedding key activities in daily school practices to meet individual student needs. This includes personalized goal setting and focus groups to boost achievement, community partnerships and social-emotional learning to promote holistic well-being, and data-driven decision-making for continuous systemic improvement. We promise our community to equip students with the competencies outlined in the Portrait of a Graduate (POG), ensuring they are future-ready and can thrive in a dynamic world.

In 2023-24, four schools out of 44 were identified within the district to receive Equity Multiplier funding including Rafer Johnson, Emerson Middle School, Roosevelt Elementary and Stella Hills Elementary.

In 2024-25 one additional school was identified to receive Equity Multiplier Funding, McKinley Elementary for a total of 5 schools in the district.

Reflections: Annual Performance

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

The district regularly monitors the performance of students throughout the year and identifies areas in need of improvement based on a deep analysis of state and local data as part of the LCAP development process. The district believes in making decisions based on evidence and as a result continues to see improvement in student outcomes.

The following are district successes for Goal 1 based on a reflection on the progress of the district based on a review of the Fall 2024 California 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 an increase in the percentage of teachers who were not fully credentialed from 5.57% (Baseline Year)
  7.51% from 2022-23 to 2024-25.

Priority 1(c):Basic Facilities in good repair

- Based on the Facilities Inspection Tool (FIT) self-administered report for 2024-2025 100% of school sites continue to have an overall rating of “Good” or “Exemplary” which is an increase of +2.3 percentage points.

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* : 74.8% responded the district's level of implementation at Full Implementation (4) or Full Implementation & Sustainability (5), which is a 1.2 percentage points increase from 2023-24.

Priority 4 (a):
Academic Performance: English Language Arts (ELA)
The following student groups scored closer to standard than the current 60.4 pts. below standard for the "all student" group:

.The Filipino student group increased and scored 14.2 pts. above standard, which is 46.2 pts closer to standard met than the "all student" group.
. The Asian student group increased and scored 20.1 pts. below standard, which is 40.3 points closer to standard met than the "all student" group.
. The White student group maintained and scored 29.1 pts. below standard, which is 31.3 points closer to standard met than the "all student" group.
. The American Indian or Alaska Native increased and scored 58.6 pts. below standard, which is 1.8 points closer to standard met than the "all student" group.
. The Native Hawaiian or Pacific Islander increased significantly and scored 31.6 pts. below standard, which is 28.8 points closer to standard met than the "all student" group.
. The Two or More Races student group scored 51.7 pts. below standard, which is 8.7 points closer to standard met than the "all student" group.

Academic Performance: Mathematics
The following student groups scored higher than the "all student" group:
.The Filipino student group maintained and scored 23.5 pts. below standard, which is 75 pts closer to standard met than the "all student" group.
. The Asian student group scored 57.2 pts. below standard, which is 41.3 points closer to standard met than the "all student" group.

. The White student group maintained and scored 63.8 pts. below standard, which is 34.7 points closer to standard met than the "all student" group.

. The American Indian or Alaska Native increased and scored 92.1 pts. below standard, which is 6.4 points closer to standard met than the "all student" group.

. The Native Hawaiian or Pacific Islander increased significantly and scored 91.8 pts. below standard, which is 6.7 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 0.98% to 15.58% in 2023-2024.

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.

As part of the 2025–2026 LCAP development, Bakersfield City School District reviewed student progress throughout the year in English Language Arts (ELA) and Mathematics using the STAR Reading and Math Assessments administered in Fall and Winter 2024–25. These

benchmark assessments are part of the district's strategy to monitor outcomes in a broad course of study beyond state testing windows, and to ensure that all students are supported in mastering core academic content.
Students in Grades 2–8 showed typical academic growth in reading based on Grade Equivalent (GE) gains and Student Growth Percentile (SGP) data, which measures individual student progress compared to academic peers nationwide.

STAR Reading Growth (Fall to Winter 2024-2025)

🔷 Grade-Level Highlights: Reading

- *Grade 2: +0.5 GE, Percentile: ↑6 points, SGP: 45*
- *Grade 3: +0.4 GE, Percentile: ↑6 points, SGP: 50*
- *Grade 4: +0.6 GE, Percentile: ↑5 points, SGP: 51*
- *Grade 5: +0.4 GE, Percentile: ↑2 points, SGP: 49*
- *Grade 6: +0.5 GE, Percentile: ↑4 points, SGP: 53*
- *Grade 7: +0.4 GE, Percentile: ↑2 points, SGP: 48*
- *Grade 8: +0.7 GE (highest), Percentile: ↑5 points, SGP: 53*

These results indicate that ELA instruction is consistently supporting midyear growth across grade levels, with particularly strong performance at Grades 4, 6, and 8.

STAR Mathematics Growth (Fall to Winter 2024-2025)

🔷 Grade-Level Highlights: Mathematics

- Grade 1: +0.7 GE, Percentile: ↑15 points, SGP: 46
- Grade 2: +0.5 GE, Percentile: ↑7 points, SGP: 43
- Grade 3: +0.6 GE, Percentile: ↑7 points, SGP: 45
- Grade 4: +0.6 GE, Percentile: ↑4 points, SGP: 45
- Grade 5: +0.7 GE, Percentile: ↑3 points, SGP: 47
- Grade 6: +0.8 GE (highest), Percentile: ↑5 points, SGP: 50

- Grade 7: +0.5 GE, Percentile: ↑3 points, SGP: 44
- Grade 8: +0.7 GE, Percentile: ↑4 points, SGP: 49

The strongest math growth occurred in Grades 1 and 6, reflecting targeted support and instructional effectiveness attributed to investment in tiered intervention systems and differentiated support. In addition, the district's efforts to provide increased support by instructional specialists and the curriculum and instruction department's support to build teacher capacity on curriculum, instructional strategies to provide students tiered supports based on individualized needs, and increased understanding of data analysis.

The data affirms the district's strategic actions in Goal 1: High-Quality Teaching and Learning, while demonstrating the effectiveness of core instruction across the district's broad curriculum.

The 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 2024 California Dashboard and local data:

Priority 5b: Chronic Absenteeism

As part of the development of the 2025–2026 Local Control and Accountability Plan (LCAP), Bakersfield City School District reviewed Fall 2023 and Fall 2024 California Dashboard data to assess progress on reducing chronic absenteeism. This reflection highlights both areas of growth and continued need across the district and within schools receiving Equity Multiplier funding.

Districtwide, Bakersfield City School District made significant progress in reducing chronic absenteeism:

The overall rate declined from 30.4% in 2023 to 23.5% in 2024, representing a 7 percentage point improvement. and are projecting a reduction in chronic absenteeism for 2025 below 20% as a district.

This improvement moved the district into the Yellow performance level, reflecting strong implementation of attendance supports and early intervention systems in the district's efforts to address student absenteeism.

12 out of 14 student subgroups are identified as being in the Yellow color for the "decline" or "significant decline" made from one year to the next.

In the 2023–2024 school year, four schools were designated as Equity Multiplier sites: Emerson Middle School, Rafer Johnson Community Day School, Roosevelt Elementary, and Stella Hills Elementary. In 2024–2025, McKinley Elementary was added to this list. A review of their chronic absenteeism data revealed the following successes:

- Roosevelt Elementary: Declined from 31.0% to 23.2% (↓7.8 percentage points), maintaining Yellow status and demonstrating strong gains.
- Stella Hills Elementary: Improved from 45.8% to 37.2% (↓8.6 points), but continues to face high rates of absenteeism.
- Emerson Middle School: Reduced absenteeism from 40.5% to 33.9% (↓6.6 points), reflecting ongoing need for Tier 2 and Tier 3 attendance supports.

This data review informs the development of specific revisions to Goal 2 language and actions and Equity Multiplier related actions in the 2025–2026 LCAP. The district will continue to strengthen schoolwide and student-specific strategies aimed at improving attendance, including:

- Expanding MTSS-aligned attendance interventions,
- Increasing family engagement around the importance of daily attendance,
- Providing professional development for staff on trauma-informed and relational approaches,
- And targeting site-based resources and student supports to schools where absenteeism remains highest.

These efforts will be reflected in Goals 4 through 8 of the updated LCAP and will continue to be shaped through consultation with educational partners at each Equity Multiplier site.

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 decreased suspension rate from 2.7% in 2023 to 2.6% (Medium Status) in Fall 2024 according to the California Dashboard .

- **Medium Performance Level:** English Learners (1.7%), Socioeconomically Disadvantaged (2.6), Students with Disabilities (2.5), Hispanic (2.1%)
- **Very Low Performance Level:** Asian (0.0%), Filipino (0.0%), Native Hawaiian or Pacific Islander (0.0%)

The continued professional development and support of Behavioral Intervention Specialists (BIS), Associate School Social Workers (ASSW) and Youth Services Specialists (YSS) as well as Cafeteria and Playground Activity Leaders(CPALs) will continue to support and address the social-emotional well-being of students included in goal 2 as part of efforts of actions in the district's plan.
LCAP actions that are revised to increase the preparation of all staff who have direct contact and support students through the

continued effective implementation of the MTSS process at all schools and on-going Social Emotional Learning (SEL) Toolbox training of teachers and parents will move the district forward in finding ways to address the challenging behaviors students exhibit when they lack the understanding of how to use their tools and develop new ways to resolve conflict. Also by having Tier 2 and Tier 3 supports for students whose daily interactions are negatively impacted by a lack of positive relationships and the need to improve their mental health.

The district successes for Goal 3 are based on a reflection and the review of the Fall 2024 California Dashboard listed under goals one and two, in addition to the following 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

As part of the development of the 2025–2026 Local Control and Accountability Plan, the district analyzed districtwide results from the 2024–25 Parent/Guardian Climate Survey, which had a response rate of approximately 33.9% (7,263 respondents out of 21,448 unique households). The results reflected consistent strengths in school climate and communication, and identified areas where deeper engagement and inclusivity are needed.

Based on the district's school climate feedback through the 2024-2025 Parent Climate Surveys with 7,263 responses:

Key Areas of Strength:

School Climate and Welcoming Environment

- 91.6% of parents agreed or strongly agreed that *"This school is genuinely concerned with the welfare of my child."*
- 90.3% agreed/strongly agreed that *"This school has high expectations for my child's learning."*

These responses reinforce the district's positive relationships with families and are aligned with Goal 3 Action 2, which supports workshops to support their students' literacy, math, and Socioemotional Learning skills, held at the Parent Resource Centers that build trust and communication between home and school.

Respect and Communication

- 89.6% of parents agreed or strongly agreed that they are *"treated with respect by school staff."*
- 85.4% of parents reported satisfaction with how their questions or concerns are handled.

These positive perceptions are addressed in Goal 3 Action 1, which supports FACE Liaison's at all schools who through community outreach increase participation from families to support and coordinate district events for parents to increase their knowledge of the district and the services available for parents and students, to support the instructional gap between home and school. It is also and affirmation of the use of the digital platforms used for engagement and the need to make this a continued focus and how important it is to have frequent, two-way communication about learning and be committed to enhancing tools such as parent portals, regular updates from teachers, and developing systems that allow joint efforts to support students between parents and schools.

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 Washington Wayside William Penn	Lincoln Compton Curran Fremont Stella Hills Washington	Harding Harris Lincoln Longfellow Stella Hills	No schools	Lincoln Mt. Vernon Stella Hills Washington

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	Compton Curran Fremont Lincoln	Harding Harris Lincoln Longfellow	No Schools	Lincoln Mt. Vernon Stella Hills Washington

	Jefferson King Lincoln Longfellow McKinley Mt.Vernon Sequoia Sierra Stella Hills Washington Wayside William Penn	Stella Hills Washington	Stella Hills		

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	Curran Fremont Lincoln Stella Hills Washington	No schools	No schools	Lincoln Mt. Vernon Stella Hills Washington

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

The Bakersfield City School District conducted a needs assessment as part of the Learning Recovery Emergency Block Grant (LREBG) in the language of this section.

Learning Recovery and Emergency Block Grant (LREBG)
Bakersfield City School District has unexpended LREBG funds for the 2025-26 school year.

LREBG funded actions may be found in the district's LCAP in Goal 1, Actions 1.5, 1.25, 1.32, 1.33 and Goal 2 Actions 2.6, 2.7, and 2.8.

The district's needs assessment substantiated findings from the 2024 Dashboard related to mathematics and identified the needs for the following student groups whose performance areas is either Red or Orange:

African American (AA),

Two or more races,

Homeless (HL),

English Learners (EL),

Foster Youth (FY),

Socioeconomically Disadvantaged (SED)

The following student groups although in the Orange made more than 3 points growth: Long Term English Learners (LTEL's) and Students with Disabilities (SWD)

Student groups in the RED for both ELA and Math are as follows: AA, FY, HL

Based on the suspension indicator, African American students at 7% which is an increase of 0.5% when compared from the "all students" group which declined by 0.2% to 2.6% from prior year.

When compared to the "all students" group (2.6%) the district has identified the greatest gaps in suspension for African American (4.4% higher), White (0.5% higher), LTEL (3.6% higher) and Foster Youth (1.5% higher).

When compared to the "all students" group (23.5%) the district has identified the greatest gaps in chronic absenteeism for African American (11.3% higher), Foster Youth (5% higher), Homeless (16.7% higher), Students with Disabilities (6.8% higher), Two or More Races (8% higher), and Native Hawaiian or Pacific Islander (31% higher)

An analysis of performance of student groups with the greatest need between English Learners, Foster Youth and African American students when compared to the "all students indicate African American students have the greatest need with 93.8 points below distance from standard in ELA, 133.7 points below distance from standard in Math, a suspension rate of 7%.

Based on this, actions to support SED,FY, and EL students will result in improved outcomes for African American students including 1.24 (P.R.O.U.D Academy, 1.25 (Intervention Tutoring Support Programs), 1.26 (Summer Academies), 1.31 (Teacher Intervention Specialists), 1.32 (Teacher Tutors)

Schools will align district goals, priorities, and set key actions to meet the needs of African American students and ensure student goal setting occurs on a quarterly basis. Focus groups will be developed and hosted at schools of students most in need and ensure representation of African American students to collect feedback that helps shape future school plan goals and actions.

With 44 school sites with diverse needs and strengths, the district maintains a holistic approach to developing and revising actions that address the student population's needs. Appendix A of the LCAP details specific actions designed to target the lowest performance levels identified in the Fall 2023 California Dashboard's state indicators. A continued commitment to preparing all students is evident through the focus on providing opportunities to develop Portrait of a Graduate (POG) competencies. This is achieved through authentic learning lessons that aim to improve communication, problem-solving, collaboration, critical thinking, creativity, and resiliency skills from the moment students enroll in the district. Progress monitoring of student groups remains a focus district-wide as systems for early intervention are refined each year and students regain the momentum and growth with the right support.

Reflections: Technical Assistance

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

The Bakersfield City School District (BCSD) 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(AA) 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.

As a result of the 2024 California School Dashboard, the African American student group continued to be eligible for the 2025-26 school year and in addition had the Foster Youth student group meet the eligibility criteria for differentiated assistance for State Priority 4 (ELA and Math) and State Priority 5 (Chronic Absenteeism).

On December 3, 2024 the district' Superintendent and Assistant Superintendent attended an introductory meeting with KCSOS personnel, followed by meetings on January 13th and February 24th, 2025 to begin the completion of the BCSD comprehensive needs assessment. Due to the initial needs assessment the district identified the need to further analyze individual student performance of all students which would have a direct benefit for African American students at the school level. The district identified an educational partner ad-hoc committee to provide qualitative data on the effectiveness of LCAP actions aimed at improving student outcomes for African American students. The committee consists of African American district administrators, community members, teachers, and local union representatives.

Actions in this Local Control and Accountability Plan (LCAP) address the needs of African American students by focusing on improving their performance in English Language Arts (ELA) through Actions 1.24 and 1.25, and by reducing suspension rates through Action 2.4.

Furthermore, Goal 1 includes Actions 1.25 and 1.28, which aim to improve outcomes in both ELA and Math for Foster Youth students. Actions 2.6 in Goal 2 aim to support the district's on-going efforts to reduce chronic absenteeism and suspensions by providing mentoring and building connections with Youth Service Specialists (YSS).

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.

Not applicable.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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.

Educational Partner(s)	Process for Engagement
District Associations	The Assistant Superintendent of Educational Services met with District Associations, including the Bakersfield Elementary Teachers Association (BETA), the California School Employees Association (CSEA), and the Laborers' International Union of North America (LiUNA), on February 27, 2025, to present LCAP goals, review district priorities, and gather feedback on the impact of existing actions and student academic progress. Discussions covered professional development, staffing, resource allocations, site-based intervention flexibility, after-school programs, school safety, and the expansion of Pro-Act training. Follow-up meetings in April allowed associations to review proposed revisions and refine implementation strategies. Feedback is analyzed to be considered in the finalization of the 2025-26 LCAP to ensure alignment with district needs and priorities.
Community Advisory Committee (CAC) to Special Education Local Plan Area (SELPA)	The Assistant Superintendent of Educational Services met with the Community Advisory Committee (CAC) on February 19, 2025, which is composed of parents, teachers, administrators, and community members who advise the Special Education Local Plan Area (SELPA) on issues impacting students with disabilities. During the meeting, attendees participated in structured discussions to provide feedback on the successes, challenges, and areas for improvement related to current LCAP actions. The committee's feedback supported the district's tutoring programs and assistive technology, aligning with LCAP Goal 1 (Academic Achievement). Members also emphasized the importance of maintaining mental health supports and reporting systems to ensure student safety, reinforcing LCAP Goal 2 (Social-Emotional Learning). Additionally, they expressed strong support for family nights and enhanced communication strategies between schools and parents (such as Parent Square), aligning with LCAP Goal 3 (Family & Community Engagement). Input is analyzed to be considered in the finalization of the 2025-26 LCAP to ensure alignment with district needs and priorities.
Community Members	Community members were encouraged to continue to provide feedback on the progress of existing actions through the district's annual LCAP survey made available online from January 20, 2025 to February 21, 2025. In addition the community was also invited to attend the Parent University Parent/Community Feedback event held on January 25, 2025 and this was followed by a zoom community forum held on April 24, 2025.

Parent Groups (DELAC, DAAPAC, DAC)	Parents were encouraged to provide feedback on the progress of existing actions through the monthly scheduled meetings for standing councils and committees including the District English Learner Advisory Council (DELAC), District African American Parent Advisory Council (DAAPAC) and District Advisory Committee (DAC) starting in January as part of the Parent University Parent/Community Feedback event held on January 25, 2025. This was followed by presentations and input sessions during their regularly scheduled meeting in February and April meetings for input on the proposed LCAP actions for the 2025-2026 LCAP. During each of the meetings parents were encouraged to log additional feedback through the online surveys used to determine effectiveness of actions as part of the LCAP analysis.
Parents	Parents were invited to provide feedback through the submission of the online Annual Parent Climate Survey from December 9, 2024 to January 10, 2025 as well as the LCAP Online Community Survey available from January 20, 2025 to February 21, 2025 In addition, parents gave input as part of group discussions during the Parent University Parent/Community Feedback event held on January 25, 2025 led by district administrators and staff. Parents were informed about the current status of student outcomes, existing actions in the LCAP and gave input on what services were most effective in meeting the needs of students. In addition parents were asked to contribute through feedback on the development of the new LCAP.
Students	The Assistant Superintendent met in person with the LCAP student advisory committee starting on November 6, 2024 and followed up with a Spring meeting to encourage feedback on the district's LCAP development for the 2025-26 plan. Based on the feedback students expressed their needs for public speaking opportunities, collaborative group work, conflict resolution, and strategies to support resilience and communication.

Administrators	The Assistant Superintendent of Educational Services met with district principals on February 13, 2025 and March 20, 2025 during the monthly Administrative Leadership Institute (ALI) to gather feedback on the impact of existing LCAP actions and discuss areas for improvement in the 2025-26 LCAP plan. Principals provided input on academic supports, staffing allocations, intervention programs, professional development, social-emotional learning initiatives, and family engagement efforts. Discussions focused on key areas, including: ● Academic Achievement (Goal 1): Successes included academic conference days, intervention specialists, literacy coaching, and after-school tutoring programs, while challenges such as large class sizes, inconsistent intervention autonomy, and the need for expanded math support were identified. Principals recommended greater site flexibility in intervention selection, reallocating unused tutoring funds, and implementation of district-wide writing training. ● Social-Emotional Learning (Goal 2): Principals highlighted mental health supports, school-based therapists, and campus supervisors as strengths but noted challenges with chronic absenteeism, gaps in Youth Service Specialist (YSS) staffing, and the need for expanded Pro-Act de-escalation training. Suggestions included designating a coordinator for attendance support, increasing Tier II behavioral intervention options, and reinstating vision services at Wellness Centers. ● Family and Community Engagement (Goal 3): Principals recognized strong parent engagement efforts, such as Parent University and FACE-led workshops, but expressed needs in reaching underrepresented families. A recommendation to expand training of FACE staff to lead academic presentations, increased support for parent engagement sessions, and improving school-to-family communication strategies.
Teachers and other school personnel	Teacher and staff input for the 2025-2026 LCAP was gathered through multiple channels. Educational partner meetings, including teachers and other school personnel, took place during LCAP Feedback sessions on January 25, 2025. Separate meetings were also held with teachers through the Bakersfield Elementary Teachers Association (BETA) on February 27 and April 3, 2025. Furthermore, a town hall meeting open to all teachers and personnel occurred on April 24, 2025. The district also utilized surveys to assess the effectiveness of State Standards implementation and to inform local metrics for the California Dashboard. Through these surveys, teachers reported their professional development needs, evaluated the quality of current professional learning, and offered recommendations for future support to improve professional development initiatives.

Equity Multiplier Schools	The five 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 with site Leadership Teams. Equity Multiplier sites then developed the school's goals, metrics, desired outcomes, strategies, and actions that work on addressing the student groups with the greatest needs and based on their identified problems of practice.
LCAP Adoption and Approval	A public hearing was scheduled for June 10, 2025. During the public hearing there were no comments from the audience regarding the draft copy of the plan. Final adoption by the school board was scheduled for June 24, 2025. The LCAP was approved.

Insert or delete rows, as necessary.

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

The feedback from District Associations aligns with LCAP Goal 1 (Academic Achievement), Goal 2 (Social-Emotional Learning), and Goal 3 (Family and Community Engagement) by reinforcing the need for professional development, student support services, and school-site flexibility. The success of school-based therapists and psychologists supports the district's commitment to a multi-tiered system of support (Goal 1, Action 1.2-SPSA Support). The request for more targeted professional development (PD) during duty time aligns with the district's focus on differentiated PD and collaboration time for staff (Goal 1, Action 1.6-Instructional Support Services). Concerns regarding campus safety, violence prevention, and training on teacher-student relations directly support the district's emphasis on trauma-informed practices and responding to student needs through the Tiered System of Supports (Goal 2, Action 2.3-MTSS supports and Resources). The suggestion to evaluate violence prevention efforts and debrief with associations aligns with ongoing work to create a safe, engaging and supportive school climate (Goal 2, Actions 2.2-Student Clubs and Activities, 2.4-Behavior Intervention Specialists(BIS), 2.5-Associate School Social Workers (ASSW)).

Additionally, the mention of streamlined ParentSquare communication connects to the district's efforts to increase family engagement and improve communication strategies (Goal 3, Action 1-Family and Community Engagement (FACE). These insights reinforce current LCAP priorities while highlighting areas for refinement in school-site autonomy, student well-being, and staff training.

Furthermore, the enhancement of ParentSquare communication channels is congruent with organizational endeavors to amplify family participation. While this feedback affirms the existing strategic direction of the LCAP, it also delineates areas for potential refinement concerning school autonomy, student welfare, and personnel development.

As part of the LCAP development process, the district also gathered input from parent advisory groups including the District English Learner Advisory Council (DELAC), District Advisory Council (DAC), and District African American Parent Advisory Council (DAAPAC). These educational partners shared feedback aligned to the district's three LCAP goals. Parent advisory groups stressed the need for targeted academic support such as tutoring and math workshops, increased access to bilingual and social-emotional learning resources, structured parent voice opportunities, and stronger inclusion practices for all student groups.

Under Goal 1: Academic Achievement, parents across all three groups expressed strong support for existing tutoring services, literacy initiatives, and increased access to academic supports. This feedback validates and supports Goal 1, Actions 1.13 – Site Literacy Support, 1.22 – Extended Learning (After-School Program), and 1.25 – Intervention Tutoring Support Program. Parents also requested the expansion of tutoring hours, more grade-level-specific parent workshops, and accessible curriculum overviews. These requests align with and reinforce Goal 3, Action 3.3 – Community-Based Parent Education Programs, which includes family workshops on academic content.

The Community Advisory Committee advocated for improved communication regarding after-school tutoring, more inclusive opportunities for students with disabilities, and enhanced training and resources for parents and staff which align with existing actions 1.2-SPSA Support, 1.5-Curriculum & Instruction Supports, 1.6-Instructional Support Services, 1.8-New Teacher Development, 1.12-Professional Learning -Certificated Support Staff, 1.29-Coordination of Supplemental Programs in goal 1.

Student Council participants requested more opportunities for public speaking, collaborative group work, conflict resolution, and strategies to support resilience, communication, and success through teamwork. These requests align with the district's goal to engage students through the implementation of the Portrait of a Graduate competencies and actions in the LCAP that support students engagement in public speaking including Goal 1, action 1.2-SPSA Support, where schools will provide students with strategies that include academic discourse, presentations, project based learning cooperative tasks, and student autonomy. In addition, Goal 2, action 2.9-SEL Toolbox aimed to teach students critical social-emotional competences across the district that addresses teamwork, conflict resolution, and emotional regulation. Goal 3, action 2-Parent Education reinforces (Positive Behavior Interventions and Supports (PBIS) at home and engages students in collaboration, and sets schoolwide expectations at home and school. The Student Council has requested increased opportunities for developing public speaking skills, collaborative group work, conflict resolution, and learning resilience, communication, and teamwork strategies. These requests align with the district's objectives to engage students through the implementation of the Portrait of a Graduate competencies and Local Control and Accountability Plan (LCAP) actions that foster student participation in public speaking. Specifically, Goal 1, action 1.2-School Plan for Student Achievement (SPSA) Support, will provide students with methodologies such as academic discourse, presentations, project-based learning, cooperative activities, and independent learning. Additionally, Goal 2, action 2.9-Social Emotional Learning (SEL) Toolbox, aims to impart essential social-emotional competencies across the district, with a focus on teamwork, conflict resolution, and emotional regulation. Goal 3, action 3.2-Parent Education, enhances Positive Behavioral Interventions and Supports (PBIS) at home and involves students in collaborative efforts to establish consistent expectations between home and school environments.

Community members, through surveys and advisory participation, highlighted the importance of school safety, improved academic achievement, support for language development among English Learners, and greater transparency and engagement in school-family communications which align with actions including 1.25-Intervention Tutoring Support Program, 1.30-English Learners Tutoring and Saturday AcademiesFeedback obtained from community members through surveys and advisory participation underscored the significance of school safety, enhancement of academic achievement, provision of support for language development for English Learners, and increased transparency and engagement in communication between schools and families. These priorities are aligned with initiatives such as 1.25-Intervention Tutoring Support Program and 1.30-English Learners Tutoring and Saturday Academies.

For Goal 2: Social-Emotional Learning, families praised programs such as Toolbox, PROUD Academy, and the services of Behavioral Health Therapists (BHTs). Their feedback supports the continuation of Action 2.7 – School Psychologists and Behavioral Health Therapists and Action 2.12 – Social-Emotional Learning Curriculum and Training. Parents recommended increasing the number of BHTs and CPALs and emphasized the importance of SEL content at parent engagement events, reinforcing Action 2.8 – SEL Professional Learning, and Action 3.2 – Parent Education Classes and Events.District associations emphasized the need for increased access to after-school and lunch clubs, improvements to campus safety and playground environments, and greater flexibility and equity in professional development opportunities for all staff.

District associations advocated for more after-school and lunch clubs, safer campuses and playgrounds, and increased flexibility and equity in staff professional development.

Under Goal 3: Family and Community Engagement, all three parent groups acknowledged the value of Parent University sessions, health and community engagement events, and FACE/PALs support staff, validating Action 3.1 -Family and Community Engagement Training for Staff and Action 3.5 -FACE Liaisons and PALs. However, families raised concerns about scheduling conflicts across district events, inconsistent PAL structures, and lack of access to FACE at some schools. These challenges highlight the need to review and strengthen existing implementation of Action 3.4 – Office Assistants at Each School and improve the coordination and structure of parent engagement supports. Parents across engagement platforms, including Parent University and surveys, voiced priorities around school-home communication, student safety, academic and enrichment support, bilingual education, and mental health and SEL resources for both students and families, input which aligns with actions including 3.1-FACE whose role is to increase participation in schools, 3.3-Community-Based English Tutoring (CBET), 3.4-Digital Platforms and Community Applications, among other actions in Goal 1 and 2 as well.

This collective parent input confirms the value of several existing LCAP actions and provides clear justification to continue, refine, and expand support in tutoring, SEL staffing, and family engagement to meet evolving needs. The feedback will directly inform revisions to LCAP actions and guide equitable support strategies across all student groups.

Feedback from district administrators highlighted the support for enrichment programming for students to increase engagement (Goal 1, Actions 1.23-Project Lead the Way (PLTW), 1.24-P.R.O.U.D. Academy, 1.26-Summer Academies, 1.27-National Youth Sports Program (NYSP), 1.33-Virtual Enterprise Junior Ventures), SEL Resources (Goal 2, Actions 2.3-MTSS Supports and Resources, 2.7-School Psychologists & Behavioral Health Therapists, 2.8-Social Emotional Learning Professional Development, 2.9-SEL Toolbox, 2.16- Sports Programs), and improved parent communication (Goal 3, Action 4-Digital Platforms).

EQUITY MULTIPLIER SCHOOLS

Educational Partner Input for sites identified as Equity Multiplier Schools: Rafer, Emerson, Roosevelt, Hills, McKinley

As a result of the engagement process with schools identified as Equity Multiplier sites, the following focus goals are identified for the 2025-2026 school year:

Emerson Middle School:Increase ELA, Math, and English language proficiency and academic outcomes for African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White Students 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: Increase English Learner progress, ELA and Math proficiency for English Learners, and decrease chronic absenteeism for all students through targeted interventions, culturally responsive strategies, capacity building of staff, and engaging campus activities.

Stella Hills: Improve literacy proficiency and decrease negative student behaviors for African American, English Learners, Homeless, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students through targeted interventions and capacity building of staff

McKinley (new): Improve Reading and Math proficiency for African American, English Learners, Homeless, Hispanic, and Socioeconomically Disadvantaged students through targeted interventions and capacity building of staff, and decrease chronic absenteeism for African American, Homeless, Students with Disabilities, and English Learners through targeted interventions.

Goals and Actions

Goal 1

Goal # 1	Description	Type of Goal
Goal 1	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of ineffective teachers **Source:** CalSAAS Report Local Priority: 1A	5.57% 2022-23	7.51% 2023-24		6.0% 2025-26	+1.94
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	91.6% 2023-24		94% 2025-26	-1.9

1.3	Percent of students with sufficient access to standards aligned instructional materials **Source:** Williams Textbook sufficiency report Local Priority: 1B	100% 2023-24	100% 2024-25		100% 2026-27	Maintained at 100%
1.4	Percent of school facilities maintained in ”Good” or “Exemplary” condition **Source:** Facilities Inspection Tool (FIT)-Self-Administ ered Local Priority: 1C	97.7% of school facilities 2023-24	100% of school facilities 2024-25		100% of school facilities 2026-27	+2.3

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	ELA- 4 ELD- 3 Mathematics- 4 NGSS-3 2024-25		ELA- 4 ELD-4 Mathematics-4 NGSS-4 2026-27	ELA- +1 ELD- 0 Mathematics- +1 NGSS-0

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	66.9% on Core or above 2024-25		60% on Core or above 2026-27	+15.2

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%	**A. ELA** All Students -60.4 EL's -86.1 FY -89.9 SED -65.9 AA -93.8 HL -102.9 DI -26 DI SED -30 Baseline Fall 2024 LTEL's -108.2 **Math** All Students - 98.5 EL's -117.1 FY -117.4 SED -103.5 AA -133.7 HL -128.9 PLTW -95 PLTW SED -98 Fall 2024 Baseline Fall 2024 LTEL's -169.1 **B. CAST** All Students 15.68% EL's 1.37% SED 13.72% Foster Youth 13.89% PLTW 15.86%		**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 Baseline Fall 2024 LTEL's -100.2 **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 Baseline Fall 2024 LTEL's 164.1 **B. CAST** All Students 20% EL's 10% SED 18% Foster Youth 13% PLTW 18%	**A. ELA** All Students +2.1 EL's +4.4 FY +1.7 SED +4.9 AA +0.4 HL -4.9 DI -11.0 DI SED -5.0 Baseline 2024 LTEL's **Math** All Students -0.6 EL's -2.5 FY +2.0 SED +2.0 AA -0.9 HL -5.4 PLTW -7.0 PLTW SED -5.0 Baseline Fall 2024 LTEL's **B. CAST** All Students +0.96 EL's -0.31 SED +1.43 Foster Youth+6.75 PLTW +3.36 PLTW SED +3.63

	C. California Alternate Assessment (CAA) Percentage who Met Level 3 **Source:** CA Dashboard and CAASPP State Priority: 4A	PLTW SED 11.3% Fall 2023 **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%	PLTW SED 14.93% Fall 2024 **C. CAA** ELA All students 25.47% SED 26.99% EL's 18.99% Math All students 12.83% SED 13.15% EL's 11.25%		PLTW SED 17 % Fall 2026 **C. CAA** ELA All students 27% SED 28% EL's 20% Math All students 16% SED 16% EL's 13%	**C. CAA** ELA All students +1.58 SED +2.15 EL's +2.16 Math All students +0.18 SED -0.28 EL's +1.35

1.8	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	49.8 % 2023-24	51.6% 2024-25		65% 2026-27	+1.9
1.9	Rate of Reclassified English Learners **Source:** Local data Local Priority: 4F	7.5% 2023-24	13.5% 2024-25		15% 2026-27	+6.0
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	100% 2024-25		100% 2026-27	Maintained at 100%

1.11	EL Program Evaluation Level Rating **Source:** English Learner Program Metric Evaluation Local Priority: 7B	Developing Level (Rating of 2) 2023-24	Developing Level (Rating of 2) 2024-25		Core Level (Rating of 3) 2026-27	Maintained at Rating of 2

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	80-100%: 51.1 %% 40-79%: 18.4 % 0-39%: 30.6 % 2024-25		80-100%: 52% 40-79%: 21% 0-39%: 27% 2026-27	80-100%: +2.6 40-79%: -3.0 0-39%: +0.5

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	A. 100% of staff B. SED 77.8% EL's 16.1% FY 1.9% 2024-25		A. 100% of staff B. SED 85% EL's 20% FY 1.5% 2026-27	A. Maintained 100% B. SED -11.3 EL's -10.1 FY -0.8

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 STAR Reading **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	**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%	**A. Kindergarten** *24-26 Letter Sounds* A1- 65.5% *Blending phonemes* A2- 53.7% (Baseline) A3- 45.0% (Baseline) A4- 58.3% (Baseline) **First Grade** A5- 63.8% (Baseline) A6- 35.5% (Baseline) Winter 2024 **2nd-8th Grade** A7- 31.0% A8- 28.4% A9- 8.7% A10- 25.3% A11- 15.7% A12- 98.0% A13- 23.8% A14- 23.1% Winter 2024		**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%	**A. Kindergarten** A1- +0.3 A2 - N/A (Baseline established Winter, 2024) A3 - N/A (Baseline established Winter, 2024) A4 - N/A (Baseline established Winter, 2024) **First Grade** A5 - N/A (Baseline established Winter, 2024) A6 - N/A (Baseline established Winter, 2024) **2nd-8th Grade** A7- +0.5 A8- +0.9 A9- -2.1 A10- +4.9 A11- +0.5 A12- +1.4 A13- -2.0 A14- -1.3

	7-8th Grade Summer Academy *Level 3 or above* A15- SA A16- SA EL 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	**7-8th Grade Summer Academy** A15- 32.9% A16- 6.5% A17- 40.9% A18- 29.8% **2nd-8th Grade** (STAR Spanish) A19- 53.3% A20- 51.3% Winter 2023 **4-8th Grade VAPA** A21- 38.8% A22- 35.8% A23- 14.8% A24- 27.5% A25- 18.2% Winter 2023	**7-8th Grade Summer Academy** A15- 31.6% A16- 6.7% A17- 24.0% A18- 28.6% **2nd-8th Grade** (STAR Spanish) A19- 53.5% A20- 53.3% Winter 2024 **4-8th Grade VAPA** A21- 38.7% A22- 35.1% A23- 10.1% A24- 15.7% A25- 31.1% Winter 2024		**7-8th Grade Summer Academy** A15-33% A16- 17% A17- 51% 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%	**7-8th Grade Summer Academy** A15- -1.3 A16- +0.2 A17- -16.9 A18- -1.2 **2nd-8th Grade** (STAR Spanish) A19- +0.2 A20- +2.0 **4-8th Grade VAPA** A21- -0.1 A22- -0.7 A23- -4.7 A24- -13.7 A25- +12.9

	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 B9- DI B10- DI SED	**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% Winter 2023 **1st-5th Grade** (STAR Math Spanish) B9- 76.0% B10- 74.0% 2023-24	**B. 1st-8th Grade** B1- 20.1% B2- 18.1% B3- 10.0% B4- 13.8% B5- 11.7% B6- 81.8% B7- 10.5% B8- 10.1% Winter 2024 **1st-5th Grade** (STAR Math Spanish) B9- 76.2% B10- 76.1% 2024-25		**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% 2026-27	**B. 1st-8th Grade** B1- +1.5 B2- +0.9 B3- +0.4 B4- +2.1 B5- +1.3 B6- -2.0 B7- +0.6 B8- +1.2 **1st-5th Grade** (STAR Math Spanish) B9- +0.2 B10- +2.1

	4th-8th Grade VAPA(Math) *Level 3 or Above* B11- VAPA B12- VAPA SED B13- VAPA EL B14- VAPA Homeless B15- VAPA Foster Youth **Source:** District Literacy Assessment STAR Reading STAR Math STAR Math Spanish Priority 8: Other Student Outcomes		**Y1 Baseline Winter 2024-25** **4th-8th Grade VAPA (Math)** *Level 3 or Above* B11- 18.6% B12- 16.0% B13- 6.4% B14- 9.5% B15- 10.2%		**4th-8th Grade VAPA (Math)** *Level 3 or Above* B11- 21.6% B12- 19.0% B13- 9.4% B14- 12.5% B15- 13.2%	**4th-8th Grade VAPA** *Level 3 or Above* **Y1 Baseline Winter 2024-25** B11- N/A B12-N/A B13- N/A B14- N/A B15- N/A

1.15	Percentage of preschool students enrolled in CSPP rated at the Building Earlier developmental continuum level or above Source: Desired Results Developmental Profile (DRDP) -Language and Literacy Development (LLD) Local Priority:8	91% Spring 2024	91% Spring 2025		95% Spring 2027	+0

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	100% 2024-25		100% 2026-27	Maintained at 100%
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	18 per student May 2024	19.5 per student May 2025		25 per student May 2027	+1.5 per student

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	88.5% of Low Income students enrolled 13.5% of EL students enrolled 9.1% of African American enrolled 2024-25		Maintain 90.5% of Low Income students enrolled 20% of EL students enrolled 18% of African American enrolled 2026-27	Low Income -2.0 EL Students -4.2 African American -0.6
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	97% 2024-25		90% 2026-27	+17

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	94% 2024-25		100% 2026-27	+3
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	100% 2024-25		Maintain 100% 2026-27	Maintained at 100%

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.

As the students and staff in the district continue to mitigate learning and improve academic outcomes through core instruction and intervention support, the district continued in its efforts to implement all actions in Goal 1: Academic Achievement.The Bakersfield City School District dedicated significant effort to supporting all staff in their pursuit of improved student achievement, both within and beyond the classroom. However, the overwhelming need for academic intervention and tutoring among students presented the most substantial obstacle to fully implementing Goal 1 actions. While the demand for tutoring was high, the limited number of available teachers hindered the district's capacity to serve all students, particularly those with the greatest needs. Furthermore, effectively delivering professional learning opportunities to all staff, including classified personnel across 44 schools, without disrupting classroom instruction or student supervision posed a logistical challenge throughout the year.Providing staff with opportunities to acquire expertise for classroom implementation proved successful. Nevertheless, consistently monitoring and implementing these practices districtwide, along with offering follow-up support to those requiring additional assistance, remains an ongoing challenge.

Student learning was improved through the full implementation of Actions 1.1, 1.5, 1.6, 1.7, 1.8, 1.12, 1.13, and 1.14. Efforts to provide more individualized instruction continued with reduced class sizes in grades 4-8. New teacher preparedness was supported through teacher mentors in the New Teacher Development program. Opportunities for teachers to learn about effective, evidence-based instructional practices were provided to build their knowledge. Professional learning focused on evidence-based literacy instruction, authentic learning, and the integration of writing across all classrooms, including Special Education. Schools received allocations for local decision-making regarding professional development based on individual teacher needs, enabling sites to design PD for both new and experienced teachers needing support in areas like literacy, writing, science, and other content. While staff availability for after-school professional learning remains a challenge, the district provided training during regular contract hours to ensure uniform access across the district. Coaches and instructional specialists delivered this training and offered follow-up support at school sites. Furthermore, principals received the same or similar training to support their monitoring and implementation efforts in classrooms.

Actions 1.9, 1.15, 1.16, 1.17, and 1.18 were fully implemented to support teachers and students with the necessary materials and staffing supports to allow for student and teacher access to enhanced library resources, technology and online learning systems that support teaching and learning in classrooms. Students had access to resources that support the implementation of hands-on learning in science and math. Some of the challenges when implementing these actions continue to be the high number of students who need support with literacy which impacts their ability to deepen comprehension while engaged in activities that require higher levels of reading comprehension. Classrooms must continue to provide enrichment opportunities while addressing the individual needs of students who are struggling to read on grade level.

Actions 1.19, 1.25, 1.26, 1.30, 1.31, and 1.32 were fully implemented to directly support Goal 1 by providing a multi-tiered system of support to ensure high-quality teaching and learning through intervention programs, tutoring, extended learning opportunities, specialized staff, and implementing a robust extended learning program to provide additional academic support and enrichment activities beyond the regular school day. These actions aim to address diverse student needs and promote academic success for all students towards achieving grade-level mastery. Challenges in implementing service opportunities for students were identified as the number of students in need of support were greater than the number of available staff to provide the tutoring. However, the support of teacher intervention specialists provided assistance as part of the regular day systems of support.

Actions 1.2, 1.3, 1.4, 1.10, and 1.11, were fully implemented and funds were allocated to provide professional learning to administration to ensure alignment of school plans included evidence-based practices consistent with district-wide training. The importance of having administrative teams to lead the work to develop systems that are coherent and aligned to the district goals, mission and vision for all students to succeed. Assistant principals in order to support and promote student engagement, increase academic achievement, and focus on improving attendance to ensure students had access to good first instruction and interventions available at the school for all students, including Low-Income, Foster Youth, and English Learners; ensure students are present and reduce the need for intervention or gaps in learning. The challenge of monitoring implementation of plans and expected practices continues to be a focus district wide. Action 1.10 will be removed in 2025-26. Administrators will continue to receive support from departments, district training, and aligned to meet their needs.

Actions 1.20, 1.21, 1.22, 1.23, 1.24, 1.27, 1.28, 1.29, and 1.33 were fully implemented actions to ensure schools developed plans embedding targeted strategies and actions to address the academic needs of students who, based on data, have made the least amount of gains or have regressed in the past year or need the on-going support to continue perform a high academic levels of achievement. Programs such as GATE, Dual Immersion, Visual and Performing Arts, Project Lead the Way, Project Launch,, National Youth Sports Program, and Virtual Enterprise were fully implemented to provide increased access to a broad course of study for students and support teachers to meet the academic needs of all students. Coordination between the regular school day and supplemental programs was an integral part of the district’s efforts to extend the learning for all students, especially foster youth and homeless who often do not enroll in the program. Staff ensured they had access to all available resources and programs the district offered. The challenges schools face is having transportation available for all programs which the district has been working on addressing by promoting the availability of bus driver training to gain employment with the district.

In summary, the Bakersfield City School District has demonstrated significant strides towards achieving goal 1. The successes in areas such as student academic growth for unduplicated students, can be attributed to the provision of a broad course of study. Strategic actions like tiered interventions, professional development, and technology integration have contributed to these achievements as well. However, challenges persist, including addressing the high demand for academic support and the continued need for student tutoring, ensuring consistent implementation of best practices across all sites, and overcoming logistical hurdles in providing professional learning. Moving forward, we will leverage our successes, address these challenges, and continue to refine our strategies to ensure equitable and high-quality education for all students.

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 2024-2025 LCAP Goal 1 was $138,773,468. The estimated actual expenditures for 2024-2025 LCAP Goal 1 is $114,695,498. This is a difference of $24,044,970. The substantive differences were in the following actions:

Action 1.2 (SPSA Support) Material difference in planned funding and estimated actual expenditures was due to positions previously funded by this action including campus supervisors were funded from funds in Goal 2, Action 17. Additional funds to provide tutoring professional development were paid out of one-time funding sources including learning recovery emergency block grant and ESSER III funds. One-time funds were allocated to sites using ESSER funds for academic field trips and SEL services and supplies.

Action 1.7 (Multilingual Education Programs and Supports) Material difference in planned funding and estimated actual expenditures was due to carryover federal fund allocations for surplused positions in prior years resulting in accumulated unexpended funds in the current year.

Action 1.10 (Executive Development Program (NCEE)) Material difference in planned funding and estimated actual expenditures resulted from the district's prior-year encumbrance of costs for an administrative cohort that concluded training in the 2024-25 school year. Consequently, no additional expenses were incurred due to the absence of a new cohort for the current school year.

Action 1.12 (Certificated Support Staff), Material differences in planned funding and estimated actual expenditures was due other available funding sources Title I and Title II, and ESSER III Federal Funds.

Action 1.13 (Professional Learning-Certificated Teachers) Material difference in planned funding and estimated actual expenditures was due to the available funds of one-time ESSER funds to support professional learning activities prior to the start of the school year, which resulted in unspent funds.

Action 1.14 (Professional Learning-Special Education) Material differences in planned funding and estimated actual expenditures was due other available funding sources Title I and Title II, and ESSER III Federal Funds.

Action 1.25 (Intervention tutoring Support Program) (N) Materials differences in planned funding and estimated actual expenditures was due to a lower participation rate for tutoring in comparison to the budgeted allocation.

Action 1.32 (Teacher Tutors) Material difference in planned funding and estimated actual expenditures was due to tutors not hired during the 2024-25 school year but the district plans to hire in the 2025-26 school year. Schools who budgeted used allocation of action 1.2 funds for existing tutors.

Action 1.33 (Virtual Enterprise Junior Ventures) Material difference in planned funding and estimated actual expenditures was due to the program still in the beginning of implementation phase. Recruitment has been challenging due to the specific teacher credentialing requirements. Funding allocation for the 2025-26 school year will be reduced, as the program continues to be in the development stages of implementation.

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

The district continues to make progress towards goal 1 as demonstrated by the following data:

Priority 1b: Percent of students with sufficient access to standards aligned instructional materials

The district maintained sufficiency at 100% from 2023-24 to 2024-25.

Priority 2a: Implementation of State Academic Standards

Current level of implementation of state academic standards according to locally selected measures indicates an increase of 1 point in both ELA and Mathematics to an overall improvement from Level 3 of Implementation to Level 4 on a 5 point scale, where 5 is Fully Implemented and Maintaining.

Priority 2a: Professional Development Feedback

The percent of respondents rating professional development as positive and relevant to their work increased by 17 percentage points from 20% in 2023-24 to 97% in 2024-25.

The improvement of standards alignment and instruction can be attributed to the district's efforts to meet staff individualized instructional needs that result in improved classroom instruction and effective leadership to meet the learning needs of students and impact the results for priority 1 and priority 2 outcomes. These can be attributed to the actions that have provided staff the professional development opportunities, smaller class sizes, school support and training for staff to develop professional development plans which focus on maximizing learning for students through evidence based strategies, standards align enrichment curriculum, coaching and programs that prepare teachers to be equipped to meet the needs of BCSD students by having mastery of the California State Standards and strong classroom management. The following actions have been implemented and contributed to the improvement of goal 1: actions 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, 1.17.

These actions build capacity for staff and students in addressing the Reading, Listening, Speaking, and Writing skills and are directly correlated with language proficiency and acquisition.

The district also made progress towards goal 1 as demonstrated by the following data:

Priority 2b: Level of EL Program Implementation as reported in the EL Program Metric Evaluation

The level of implementation increased by 15.2 percentage points from prior year.

Priority 4a: CAASPP for ELA and Math

The unduplicated student groups made gains in the average distance from standard (DFS) as follows:

ELA: All Students (+2), EL (+4), FY (+1), SED (+4)

Math: FY (+2), SED (+2)

Priority 4a: CAST

All Students (+0.96), SED (+1.43), FY (+6.75)

Priority 4a: California Alternate Assessment (CAA):

ELA: All Students (+1.58), SED (+2.15), EL (+2.16)

Math: All students (+0.18), EL (+1.35)

Priority 4e: Percent of EL's making progress towards English Proficiency

Increased by 1.9 percentage points from 2023-24 to 2024-25 to 51.6%

Priority 4f: Rate of Reclassified English Learners

Increased by 6.0 percentage points from 7.5% in 2023-24 to 13.5% in 2024-25

BCSD's focus on expanded science, technology, engineering, and extracurricular enrichment, alongside programs addressing individual student needs, has driven the ongoing improvement in unduplicated students' performance in CAST, CAA, and EL proficiency and reclassification. The following actions have been implemented and contributed to the improvement of goal 1: 1.15,1.16,1.19,1.20, 1.21, 1.22, 1.23, 1.24,1.27, 1.29, 1.33.

These initiatives are designed to ensure that all students, encompassing socioeconomically disadvantaged students (SED), English Learners (EL), Foster Youth, and students experiencing homelessness, have equitable access to technology and engaging learning experiences within the school environment. The goal is to implement resources and strategies that actively promote student involvement, increase their motivation, and foster a deeper connection with their education through the effective integration of technology in the learning process. By providing these opportunities, the district aims to improve overall student engagement and create a more inclusive and supportive educational setting for all learners, regardless of their individual circumstances.

The district also made progress towards goal 1 as demonstrated by the following data:

Priority 7c: Percent of Students with Disabilities participating in a general education classroom as part of their educational day.

80-100% of their day-increased by 2.6 percentage points from prior year

Priority 8: Other student outcomes

The percentage of 2nd-8th grade students performing at a level of 3 or above on STAR Reading by the 2024 Winter assessment:

All Students-31%, an increase of 0.5 percentage points when compared to Winter 2023

SED students-28.4%, an increase of 0.9 percentage points when compared to Winter 2023

Foster Youth-25.3%,an increase of 4.9 percentage points when compared to Winter 2023

The percentage of 1st-8th grade students performing at a level of 3 or above on STAR Math by the Winter assessment:

All Students-20.1%, an increase of 1.5 percentage points when compared to Winter 2023

SED students-18.1%, an increase of 0.9 percentage points when compared to Winter 2023

EL students-10.0%, an increase of 0.4 percentage points when compared to Winter 2023

Foster Youth-13.8%, an increase of 2.1 percentage points when compared to Winter 2023

Several factors contributed to the improved STAR Winter assessment results, including summer academies for all students to boost engagement, welcoming libraries increasing access to books, coordinated tutoring for homeless and foster youth, Saturday tutoring sessions for English Learners, support from intervention specialists, and teacher tutors available to all students, especially unduplicated students. The following actions have been implemented and contributed to improving actions in goal 1: 1.9, 1.18, 1.26, 1.28, 1.30, 1.31, 1.32.

The described activities foster literacy and target the academic requirements of all students in reading, listening, speaking, and writing. This has a direct influence on all subject matter, encompassing mathematics and English Language Development.

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 Bakersfield City School District is proposing revisions to specific metrics, target outcomes, and actions within our LCAP to better reflect current student needs and ensure continuous improvement. These changes are driven by a comprehensive review of action language that aligns with Fall 2024 California Dashboard data, local assessments, and feedback from our educational partners. We aim to enhance the LCAP's responsiveness, accelerate student achievement, and address equity gaps for all learners.

The following changes will be made to Goal 1 for the coming year:

Goals: No change

Metrics: Changes

Metric 1.7 baseline data and year 3 target outcomes were added for the Long Term English Learners for both ELA and Mathematics.

Metric 1.17 baseline data was revised to reflect a data correction error made when calculating last year’s baseline data. The year 3 target outcomes remained the same.

Metric 1.14 baseline data was revised to reflect the need to add math STAR data for unduplicated students enrolled in VAPA in addition to reading. data.

Target Outcomes: No change

Actions: Changes

Action 1.4 (Vice-Principal), revised to reflect the renaming of Vice-Principals to Assistant Principals in the action.

Action 1.7 (Multilingual Education Programs and Supports) the funding amount allocated to this action has been reduced due to the one time additional carryover previously included in the 2024-2025 budget. This action will continue to be fully implemented without any impact to the services.

Action 1.10 (Executive Development Program (NCEE)) was deleted. Leadership capacity development for diverse students is now funded by Educator Effectiveness, and administrator professional development will continue under a different funding source. This strategic reallocation improves budgetary alignment and resource efficiency, ensuring uninterrupted leadership development under a more suitable financial structure.

Action 1.18 (Upgraded Libraries and Classroom Libraries) revised the metric from 1.15 to 1.17 to reflect the monitoring of student interest in reading high interest books based on the average number of books checked. Action 1.21 (Dual Immersion, Multilingual Education Programs), revised to reflect the change of an additional Spanish Language Arts teacher for the upcoming school year. Action 1.25 (Intervention Tutoring Support Program),1.32 (Teacher Tutors), and 1.33 (Virtual Enterprise Junior Ventures), revised to identify these actions as funded using the Learning Recovery Emergency Block Grant (LREBG). Action 1.26 (Summer Academies), revised to account for the added Metric 1.7 in the increased and improve section, to monitor impact on student performance on state assessment results in addition to local metrics.

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
1.1	Class Size Reduction	This action aims to 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. ● 21 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.	$3,385,245	Yes

1.2	SPSA Support	This action aims to 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:	$35,469,361	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. ● Completion of the on-going monitoring tool for evaluation of action/strategy full implementation and analysis of action/strategy effectiveness. 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. The district shall support a percentage of the costs of all sites Specially Funded Clerks, integral for monitoring of School Plans for Student Achievement to improve student outcomes. ● Coordinator, State & Federal Programs (1) ● Instructional Specialist, State & Federal Programs (1) ● Clerks, State & Federal Programs (3) ● Budget Supervisor, Fiscal (1) ● Account Technician , Fiscal (1) ● Site Specially Funded Clerks (42) This action addresses the lowest performance level in ELA and Math for ELs, LTELs Foster, Homeless, SED, and African American students.	$2,145,547	Yes

1.4	Assistant Principals	To support student engagement and academic progress, the district will assign an Assistant Principal at each school (except Penn, Rafer, and Downtown) to monitor student outcomes in ELA, Math, and Language Proficiency, and 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 Assistant 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 Assistant Principals and demonstrate the impact of this additional support on student outcomes ● Assistant Principals (41) This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$7,523,912	Yes

1.5	Curriculum & Instruction Supports	**<u>Partially</u> funded with Learning Recovery Emergency Block Grant** 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. This action is grounded in research that supports the effectiveness of instructional coaching and standards-aligned professional development in improving outcomes for underserved students (Kraft, Blazar & Hogan, 2018). In addition, the Learning Policy Institute-Effective Teacher Professional Development (Darling-Hammond, Hyler, & Gardner, 2017) states that, *"Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills."* **Staffing supported by this action includes:** ● Coordinator, Curriculum and Instruction (1) ● Instructional Specialists, Curriculum and Instruction (12) ● Academic Coach (1) Metric being used to monitor the action: Metric 1.14 and 1.16 LREBG funds supporting this action: $592,013 per year through 2027-28. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$3,182,674	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 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.	$2,053,069	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.	$1,932,476	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 socioeconomically disadvantaged (SED) students, and to increase the quality and effectiveness of new classroom teachers to meet the academic needs of all students including SED, 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. A continued focus on mentor development, especially with a recent influx of a large number of new mentors, will ensure new teachers will be appropriately mentored to grow strong teaching practices and student outcomes. 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.	$4,189,769	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. Staff ● (33) 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.	$3,296,664	Yes

1.10	Executive Development Program (NCEE)-**(Deleted)**	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. The 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. **DELETED ACTION for 2025-26 LCAP**		No

1.11	Administrative Leadership Institute (ALI)	To continue to strengthen school leadership and improve outcomes for all students, especially unduplicated students and other high-need groups, the district will continue to provide: Increased professional learning opportunities based on needs and experience for administrators during regular meetings for all administrators through the Administrative Leadership Institute (ALI). Training and support in key areas, including: ● Inclusive Education Practices and Co-teaching models ● 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 continue 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.	$326,153	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.	$25,000	Yes
1.13	Professional Learning-Certificated Teachers	Professional learning resources and opportunities will continue to 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.	$17,528,550	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 continue to 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.	$278,379	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, continued access is essential and supported through student access for 1:1 devices at school and at home as needed. Staff will focus on maintaining the updated technology equipment, robust network infrastructures now installed which have been 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 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 continue to 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.	$7,191,066	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 continued 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 use. 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.	$2,781,579	Yes

1.18	Upgraded Libraries and Classroom Libraries	Library collections will continue to 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 as needed 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. On-going access to modern technological infrastructure consisting of interactive learning technologies and upgraded student computers and devices to meet 21st-century standards. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$770,915	Yes
1.19	Extended Learning Program (ELP) Academies	Academy Specialists, lead teachers, clerical staff, will continue to improve and 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.	$8,925,978	No

1.20	Gifted and Talented Education (GATE)	To continue to sustain and improve the increased 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.	$1,325,840	Yes

1.21	Dual Immersion, Multilingual Education Programs	The need to continue 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 and 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 Stiern Middle School to follow the grade level progression according to the growth of the program. Teachers: ● Voorhies-17 Teachers ● Harris-11 Teachers ● Walter Stiern-8 Teachers (2 Science, 2 History, 2 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.	$5,540,278	Yes

1.22	Visual and Performing Arts (VAPA)	In order to maintain the increased 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, staff will 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.	$3,496,114	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. CAASPP CAST will measure effectiveness 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.	$1,292,933	Yes

1.24	P.R.O.U.D. (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	The P.R.O.U.D. Achievement Academy will continue to 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.	$905,179	Yes

1.25	Intervention Tutoring Support Program	**Learning Recovery Emergency Block Grant Action** Tutoring will continue to 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. Well planned tutoring as an intervention is strongly supported by research as an effective approach to address significant academic gaps and to support students who are two or more years behind. It also ensures alignment with core curriculum and promotes equity by providing additional instructional time for students most in need and who are at the greatest disadvantage. By ensuring they receive extra support for learning in small groups students can have their individualized support. (Tutoring the New Landscape by Carl Cullinane and Rebecca Montacute, March 2023) Metric being used to monitor the action: Metric 1.14 LREBG funds supporting this action: $1,797,083 per year through 2025-26 This action addresses the lowest performance level in ELA or Math for ELs, Foster, Homeless, SED, and African American students.	$1,797,083	No

1.26	Summer Academies	Staff will continue to 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. Priority will be given to students most at-risk LEA wide. This action addresses the lowest performance level in ELA or Math for ELs, Foster, Homeless, SED, and African American students.	$1,060,021	Yes
1.27	National Youth Sports Program (NYSP)	The need to continue 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 unduplicated students, inclusive of African-American students, to participate. For students enrolled in the program staff will 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.	$0	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 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.	$1,025,635	Yes

1.29	Coordination of Supplemental Programs	California State Preschool Migrant Title I, II, III, IV 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, and 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 meet 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.	$3,303,949	Yes

		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, and 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. This action addresses the lowest performance level in ELA and language acquisition needs for ELs and LTEL students.	$427,582	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.	$7,837,864	Yes

1.32	Teacher Tutors	**Learning Recovery Emergency Block Grant Action** 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. Based on the well-established effectiveness of targeted, individualized, or small-group tutoring as an intervention strategy for students struggling academically, particularly in foundational skills like reading. Research consistently shows that such interventions can significantly improve outcomes for students who are behind their peers, especially those from disadvantaged backgrounds. (Source: Tutoring the New Landscape by Carl Cullinane and Rebecca Montacute, March 2023) **Staffing supported by this action includes:** ● Teacher Tutors (10) Metric being used to monitor the action: Metric 1.14 LREBG funds supporting this action: $654,550 per year through 2027-28 This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students. See Appendix E.	$654,550	No

1.33	Virtual Enterprise Junior Ventures	**Learning Recovery Emergency Block Grant Action** 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. Students will engage in simulated business operations and entrepreneurial tasks that build essential 21st-century skills, aligned with college and career readiness goals. The program is grounded in research supporting project-based learning and career exploration as effective methods for increasing student engagement and academic performance—particularly among historically underserved students (Bell, 2010; Darling-Hammond et al., 2020). Staff will monitor student performance using a comparison of GPA's and ensure the program is making a positive impact in the classroom and district interim assessments. To support implementation, the District will provide: ● Ongoing professional learning for instructional staff ● Equipment and digital tools for student enterprises ● Curricular and technical resources Metric being used to monitor the action: Metric 1.14 LREBG funds supporting this action: $64,498 per year through 2027-28 This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students. See Appendix F.	$64,498	No

Insert or delete rows, as necessary.

Goal

Goal #2	Description	Type of Goal
Goal 2	The Bakersfield City School District strives to maintain a safe and supportive school environment that fosters the physical and social well-being of all students. The Bakersfield City School District will continue to cultivate safe, supportive, and engaging school communities where students can develop self-efficacy, agency, and strong social-emotional skills. Through targeted supports such as behavioral interventions, school-based wellness centers, expanded sports programs, and leadership initiatives, the district will ensure that every student has the opportunity to succeed in a positive and inclusive school environment.	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 reflected on the actions it has integrated into Goal 2 and as result of educational partner input and added actions over the past years, which included a strong call for enhanced mental health support by both students and parents along with increased calls for improved supervision, safety and violence prevention,it was determined that a revision to Goal 2 is needed. An increase in suspension rate, particularly for African American students, and an increase in incidents of physical aggression demands a focus on student and staff safety along with social-emotional support for students to learn coping skills and appropriate ways to resolve conflicts; while helping to build stronger relationships with peers and staff. In addition, actions are needed to increase positive engagement in school, such as clubs and sports, along with behavioral, mental, and physical health support to address barriers that negatively impact school attendance. Likewise, social-emotional learning programs and student leadership initiatives are needed to support the development of self-efficacy, agency and strong social-emotional skills. By fostering the physical and social well-being of all students a decrease in chronic absenteeism, decrease in suspension rate, and a continued increase in attendance will result in improved student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	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	92.31% 2023-24		96.50% 2025-26	+1.43

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	All Students: 93.9% Foster Youth: 94.0% Homeless: 90.6% English Learners: 94.7% SED: 93.7% May 2025		All Students: 96% Foster Youth: 94% Homeless: 95% English Learners: 96% SED: 96% May 2027	All Students:+0.7 Foster Youth: +1.1 Homeless:+0.6 English Learners: +0.3 SED: +0.7
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	All Students: 23.5% SED students: 24.3% Homeless students:40.2% Foster Youth: 28.5% EL's: 17.6% Fall 2024 **Baseline Y1** **Fall 2024** LTEL's: 24.5%		All Students:19% SED students: 21.2% Homeless students: 34.7% Foster Youth: 14.7% EL's: 13.9% Fall 2026	All Students: -7 SED students: -7.9 Homeless students:-5.5 Foster Youth: +2.8 EL's: -7.3 **Baseline Y1** **Fall 2024** LTEL's:

2.4	Middle School Dropout **Source:** Fall 1 CALPADS Report 1.14 Previous Year EOY CALPADS Report 1.21 (7-8 grade only) Local Priority: 5C	0.4% 2023-24	0.56% 2024-25		0.39% 2026-27	+0.16

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	All Students: 2.6% African American (RED): 7% American Indian/Alaska Native (RED): 5.2% Students with Disabilities: 2.5% Foster Youth: 4.1% SED: 2.6% EL: 1.7% Fall 2024 **Baseline Y1** **Fall 2024** LTEL's (RED): 6.2%		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 LTEL's: 3.2%	All Students: -0.1 African American (RED): +0.5 American Indian/Alaska Native (YELLOW): -2.2 Students with Disabilities: -0.2 Foster Youth: +0.1 SED: -0.3 EL: +0 **Baseline Y1** **Fall 2024** LTEL's (RED): N/A
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% based on 2022-23 EOY	0.08% based on 2023-24 EOY		0.1% based on 2025-26 EOY	-0.02

2.7	Student Climate and sense of safety **Source:** Hanover Survey Local Priority: 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	**SPRING 2025** **3rd-4th** 91% Feel welcome at School 93% Adults care about students 84% Feel safe at school 90% Feel safe in classroom **5th-6th** 85% Feel welcome at School 87% Adults care about students 72% Feel safe at school 83% Feel safe in classroom **7th-8th** 85% Feel welcome at School 85% Adults care about students 75% Feel safe at school 83% Feel safe in classroom		**SPRING 2027** **3rd-4th** 95% Feel welcome at School 95% Adults care about students 90% Feel safe at school 95% Feel safe in classroom **5th-6th** 85% Feel welcome at School 90% Adults care about students 80% Feel safe at school 85% Feel safe in classroom **7th-8th** 85% Feel welcome at School 85% Adults care about students 80% Feel safe at school 85% Feel safe in classroom	**3rd-4th** +2 Feel welcome at School +1 Adults care about students +4 Feel safe at school +0 Feel safe in classroom **5th-6th** +2 Feel welcome at School +2 Adults care about students +3 Feel safe at school +1 Feel safe in classroom **7th-8th** +1 Feel welcome at School +2 Adults care about students +5 Feel safe at school +3 Feel safe in classroom

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.

Goal 2 aims to cultivate a positive and supportive school climate that prioritizes the well-being and engagement of all students, with a particular focus on the unique needs of unduplicated students. The successes achieved through restorative practices and social-emotional learning resources have fostered a more inclusive and caring environment, positively affecting student attendance and reducing behavioral incidents. Recognizing that unduplicated students often face challenges such as language barriers, difficulties connecting with the school community, and limited access to resources, it is imperative to ensure the consistent implementation of supportive practices across all sites. Addressing the complex social-emotional needs of this diverse student population is crucial for creating a safe, welcoming, and supportive school environment where every unduplicated student can thrive.

Actions 2.1, 2.3, 2.8, 2.17, and 2.18 were fully implemented to provide supporting staff to enhance the school environment and student well-being. Staff including CPALs, Campus Supervisors, coordinators, and coaches to increase their skills on how to actively supervise, learning to strengthen relationships and implement de-escalation strategies. Training that was essential to enhance the school environment and student well being.The district focused on training, staffing and providing the necessary resources that directly enable personnel to carry out their roles. The district provided professional learning on social emotional learning, being culturally responsive and addressing trauma. Six SEL online modules were developed and provided to all staff across the district with an additional module offered to classified staff. In addition, several professional development opportunities were provided to certificated staff to address specific topics relevant to staff needs. Custodians were trained to maintain cleanliness and reduce the transmission of illnesses around high touch areas. These actions develop a robust MTSS system and provide the resources of a coordinator, clerk, MTSS coaches and ensure a comprehensive process at each school site. Challenges encountered by the district in training all personnel in a district with forty-four schools.

Action 2.2 was partially implemented to provide site allocations to develop student clubs and activities. While the funding was allocated, not every school used it to create clubs and activities. Funds continue to be allocated but will need increased monitoring to ensure use across the district schools.

Actions 2.4, 2.5, 2.6, 2.7, 2.12, and 2.13 were fully implemented and focused on direct student support and interventions. Staff including Behavioral Intervention Specialist who provided tiered interventions, associate School Social Workers who were there to address the root causes of absenteeism, trauma and grief through support groups. Youth Services Specialist (YSS) for mentoring and tiered support through the school sites MTSS processes. YSS also provided the PROUD Academy program at identified schools and conducted a student leadership conference and a girls leadership conference. Behavioral health therapists and school psychologists were there to address mental health crises and reduce substance abuse concerns for students. The restorative classroom specialists to support students who provided restorative classroom specialists to junior high/middle schools. Specialists supported students through restorative processes, reduced the need for out of school suspension, and conducted restorative conferences. Also the availability of the Rafer Community Day school as an alternative setting for students who needed an alternate setting that addresses behavioral concerns thereby reducing the need for expulsions and expulsion placements to Kern County Superintendent of Schools. These actions focus on providing direct support and interventions to students, particularly those with social-emotional needs, attendance issues, or behavioral challenges. They involve specialized personnel working directly with students. The challenge of finding staff who can successfully connect with students who are most vulnerable and need extreme support as other districts also seek to find individuals. In addition, the continued challenge of providing services to students with high chronic absenteeism impacts the district's ability to reach pupils who need services the most.

Actions 2.14, 2.16, and 2.19 were fully implemented and focused on student engagement activities either with LCFF or other one time funds to provide students with leadership opportunities and have staff support them in the district's efforts to make an impact on increasing school connectedness and a positive impact on the school community. The district annual student leadership conference was held where students engaged with community leaders on leadership development, however more effort was needed to ensure students and schools developed and implemented leadership projects to positively impact their school community. The district's efforts through increased options for school involvement after school through sports as opportunities to stay involved in school. Also, track and field was available for all schools . Six elementary schools added an expanded offering of sports options, while all junior high middle schools participated in the district sports program. Students continued to be offered Esports at all middle schools & junior high schools in an effort to find activities that connect students who may otherwise disengage from school. These actions are centered on providing activities and opportunities to engage students in school life outside of regular academics, including clubs, leadership roles, and sports.

Actions 2.9 and 2.10 were fully implemented to provide the curriculum and programs with social-emotional support strategies through the SEL Toolbox and monitored through the systems fidelity check tool. Curriculum that included support for students' mental and physical well being.

Action 2.11: Implementation of the construction of the wellness center at MLK was partially implemented. due to the continued challenges of backlogged architects and approval process causing delays in the district's ability to bid the project in the 2024-25 school year. Families continued to be connected to services and resources by the school's Family and Community Liaison. This action intends to help students meet their health needs and offer services to remove obstacles that contribute to increased absences. It also focuses on linking students with health resources that hinder their academic success.

Action 2.15 was partially implemented. While trained staff provided the daily attendance monitoring and transportation to reduce chronic absenteeism, the staff providing the services were funded through Action 1.28. Therefore this action will be deleted from the 2025-26 LCAP.

In summary, the Bakersfield City School District had successes in utilizing restorative practices and SEL resources contributed to a more inclusive environment and a reduction in suspensions, positively impacting student attendance and behavior. Staff training and the provision of necessary resources were crucial in enabling personnel to effectively support student well-being and provide targeted assistance to students who might otherwise face suspension. Challenges encountered included ensuring consistent implementation in a large district to provide the same level of access to student clubs and activities across all sites is often difficult with limited staff during after school hours. In addition there is always a challenge of recruiting and retaining specialized staff to support the most vulnerable students with challenging behaviors to provide alternatives to suspension. Additionally, addressing high chronic absenteeism remained a persistent challenge in many schools across the district impacting the district's ability to provide services to students with the greatest need when they are absent from school. However the district will continue to adapt to the needs of the student population and ensure with actions in Goal 2 it continues to cultivate safe, supportive, and engaging school communities where students can develop self-efficacy, agency, and strong social-emotional skills.

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 2024-2025 LCAP Goal 2 was $51,916,909. The estimated actual expenditures for 2024-2025 LCAP Goal 2 is $46,330,492. This is a difference of $5,586,417. The substantive differences were in the following actions:

Action 2.1 (CPALS) Material differences in planned funding and estimated actual expenditures due to funds allocated for noon time activities, were not encumbered out of LCFF, as one-time ESSER III funds were utilized to cover these costs.

Action 2.2 (Student Clubs and Activities): Material differences in planned funding and estimated actual expenditures is due to activities being funded using one-time ESSER funds, which were prioritized for use.

Action 2.7 (School Psychologists * Behavioral Health Therapists (N)): Material differences in planned funding and estimated actual expenditures is due to the use of one-time ESSER funds aligned to support SEL student needs.

Action 2.8 (Social Emotional Professional Learning): Material differences in planned funding and estimated actual expenditures is due the use of one-time ESSER funds and Learning Recovery Emergency Block Grant funds to support students.

Action 2.9 (Social Emotional Learning Curriculum): Material differences in planned funding and estimated actual expenditures is due the use of one-time ESSER funds and Learning Recovery Emergency Block Grant funds to support students.

Action 2.11 (Regional Comprehensive School-Based Health Clinics): Material differences in planned funding and estimated actual expenditures was due to the delay in approval of architectural designs and plan approvals that have led to a delay in the bid process to begin construction of the wellness center project at MLK. The delay has resulted in increased construction costs and the completion date being delayed for another year.

Action 2.14 Student Leadership: Material differences in planned funding and estimated actual expenditures is due to using one time funds received from an outside grant to fund this action item

Action 2.15 Foster Youth: Material differences in planned funding and estimated actual expenditures is due to staff completing training and providing students and families the services within the regular work day. This action will be deleted for the 2025-26 school year and funds reallocated to other actions.

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

The following are district successes based on a reflection of progress upon review of the California School Dashboard and local data which demonstrate evidence of action effectiveness for goal 2.

Priority 5a: Attendance Rates

Attendance Rates increased by 1.43 percentage points from 90.88% in 2022-23 to 92.31 in 2023-24. The district expects the attendance rates to have increased above 93% by the end of the 2024-25 school year.

Priority 5b: Chronic Absenteeism

Districtwide, Bakersfield City School District made significant progress in reducing chronic absenteeism:

The overall rate declined from 30.4% in 2023 to 23.5% in 2024, representing a 7 percentage point improvement. and are projecting a reduction in chronic absenteeism for 2025 below 20% as a district.

This improvement moved the district into the Yellow performance level, reflecting strong implementation of attendance supports and early intervention systems in the district's efforts to address student absenteeism.

12 out of 14 student subgroups are identified as being in the Yellow Level for the "decline" or "significant decline" made from one year to the next.

The following unduplicated student groups and the homeless student group, decreased significantly in chronic absenteeism rates by more than 5 percentage points in improvement.

- All Students: -7
- ED students: -7.9
- Homeless students:-5.5
- EL's: -7.3

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 decreased suspension rate from 2.7% in 2023 to 2.6% (Medium Status) in Fall 2024 based on the California Dashboard. The socioeconomically disadvantaged students decreased in suspension rates from 2.9% to 2.6 %, a difference of -0.3 percentage points.

- **Medium Performance Level:** English Learners (1.7%), Socioeconomically Disadvantaged (2.6), Students with Disabilities (2.5), Hispanic (2.1%)
- **Very Low Performance Level:** Asian (0.0%), Filipino (0.0%), Native Hawaiian or Pacific Islander (0.0%)

Priority 6b: Pupil Expulsion Rates

Based on the End of Year Reports from CALPADS reporting system there was a decrease of -0.02 in suspensions from 2022-23 (0.1%) to 2023-24 (0.08%).

Priority 6c: Student Climate and Sense of Safety

Based on the Hanover student climate survey all grade spans indicated there was an increase or maintained in the percentage of students reporting “Feel welcome at school”, “Adults care about students”, “Feel safe at school”, “Feel safe in classroom”

SPRING 2025

3rd-4th

91% Feel welcome at School (+2)

93% Adults care about students (+1)

84% Feel safe at school (+4)

90% Feel safe in classroom (+0)

5th-6th

85% Feel welcome at School (+2)

87% Adults care about students (+2)

72% Feel safe at school (+3)

83% Feel safe in classroom (+1)

7th-8th

85% Feel welcome at School (+1)

85% Adults care about students (+2)

75% Feel safe at school (+5)

83% Feel safe in classroom (+3)

The continued professional development and support of actions 2.1, 2.4, 2.5, and 2.6 with Behavioral Intervention Specialists (BIS), Associate School Social Workers (ASSW) and Youth Services Specialists (YSS) as well as Cafeteria and Playground Activity Leaders(CPALs) will continue to support and address the social emotional well-being of students included in goal 2 as part of efforts of actions in the district's plan to create a safe welcoming environment. LCAP actions that are revised to increase the preparation of all staff who have direct contact and support students through the continued effective implementation of the MTSS process (actions 2.3, 2.8, 2.9) at all schools and on-going Social Emotional Learning (SEL) Toolbox training of teachers and parents will move the district forward in finding ways to address the challenging behaviors students exhibit when they lack the understanding of how to use their tools and develop new ways to resolve conflict. Also by having Tier 2 and Tier 3 support of School Psychologists , Behavioral Health Therapists, Restorative Classroom Specialists and access to restorative classrooms and wellness centers (actions 2.7, 2.10, 2.11, 2.12, 2.13, 2.15) all attributed to ensure the right supports for students are available. Each system ensures students whose daily interactions are negatively impacted by a lack of positive relationships or poor choices can be reversed by positive staff who are focused on improving students' mental and physical health needs on a daily basis as evidenced by the reduction in chronic absenteeism rates, improved attendance rates and the low suspension rates that result in expulsion or repeated offenses. The district offered students alternative choices to engage in positive ways and build relationships and find ways to connect with school through activities and clubs (actions 2.2, 2.14, 2.16).
The district will focus on monitoring and aligning support for students with the greatest needs, given the LTEL suspension rate of 6.2% compared to the 2.6% rate for all students. This work will involve ongoing identification of root causes in schools with higher chronic absenteeism and the provision of evidence-based practices to help schools meet district-wide expectations.

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 Bakersfield City School District is proposing revisions to specific metrics, target outcomes, and actions within our LCAP to better reflect current student needs and ensure continuous improvement. These changes are driven by a comprehensive review of action language that aligns with Fall 2024 California Dashboard data, local assessments, and feedback from our educational partners. We aim to enhance the LCAP's responsiveness, accelerate student achievement, and address equity gaps for all learners.

The following changes will be made to Goal 2 for the coming year:

Goals: Changes

Goal #2 was revised to include a description that is comprehensive and reflective of the actions in goal 2 aimed to cultivate safe, supportive, and engaging school communities where students can develop self-efficacy, agency, and strong social-emotional skills.

Metrics: Changes

Metrics 2.2, 2.3, and 2.5 were revised to include the baseline data and target outcomes for Long Term English Learners (LTEL's) student subgroups.

Target Outcomes: Changes

Metrics 2.2 and 2.5 were revised to include the expected 3 Year Outcomes for Long Term English Learners (LTEL) for this LCAP development cycle.

Actions: Changes

Action 2.2 revised to use language of "activity club" which coincides with the language used in Board Policy 400.35, Extracurricular and Co-curricular Activities. In addition the name of the action was revised to align with the change.

Action 2.6 (Youth Service Specialists), 2.7 (School Psychologists & Behavioral Health Therapists),and 2.8 (Social Emotional Learning Professional Learning) revised to identify these actions as funded using the Learning Recovery Emergency Block Grant (LREBG).

Action 2.11 (Regional Comprehensive School Based Health Clinics), revised to reflect changes in the allocated positions for nurse practitioners, School Health Office Technician, and team custodians.

Action 2.15 (Foster Youth), deleted since the coordination and collaboration efforts of the district's McKinney Vento team, BIS, and YSS are embedded in the existing actions in Goal 1 - action 1.28 (Students experiencing Homelessness and Foster Case Management), Goal 2-action 2.3 (MTSS supports and Resources), action 2.4 (BIS), and action 2.6 (YSS).

Action 2.16 (Sports Programs), revised to include language for additional training being provided for coaches and staff supporting the implementation of this action based on the new identified needs.

Action 2.17 (Student Safety), revised to add language of additional actions taken to ensure students are safe while being transported from school-to-home and reflect the number of campus supervisors from 32 to 47.

Action 2.19 (Electronic Sports (E-Sports) in 4th-8th) was revised to exclude Metric 2.2 to narrow the focus on improving chronic absenteeism rates for unduplicated students which will result in improved attendance rates.

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
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.	$5,647,008	Yes

2.2	Student Activities and Activity Clubs	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 activities and activity clubs. 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 activity clubs and develop activity clubs that have a greater focus on reducing high suspensions by monitoring student groups' suspension rates. Sites will support activity clubs by purchasing needed 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: Emerson, Evergreen and Stella Hills that have a dashboard metric of red for suspension.	$100,000	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.	$1,442,158	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.	$10,130,244	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 all lowest performing students.	$3,419,368	Yes

2.6	Youth Service Specialists (YSS)	**<u>Partially</u> funded with Learning Recovery Emergency Block Grant** 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 is grounded in research that supports the effectiveness of school based mentoring programs for improving outcomes for underserved students (Gordon, Downey, & Banger 2013; Heppen, O'Cummings, Poland, Zeisler & Mills 2015; Guryan, Christenson, Cureton & Lai 2020). The action utilizes a Check and Connect mentoring model which is data-driven and grounded in research on resiliency and home-school collaboration. As cited by Attendance Works, "According to the What Works Clearinghouse, Check and Connect is the only dropout prevention intervention found to have positive effects on staying in school. Metric being used to monitor the action: Metric 2.2 LREBG funds supporting this action: $585,139 per year through 2027-28 This action addresses the need to increase attendance for Foster Youth and low income students. See Appendix G.	$2,651,552	Yes

2.7	School Psychologists & Behavioral Health Therapists	**Learning Recovery Emergency Block Grant Action** 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 is grounded in research that supports the effectiveness of school based mental health services as provided by school psychologists and therapists for improving outcomes for underserved students (Evans, Capps & Owens 2020; National Association of School Psychologists 2021; Ghose, Patel, Marshall, George, Taylor, Karakus, Crocker, Hoey & Goldman 2024). As stated in the Ghose et. al. study “Moreover, evidence suggests that school-based mental health promotion and prevention approaches are key parts of the services continuum that have been shown to be effective in increasing positive behaviors and outcomes, academic success, competence, and well-being and to decrease negative outcomes, such as mental health conditions, conduct problems, and dropout from school. Offering interventions in schools broadens the reach of mental health services and increases access to care among students from underserved populations.” Metric being used to monitor the action: Metric 2.1 LREBG funds supporting this action: $6,892,754 per year through 2027-28 This action addresses the need to decrease suspensions for all of our lowest performing students including Long Term English Learners, African American, and American Indian students.	$6,892,754	No

2.8	Social Emotional Learning Professional Learning	**<u>Partially</u> funded with Learning Recovery Emergency Block Grant** The need to decrease suspensions for unduplicated students by increasing 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 is grounded in research that supports the effectiveness of professional development to enhance school professionals' capacities to promote students' social, emotional, and behavioral health (Kaye, Pejic, Moffa, Jordan, Dennery & BeMaso 2022; Darling-Hammond, Hyler & Gardner 2017; Greenberg 2023). As stated in Greenberg "Research also supports the importance of effective ongoing professional development for teachers and principals to successfully implement SEL in schools.") Metric being used to monitor the action: Metric 2.5 & 2.7 LREBG funds supporting this action: $5,725,893 per year through 2027-28 This action addresses the need to decrease suspension for all lowest performing students.	$6,081,518	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 all 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 grade. 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 completed at MLK. Staff will monitor effectiveness of services based on local attendance metrics. ● Nurse Practitioner (5) ● 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 (4) ● School Wellness Medical Asst. (4) ● School Health Wellness Clerk (1) ● Clerk VIII ● Team Custodian (0) This action addresses the need to increase attendance for all students.	$7,352,755	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.	$1,834,767	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.	$1,007,070	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.	$95,694	Yes
2.15	Foster Youth **(Deleted)**	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. **DELETED ACTION for 2025-26 LCAP**	$0	No

2.16	Sports Programs	The district will increase options that result in positive student engagement and attendance by continuing to offer students in grades 3rd-8th, after-school sports programs. These programs will 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.	$872,726	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 support the number of Campus Supervisors at schools (47) 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. Efforts to keep students safe both at school and while being transported home will be done by updating equipment as necessary. This action addresses the sense of safety for all students in school and in the classroom.	$7,273,902	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.	$3,757,320	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. See Appendix H.	$449,152	Yes

Insert or delete rows, as necessary.

Goal

Goal # 3	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

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	District Advisory Committee (DAC): 83.7% of schools with parent representation District African American Parent Advisory Committee (DAAPAC): 58.1% of schools with parent representation District English Learner Advisory Committee (DELAC): 83.3% of schools with parent representation 2024-25		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	(DAC): +18.7 (DAAPAC): +9.1 (DELAC): +11.9

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	2024-25 Low-Income 93.8% of respondents Strongly Agree/Agree English Learners 93.5% of respondents Strongly Agree/Agree Foster Youth 90.7% of respondents Strongly Agree/Agree		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	+0.3 Low-Income +0.6 English Learners -2.1 Foster Youth

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	99.3% 2024-25		Maintain 99.5% 2026-27	-0.2
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	92.8% of respondents Strongly Agree/Agree 2024-25		95% of respondents Strongly Agree/Agree 2026-27	+0.3

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	Fall 2024-25 **ELA** All Students -60.4 EL's -86.1		Fall 2026-27 **ELA** All Students -50 EL's -78.5	**ELA** All Students +2.1 EL's +4.4
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	97% of respondents Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home. 2024-25		92% of respondents will Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home 2026-27	+8

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.

Actions 3.1 and 3.2 were fully implemented through the parent education sessions, supported by various district staff, were fully implemented to build parent capacity and strengthen home-school partnerships, ultimately improving student outcomes. These sessions provided families with valuable resources, increasing their confidence and equipping them with the necessary tools and knowledge to support their children's academic success. Furthermore, increased community outreach efforts were conducted to engage underrepresented families and foster stronger connections with the school community.

Action 3.3 was fully implemented by offering parents the chance to learn English as a second language. Throughout the school year, parents participated in two sessions, each consisting of 16 classes aimed at increasing language development to support them as parents of English Language Learners which results in increased language acquisition for students both at home and at school.

Actions 3.4 and 3.5 were fully implemented to provide parent attendance tracking at events and for regular parent communication regarding other matters related to their child's education through Parent Square, QR codes, and Google Forms. Communication continues via multiple digital platforms, and the district has improved communication regarding student education using these platforms. Staff improve communication with all parents as a result of the on-going efforts to connect, including those of Low-Income students, Foster Youth, and English Learners, to strengthen partnerships for student success. This effort is fully supported by specified Communications staff including a secretary, supervisors of communications, creative content, and multimedia, specialist, technicians, and bilingual translators to maintain and support the various digital platforms.

Action 3.6 Implementation of the Parent Center construction project at Martin Luther King Jr. School was partially completed during the 2024–25 fiscal year. As is typical with multi-year construction projects, progress during the initial phase included completion of architectural drawings, receipt of Division of the State Architect (DSA) approval, and award of the construction bid. However, delays caused by a statewide backlog in architectural services and extended approval timelines impacted the District's ability to begin construction within the 2024–25 fiscal year. As a result, the construction phase will carry forward, and full project completion is now anticipated in the 2026–27 fiscal 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.

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2024-2025 LCAP Goal 3 was $10,865,567. The estimated actual expenditures for 2024-2025 LCAP Goal 1 is $9,928,616. This is a difference of $936,951. The substantive differences were in the following actions:

Action 3.1 Family and Community Engagement (FACE) material differences in planned funding and estimated actual expenditures was due to the availability of other one-time funding sources.

Action 3.6 Parent Center at Martin Luther King Jr. Elementary material differences in planned funding and estimated actual expenditures was due to the project experiencing delays due to pending architect and California's Division of State Architect (DSA) approvals. Completion is now projected for the 2026-27 school year. As a result a portion of the funds remains unspent.

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

The focus of Goal 3 is to improve how the district engages and supports families so that students can benefit from a synergistic support system, while equipping parents and families with strategies to help improve student outcomes in schools and give parents the voice to be active partners in the work of the District. The following are the successes and challenges based on the analysis of state and local data as indicators of effectiveness or ineffectiveness of the actions in goal 3:

Based on the results of the 2024-25 Annual Parent Climate Surveys:

Priority 3a: District efforts in seeking parent input

The percent of schools represented in the parent advisory committee meetings increased from 2023-24 to 2024-25 as follows:

- + 18.7 (increased) percentage points for the District Advisory Committee (DAC)
- +9.1 (increased) percentage points for the District African American Parent Committee (DAAPAC)
- +11.9 (increased) percentage points for the District English Learner Advisory Committee (DELAC)

Priority 3b: Promote Parental Participation

93.5% of EL respondents strongly agree/agree that the school provides regular opportunities for parents to participate, which is 4.3% higher when compared to non-EL respondents.

93.8% of SED respondents strongly agree/agree that the school provides regular opportunities for parents to participate, which is 4.6% higher when compared to non-SED respondents.

90.7% of FY respondents strongly agree/agree that the school provides regular opportunities for parents to participate, which is 1.5% higher when compared to non-FY respondents.

The Bakersfield City School District believes the following actions led to this success:

Actions 3.1, 3.2, and 3.3 through the efforts of FACE staff, specialists, clerks, secretary, teachers and many others whose job was to invite, connect, build relationships and engage in with parents during council and committee meetings, events, educational parent sessions, community events at the district level and in schools to invite parents to participate in all of the services the district offers. Also, through advisory committees where parents provide input and participate by giving input on the success of effective actions and provide insight into the needs of students, especially EL, SED, and FY to improve programs and provide feedback on what is effective and what needs to be further refined.

Action 3.4 remains effective, demonstrated by increased parent participation in school events and positive survey feedback. Parents indicate online platforms are the most effective communication method and prefer receiving regular updates via text or email. Schools are expanding their use of these platforms to efficiently gather parent information and feedback, track message access, and improve online registration. The district aims to further leverage online platforms to ensure all parents can easily access their child's academic information and stay informed about school activities designed to increase parent involvement.

Action 3.5 was effective as evidenced by the increase of +0.3% from 92.8% of parents who reported they strongly agree or agreed they felt welcome at their child’s school, which can be attributed to the office assistants supporting schools in conjunction with the FACE liaisons to address parents questions on the phone or in person every time they visit the campus or attend events.

Action 3.6 was partially effective as staff continued to work on obtaining the necessary DSA approvals for the MLK parent center to have final completion by the 2026-27 school year. Parents had limited access to the parent center as result of the delay, however, parents still continued to have access to workshops and classes offered to all parents across the district.

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 Bakersfield City School District is proposing revisions to specific metrics, target outcomes, and actions within our LCAP to better reflect current student needs and ensure continuous improvement. These changes are driven by a comprehensive review of action language that aligns with Fall 2024 California Dashboard data, local assessments, and feedback from our educational partners. We aim to enhance the LCAP's responsiveness, accelerate student achievement, and address equity gaps for all learners.

The following changes will be made to Goal 3 for the coming year:

Goal: No changes

Metrics: No changes

Target Outcomes: No changes

Actions: Changes

Action 3.2 was revised to reflect the need to address the revised focus for parent education to include sessions that impact the academic, behavioral and attendance for unduplicated students and all other student groups.

Action 3.6 reflects the funds carried into the 2025-26 as a result of the delays in construction in the 2024-25 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
3.1	Family and Community Engagement (FACE)	The need to continue 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)	$5,318,593	Yes
3.2	Parent Education	In order to continue to increase and improve the supports for parents, the district will provide parent workshops and training, ensuring accessibility by offering convenient times and language support, to increase understanding of the U.S. education system, district initiatives, academic and social-emotional goals, and available resources for all parents, with a focus on parents of unduplicated students to improve student academic outcomes, behavior and attendance. Support will be provided by district specialists, academic coaches, and Family and Community Engagement (FACE) liaisons.	$820,442	No

3.3	Community-Based English Tutoring (CBET)	To continue to promote language acquisition of our English Learners, a combined effort at home and at school will be 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. The CBET program will continue to be conducted with the support of teachers and aides, and 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.	$134,773	Yes
3.4	Digital Platforms and Community Applications	Communications will continue to 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	$1,623,900	Yes

3.5	Office assistants at each School Site	Clerks at school sites will continue their efforts to 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)	$2,047,727	Yes
3.6	Parent Center at Martin Luther King Jr. Elementary	The district will continue the work on the construction of the MLK Parent Center 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.	$1,433,287	Yes

Insert or delete rows, as necessary.

Goal 4 - Equity Multiplier (Emerson) [2025-2026]

Goal # 4	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% 2023-24	All Students: 25.5% EL 0.7% 2024-25 **Y1 Baseline** **Winter 2024-25** AA 17.3% HL 8.5% SED 24.8% SWD 7.5%		All Students: 36.2% EL 15.4% **Y1 Baseline:** AA 27.3% HL 18.5% SED 34.8% SWD 17.5%	All Students: +4.8% EL: +3.3% **Y1 Baseline:** **Winter 2024-25** AA N/A HL N/A SED N/A SWD N/A

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	All Students: 8.3% EL's: 2% 2024-25 **Y1 Baseline** **Winter 2024-25** AA 3.2% Hispanic 8.3% Homeless 6.3% SED 7.8% SWD 0% WH 14.3%		All Students: 20.1% EL's: 10.8% 2026-27 **Y1 Baseline** AA 13.2% Hispanic 18.3% HL 16.3% SED 16.3% SWD 10% WH 24.3%	All Students: +1.8 EL's: + 0.2 **Y1 Baseline** **Winter 2024-25** AA: N/A Hispanic: N/A HL: N/A SED: N/A SWD: N/A WH: N/A
4.3	Rate of Reclassified English Learners **Source:** Local school data Local Priority: 4F	11% 2023-24	24.64% 2024-25		15% 2026-27	+13.64

4.4	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	56.1% 2023-24	48.2% 2024-25		65% 2026-27	-7.9
4.5	Percent of: A. Fully Credential Teachers B. Out-of-field teachers **Source:** Local District Data Local Priority: 1A	A. 68.1% B. 13.2% 2022-23	A. 86% B. 0.03% 2023-24		A. 71.1% B. 10.2% 2025-26	A. +17.9 B. -13.7

Insert or delete rows, as necessary.

Goal 4-Equity Multiplier (Emerson) 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.

Actions 4.1, 4.2, and 4.3 were partially implemented due to the challenges to find teacher tutors to provide reading support for students. In addition, the challenge of PLC teams implementation of the use of data needed further refinement. Staff recognize the need to continue to address academic language. Although the school was able to provide some tutoring intervention to mitigate learning, the school was unable to offer Saturday Academies due to low student attendance. The district provided PD focused on serving ELL students with best practices, and in the coming year the school will focus on follow-up opportunities to revisit the initial training and mitigate the language needs of Long Term English Learners.

Action 4.4 was partially implemented and staff were provided with opportunities to attend relevant conferences to support the increased understanding of standards for ELA, Math, and language instruction. Also staff were provided with the necessary supplies to engage students in learning in preparation for students to engage in authentic learning experiences including field trips. Staff was not able to attend workshops focused on improving Professional Learning Communities of practice (PLC’s).

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 2024-2025 LCAP Goal 4 was $931,034. The estimated actual expenditures for 2024-2025 LCAP Goal 4 is $36,219. This is a difference of $894,815. The substantive differences were in the following actions:

Action 4.1 (Data Assessment to determine individual student needs) Planned funding differed materially from estimated actual expenditures because no funds were spent on PLC collaboration focused on EL strategies to address language proficiency for English Language Learners since the district funded the EL toolkit professional development was well received and the school plans to carry funds into the new school year to support teachers, administrators, and support staff with academic conferences to pinpoint individual student needs in ELA, Math, and language acquisition. Teachers will also lead goal-setting sessions to empower all students to take responsibility for their learning and establish improvement targets.

Action 4.2 (Reading, Math, and Language Acquisition Interventions) Material difference in planned funding and estimated actual expenditures was due a lack of interest in Saturday Academies, preventing their implementation, although after school and lunch clubs provided alternative engagement opportunities costs were incurred using a different funding source. The district funded EL toolkit professional development was well-received and the school plans to continue with follow up PD next year to support teachers in working with English Learners (EL).

Action 4.3 (Hands-on Learning and student engagement activities) Material difference in planned funding and estimated actual expenditures was due to the lack of interest in Saturday Academies by students. Although students were offered after school and lunch clubs engagement opportunities for our students, participation was minimal.

Action 4.4 (Building capacity of educators) Material difference in planned funding and estimated actual expenditures was due to limited staff attending the Learning the Brain and Project Based Learning conference. In addition other funding was made available to all sites at the beginning of the year to support academic field trips using ESSER and Title I funds. 65% of teachers attended school wide professional development focused on small group instruction, ELD strategies and opportunities for PD in the summer that resulted in significant material differences.

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

The following are district successes and challenges based on a reflection of progress upon review of the California School Dashboard and local data which demonstrate evidence of action effectiveness or ineffectiveness for goal 4.

Priority 1A: Percent of fully credentialed and out-of-field teachers

A. Fully Credential Teachers increased by +17. 9 percentage points from 68.1% in 2022-23 to 86% in 2023-24 based on local district data.

B. Out-of-field teachers decreased by -13.7 percentage points from 13.2% in 2022-23 to 0.03% in 2023-24 based on local district data.

Priority 4F: **Rate of Reclassified English Learners**

The rate of reclassification for English learners increased by +13.64 from 11% in 2023-24 to 24.64% in 2024-25.

Priority 8: STAR Reading and Math

Students in grades 6th, 7th, and 8th scoring at Level 3 or above in Reading increased by 4.8 percentage points from 2023-24 compared to 2024-25 for the All Students group and 3.3 percentage points for EL students.

Students in grades 6th, 7th, and 8th scoring at Level 3 or above in Mathematics increased by 1.8 percentage points from 2023-24 compared to 2024-25 for the All Students group and 0.2 percentage points for EL students.

Emerson Elementary experienced a 7.9 percentage point decrease in English Learners (ELs) making progress towards English Proficiency, underscoring the critical need to maintain a strong emphasis on ELD instruction. Therefore, Emerson's administration and staff must persistently implement strategies focused on ELA, Math, and language instruction that effectively address the linguistic needs of students acquiring English. Building staff expertise and skills in these areas will lead to continued improvement in outcomes for all students, particularly English language learners.

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.

As part of the development process and through the analysis of the data and identified needs, the district determined the following changes to specific metrics, target outcomes, and actions within the LCAP goals to better reflect current student needs and ensure continuous improvement. These changes are driven by a comprehensive review of action language that aligns with Fall 2024 California Dashboard data, local assessments, and feedback from our educational partners. We aim to enhance the LCAP's responsiveness, accelerate student achievement, and address equity gaps for all learners.

Goal: No change

Metric: Changes

Metrics 4.1 & 4.2 were revised to add additional student subgroups for ELA (AA, HL, SED, SWD) and Math (AA, HL, Hispanic, SED, SWD) to monitor improvement in their performance of the STAR Reading and Math.

Metrics 4.5 was revised to use a different source in order to report data from a different source to be able to meet the deadline for LCAP submission to the county office. In the 2024-25 LCAP the source was the *dataquest* report for the 2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE). In the 2025-26 LCAP the source was changed to report based on local available data compiled for SARC's.

Target Outcomes: Changes

Metrics 4.1 & 4.2 were revised to add additional student subgroups (African American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White) and set Target Outcomes for Year 3.

Actions: Changes

Action 4.1 was revised to remove the use of the funds for conferences since language was also included in action 4.4 and better aligned to build the capacity of educators at Emerson Middle School.

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 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	$55,000	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	$474,776	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	$125,834	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.	$233,672	No

Insert or delete rows, as necessary.

Goal 5 Equity Multiplier (Rafer Johnson) [2025-2026]

Goal # 5	Description	Type of Goal
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

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 of 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	All Students: 85.4% SED: 85.0% Foster Youth: 77.6% Homeless: 87.8% 2024-25		All Students: 96% SED: 95.1% Foster Youth: 96% Homeless 79.8% 2026-27	All Students: +3.2 SED: +3.7 Foster Youth: -7.5 Homeless: +21.8
5.2	Professional Development staff participation **Source:** Sign-in/out forms Local Priority: 2A	0% participation 2023-24	85% participation 2024-25		99% participation 2026-27	+85%

5.3	Classroom observations to monitor implementation of professional learning in classrooms **Source:** Admin observation Local Priority: 2A	0% of classrooms 2023-24	75% of classrooms 2024-25		85% of classrooms 2026-27	+75%
5.4	Percent of: A. Fully Credential Teachers B. Out-of-field teachers **Source:** Local District Data Local Priority: 1A	A. 61.7% B. 16.6% 2022-23	A. 100% B. 0% 2023-24		A. 64.7% B. 13.6% 2026-27	A. +38.3 B. -16.6

Insert or delete rows, as necessary.

Goal 5 Equity Multiplier (Rafer Johnson) 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.

As the students and staff at Rafer Johnson continue to mitigate learning and improve academic outcomes through core instruction and socio-emotional intervention support, the school's continued efforts to implement all actions in goal 5 have allowed the school to identify actions believed to address the needs of staff in building individual capacity and provide the skills necessary to supports students who are most vulnerable and at risk of not engaging positively in school or improving their academic performance. The following is an analysis based on evidence of the overall implementation of the actions.

Actions 5.1 was partially implemented in its first year and staff are building their capacity to be able to provide behavioral support and learning how to positively engage with students. Staff are building their expertise on data collection, and how to identify individualized needs and respond by enhancing support for Students with Disabilities. In addition, admin and staff continue to work on balancing instruction to meet the academic needs of students and addressing their Social Emotional needs to improve student outcomes.

Actions 5.2, 5.3, 5.4, and 5.5 were partially implemented in their first year and the program shows strong signs of success, particularly in behavioral support and student engagement. The challenges of data collection, data analysis and identification of evidence based strategies to meet the unique social emotional needs of students attending an alternative school, continues to impact the efforts by staff to address academic needs. The challenges of inconsistent student enrollment, or enrollment for only short periods of time makes actions difficult to fully implement with all students. However, for students enrolled who have consistent attendance, there is some evidence of growth in academics and improvement in socio-emotional areas directly related to increased attendance rates.

In summary, Rafer Johnson staff and administration continue to analyze the needs of the student population that enrolls for sometimes brief periods of time and is working to develop the systems and staff capacity to respond to the immediate needs of students as they arrive at their school. The school is ensuring data-driven decision making becomes part of the systemic approach and is working to ensure new and established members of the school staff receive the necessary support and training to meet the needs of the student population they serve.

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 2024-2025 LCAP Goal 5 was $97,892. The estimated actual expenditures for 2024-2025 LCAP Goal 5 is $1,054. This is a difference of $96,838. The substantive differences were in the following actions:

Action 5.1 (Professional Learning to build capacity) Material difference in planned funding and estimated actual expenditures was due to identified needs of staff to engage in other district professional development during the day to establish a strong intervention program on campus using other CSI available funds.

Action 5.2 (Student engagement strategies) Material difference in planned funding and estimated actual expenditures was due to other available funding resources using CSI funds.

Action 5.3 (Integration of technology) Material difference in planned funding and estimated actual expenditures was due to other available funding resources using state funds.

Action 5.4 (Real-World relevance and experiences) Material difference in planned funding and estimated actual expenditures was due to other available funding resources using CSI funds.

Action 5.5 (Monitoring and evaluation) Material difference in planned funding and estimated actual expenditures was due to other available funding resources using CSI funds.

Action 5.6 (Communication and collaboration) Material difference in planned funding and estimated actual expenditures was due to other available resources using CSI funds.

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

The school continues to make progress towards goal 1 as demonstrated by the following data:

Priority 5a: Attendance Rates

The following student subgroups increased in percentage points for attendance from 2023-24 to 2024-25 as evidenced by the district's progress monitoring.

All Students: +3.2

SED: +3.7

Homeless: +21.8

Priority 2a: Standards implementation

85% of staff participating in professional development aligned to implementation of standards and data analysis

75% of classrooms monitored showed evidence of implementation of strategies learned during professional development

Priority 1a: Percent of fully credentialed and out-of-field teachers

The rate of fully credentialed teachers at Rafer Johnson increased from 61.7% in 2022-23 to 100% in 2023-24. Teachers not yet fully credentialed (out-of-field) decreased from 16.6% in 2022-23 to 0% in 2023-24, based on local monitoring data.

The school aims to enhance student outcomes by fostering teacher and paraprofessional expertise through dedicated collaboration and training time. This ensures that the instructional team can effectively analyze student data during PLC discussions and establish consistent school-wide expectations and supports. Staff members are proactively working to connect with students by identifying their interests and boosting engagement. These efforts provide students with opportunities to feel valued, fostering positive relationships with peers and the broader school community. Consistent implementation of actions 5.1 through 5.5 is expected to further develop staff expertise, which in turn should positively influence student attendance and ultimately lead to improved student achievement.

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.

As part of the development process and through the analysis of the data and identified needs, the district determined the following changes to specific metrics, target outcomes, and actions within the LCAP goals to better reflect current student needs and ensure continuous improvement. These changes are driven by a comprehensive review of action language that aligns with local metrics and the most current available data, local assessments, and feedback from educational partners. Rafer Johnson aims to enhance and accelerate student achievement, and address equity gaps for students with the greatest disparities and based on their need to improve on both local and state metrics.

Goal: No change

Metric: Changes

Metrics 5.4 was revised to use a different source in order to have access to data and align to the timeline for submission. In the 2024-25 LCAP the source was the *dataquest* report for the 2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE). In the 2025-26 LCAP the source was changed to report based on local available data compiled for SARC’s.

Target Outcomes: No change

Actions: Changes

Actions 5.4 (Real-World relevance and experiences) , 5.5 (Monitoring and evaluation), and 5.6 (Communication and collaboration) were deleted as strategies and embedded into action 5.3 (Integration of technology).

Action 5.3 formerly named Integration of technology is being renamed to Real-World relevance and experiences to reflect the embedded strategies and actions from deleted actions 5.4, 5.5, and 5.6.

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	$30,901	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 Tutor to provide Tier II/II academic support in ELA and Math. • Tutor Salary, Materials, supplies, student incentives	$54,248	No
5.3	Integration of technology Renamed to: 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, field trip costs.	$5,000	No

5.4	Real-World relevance and experiences **(Deleted)**	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, field trip costs **DELETED ACTION for 2025-26 LCAP**	$0	No
5.5	Monitoring and evaluation **(Deleted)**	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 **DELETED ACTION for 2025-26 LCAP**	$0	No

5.6	Communication and collaboration **(Deleted)**	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 **DELETED ACTION for 2025-26 LCAP**	$0	No

Insert or delete rows, as necessary.

Goal 6 Equity Multiplier (Roosevelt) [2025-2026]

Goal # 6	Description	Type of Goal
Goal 6	By the end of the 2026-2027 academic year, Roosevelt will increase English Learner progress by 8 percentage points, reduce the percentage of English Learners scoring in the Red category on the CA Dashboard for ELA and Math by at least 10 points, and decrease chronic absenteeism for all student groups by 5 percentage points through targeted academic interventions, culturally responsive instructional strategies, building teacher capacity, and engaging campus activities that promote student connection and attendance as measured by CA Dashboard.	Focused

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

New Justification: The revised goal represents a shift from broad attendance improvement to a more **targeted, equity-driven focus** that addresses both academic achievement and the underlying engagement factors that affect daily attendance. An analysis of the 2024 California School Dashboard identified English Learners at Roosevelt as performing in the Red performance level for both English Language Arts (ELA) and Mathematics. Additionally, chronic absenteeism continues to impact all student groups, with a significant number of English Learners among those affected.

While Roosevelt has demonstrated strength in building relationships with families and decreasing overall chronic absenteeism from 31% to 22.6%, targeted support for English Learners remains a critical area of need. To address this, Roosevelt's new goal integrates academic and attendance improvement strategies that are culturally responsive and evidence-based.

English Learner Underperformance: English Learners are in the lowest performance band (Red) for both ELA and Math. The school must take urgent, data-driven action to close achievement gaps for this subgroup.

Persistent Chronic Absenteeism: Although improved, absenteeism continues to affect student learning time, especially for vulnerable groups like English Learners, who benefit from consistent instructional access and engagement.

Integrated Strategy: The goal takes a holistic approach by combining academic interventions, capacity building for teachers, and engaging school activities to both improve outcomes and increase daily attendance.

Alignment with CA Dashboard Metrics: The goal is aligned with state accountability measures (English Learner Progress, Academic Performance, and Chronic Absenteeism), ensuring efforts are measurable and reportable.

Focus on Equity: By prioritizing English Learners and schoolwide attendance, Roosevelt is aligning with district and state equity priorities, ensuring that the most underserved students receive focused support.

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: 2A	0% participation 2023-24	86% participation 2024-25		99% participation 2026-27	+86
6.2	Attendance Rates All Students **Source:** Districtwide progress monitoring in March Local Priority: 5A	All Students: 93.5% SED: 93.4% Foster Youth: 90.9% Homeless: 90.7% 2023-24	All Students: 93.7% SED: 93.5% Foster Youth: 91.1% Homeless: 88.3% 2024-25		All Students:96% SED: 95% Foster Youth: 92% Homeless: 93% 2026-27	All Students:+0.2 SED:+0.1 Foster Youth:+0.2 Homeless:-2.6
6.3	Chronic Absenteeism Rates **Source:** CA Dashboard Local Priority: 5B		All Students 23.2% SED 23.2% Foster Youth N/A Homeless 36.4% **Y1 Baseline 2024-25**		All Students 18.2% SED 18.2% Foster Youth N/A Homeless 31.4% 2026-27 **Y1 Baseline**	All Students N/A SED N/A Foster Youth N/A Homeless N/A **Y1 Baseline 2024-25**

6.4	Average Distance from Standard (DFS) on CAASPP for ELA **Source:** CA Dashboard State Priority: 4A		All Students -49 EL -76.5 2024-25 **Y1 Baseline 2024-25**		All Students -39 EL -66.5 2026-27 **Y1 Baseline**	All Students N/A EL N/A **Y1 Baseline 2024-25**
6.5	Average Distance from Standard (DFS) on CAASPP for Math **Source:** CA Dashboard State Priority: 4A		All Students -85.5 English Learners -110.1 2024-25 **Y1 Baseline** **2024-25**		All Students -75.5 English Learners -100.1 2026-27 **Y1 Baseline**	All Students N/A English Learners N/A 2024-25 **Y1 Baseline 2024-25**
6.6	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E		38.9% 2024-25 **Y1 Baseline** **2024-25**		46.9% 2026-27 **Y1 Baseline**	N/A 2024-25 **Y1 Baseline 2024-25**

Insert or delete rows, as necessary.

Goal 6 Equity Multiplier (Roosevelt) 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.

Action 6.1 was fully implemented to improve staff capacity in increasing student engagement during instruction and improve teacher collaboration. As the school continues to build teacher capacity, an increased focus to develop teacher expertise in relationship building, evidence based instructional practices, goals, organization and relevance. The site also focused on improving literacy with other available resources and improving teacher competency in foundational skills for reading.

Action 6.2 was fully implemented to improve student engagement. Although the overall progress and goal has not been achieved due to the ongoing challenges of providing individualized academic support by well trained staff. In addition the school will continue to evaluate the effectiveness of extracurricular activities and clubs that result in increased student participation.Efforts to determine ways to connect students with school and build students' understanding of learning to real-world relevance that is meaningful. These challenges are exacerbated by the low attendance rates and high chronic absenteeism.

Action 6.3 was fully implemented and students were provided with intervention and tutoring support throughout the year in an effort to address the learning gaps as a result of high chronic absenteeism rates and poor attendance. Other available district funds were used for tutoring.

Action 6.4 was fully implemented and students had access to extracurricular activities and clubs although the action was implemented participation by students was not achieved as planned and other activities were implemented using other available resources.

Action 6.5 (Integration of technology) was fully implemented across all schools including Roosevelt and students had access to the resources made available to them through supplemental programs during the extended learning program. Renaissance Learning's online subscription was purchased using other funds.

Action 6.6 (Real-World relevance and experiences) was fully implemented and students were exposed to field trips, assemblies and connected to real world experiences and applications. This enhanced their understanding of classroom content and made connections to real-world relevance. Other available district ESSER and Title I funds were used for these activities.

Action 6.7 (Monitoring and evaluation) Material difference in planned funding and estimated actual expenditures was due to other available funding resources using funds. Grade level and Leadership Teams were implemented.

Action 6.8 (Communication and collaboration) Material difference in planned funding and estimated actual expenditures was due to other available funding resources using funds. Implemented through PLC’s and through parent communication.

Challenges: Roosevelt staff will continue to work on organizing a variety of extracurricular activities or clubs catering to diverse student interests and talents for students, providing opportunities for socialization, skill development, and exploration beyond the classroom curriculum.Instructional Leaders will continue to implement a variety of student activities designed to incorporate the 5 C's for students, providing more interactive and accessible learning experiences in order to address the lack of growth of students academically and reduce chronic absenteeism by building relationships with students in order to increase connections that result in improved attendance as well.

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 2024-2025 LCAP Goal 6 was $546,305. The estimated actual expenditures for 2024-2025 LCAP Goal 6 is $110,943. This is a difference of $435,362. The substantive differences were in the following actions:

Action 6.1 (Professional Learning to build capacity) Material difference in planned funding and estimated actual expenditures was due to identified needs of staff to engage in other district professional development during the day to establish a strong intervention program on campus using other available LCFF and Title I funds.

Action 6.2 (Student engagement) Material difference in planned funding and estimated actual expenditures was due to other available LCFF funding resources.

Action 6.3 (Intervention and tutoring) Material difference in planned funding and estimated actual expenditures was due to other available Title I and LCFF funding resources.

Action 6.4 (Extracurricular activities or clubs) Material difference in planned funding and estimated actual expenditures was due to other available LCFF funding resources.

Action 6.5 (Integration of technology) Material difference in planned funding and estimated actual expenditures was due to other available LCFF funding resources.

Action 6.6 (Real-World relevance and experiences) Material difference in planned funding and estimated actual expenditures was due to other available ESSER, LCFF, and Title I funding resources.

Action 6.7 (Monitoring and evaluation) Material difference in planned funding and estimated actual expenditures was due to other available Title I and LCFF funding resources.

Action 6.8 (Communication and collaboration) Material difference in planned funding and estimated actual expenditures was due to other available Title I and LCFF funding resources.

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

The focus of goal 6 is to improve academic performance and re-engage students to find connections for them to attend school every day. Based on the analysis of all available state and local data the following is a reflection of the effectiveness of specific actions that resulted in progress towards goal 6:

Priority 2a: Implementation of State Academic Standards

86% of teachers participated in professional development aimed at improving teaching of state academic standards.

Priority 5a: Attendance Rates

Attendance Rates increased by 0.2 percentage points for the All Students group from 93.5% in 2023-24 to 93.7%. The SED student group increased by +0.1, Foster Youth increased by 0.2 percentage points.

Priority 5b: Chronic Absenteeism

Actions attributed that can be attributed to the incremental improvement in attendance rates can be attributed to actions centered on building relationships with students (Action 6.1, 6.2), extracurricular activities (Action 6.4), communication and collaboration (Action 6.8, and finding ways to connect students to school that lead to improved attendance (Action 6.6)

The school's efforts to continue with actions including Actions 6.3 for academic tutoring and intervention, integration of technology (Action 6.5) and monitoring and evaluation to determine student's academic progress (Actions 6.7 and 6.8) will be important actions that will be carried for implementation next school year to address and support academic improvement and hold students accountable and work towards meeting the district's goals.

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.

As part of the development process and through the analysis of the data and identified needs, the district determined the following changes to specific metrics, target outcomes, and actions within the LCAP goals to better reflect current student needs and ensure continuous improvement. These changes are driven by a comprehensive review of action language that aligns with Fall 2024 California Dashboard data, local assessments, and feedback from our educational partners. We aim to enhance the LCAP's responsiveness, accelerate student achievement, and address equity gaps for all learners.

Goal: Changes

A revision to Roosevelt's goal was made to reflect the need to change its focus based on the current performance of English Learners and the increase in the number of students who are chronically absent.

Metric: Changes

Metric 6.2 was revised to reflect the data collection of attendance rates from May to March and in order to align with the schools development of the School Plan for Student Achievement.

Metrics 6.3, 6.4, 6.5, and 6.6 were added to the 2025-26 LCAP to monitor progress of the state's California Assessment of Student Performance Progress (CAASPP) for ELA and Math as well as the language acquisition progress for English Language Learners.

Target Outcomes: No changes

Actions: Changes

Action 6.4 was revised to include language to include the school's efforts to strengthen family and community engagement by providing targeted parent education sessions, a structured parent book study, and opportunities for active participation in student learning. These efforts will equip families with the knowledge and tools needed to support English Learners, students not meeting academic standards, and students struggling with attendance at home and in school.

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	$105,000	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	$15,000	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	$232,439	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 exploration beyond the classroom curriculum. Teachers, Behavioral Intervention Specialists and Cafeteria and Playground Activity Leaders (CPALS) will provide supervision for students during extracurricular activities. Roosevelt will strengthen family and community engagement by providing targeted parent education sessions, a structured parent book study, and opportunities for active participation in student learning. These efforts will equip families with the knowledge and tools needed to support English Learners, students not meeting academic standards, and students struggling with attendance at home and in school. ● Materials, supplies, substitute costs, books, extra time, consultant costs, student incentives, salary and benefits	$31,131	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	$14,855	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 realia and discussions into lessons to demonstrate the relevance of learning and spark students' curiosity. ● Guest speaker costs, transportation, materials, supplies, supplemental curriculum	$30,000	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	$15,000	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	$35,492	No

Insert or delete rows, as necessary.

Goal 7 Equity Multiplier (Stella Hills) [2025-2026]

Goal # 7	Description	Type of Goal
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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

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, Attendance

2024 CA Dashboard

Students with Disabilities: ELA

White Students: 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 support 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	All Students: 20.5% African American: 20.9% Hispanic: 18.7% English Learners: 6.6% Socioeconomically Disadvantaged: 20% 2024-25 **Y1 Baseline** **Winter 2024** Students with Disabilities 7.2%		All Students: 29.4% African American: 25.8% Hispanic: 27.9% English Learners: 20.9% Socioeconomically Disadvantaged: 29.5% % 2026-27 **Y1 Baseline** Students with Disabilities 17.2%	All Students: +1.1 African American: +5 Hispanic: +0.8 English Learners: -4.3 Socioeconomically Disadvantaged: +0.6 **Y1 Baseline** **Winter 2024** Students with Disabilities N/A

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	All Students: 12.3% African American: 12.8% Hispanic: 11.7% English Learners: 6.8% Socioeconomically Disadvantaged: 12% 2024-25		All Students: 24.3% African American: 21.9% Hispanic: 24.3% English Learners: 24.7% Socioeconomically Disadvantaged: 24.2% 2026-27	All Students: -2.0 African American: +0.9 Hispanic: -2.6 English Learners: -7.9 Socioeconomically Disadvantaged: -2.2

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	All Students: 20.5% African American: 20.9% Hispanic: 18.7% English Learners: 6.6% Socioeconomically Disadvantaged: 20.0% 2024-25 **Y1 Baseline** **Winter 2024** Students with Disabilities 7.2%		All Students: 29.4% African American: 25.8% Hispanic: 27.9% English Learners: 20.9% Socioeconomically Disadvantaged: 29.5% 2026-27 **Y1 Baseline** Students with Disabilities 17.2%	All Students: N/A African American: N/A Hispanic: N/A English Learners: N/A Socioeconomically Disadvantaged: N/A **Y1 Baseline** **Winter 2024** Students with Disabilities N/A

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: -94.1 African American: -103 Hispanic: -91.8 English Learners: -92.1 Socioeconomically Disadvantaged: -94.3 Fall 2024 **Y1 Baseline** Fall 2024 Students with Disabilities -105.4		All Students: -74.1 African American: -94.7 Hispanic:-58.3 English Learners: -87.0 Socioeconomically Disadvantaged: -77.0 Fall 2026 **Y1 Baseline** Students with Disabilities -95.4	All Students: -9.0 African American: +9.7 Hispanic: -16.5 English Learners: +6.9 Socioeconomically Disadvantaged: -8.3 **Y1 Baseline** Fall 2024 Students with Disabilities N/A

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: -113.4 African American: -130.2 Hispanic: -108.6 English Learners: -96.0 Socioeconomically Disadvantaged: -113.8 Fall 2024		All Students: -106.9 African American: -115.9 Hispanic: -96.8 English Learners: -102.6 Socioeconomically Disadvantaged: -109.2 Fall 2026	All Students: +4.5 African American: +3.8 Hispanic: +5.1 English Learners: +18.6 Socioeconomically Disadvantaged: +5.1

7.6	Attendance Rates **Source:** Districtwide progress monitoring in Local Priority: 5A	May All Students: 90.5% African American: 90.4% Hispanic: 90.3% English Learners: 93.2% Socioeconomically Disadvantaged: 90.5% 2023-24	March (New month) All Students: 92.5% African American: 91.9% Hispanic: 92.8% English Learners: 94.7% Socioeconomically Disadvantaged: 91.6% 2024-25 **Y1 Baseline** **March 2025** Homeless 91.7%		March All Students: 96% African American: 96% Hispanic: 96% English Learners: 96% Socioeconomically Disadvantaged: 96% 2026-27 **Y1 Baseline** Homeless 96%	All Students: +2.0 African American: +1.5 Hispanic: +3.2 English Learners: +1.5 Socioeconomically Disadvantaged: +1.1 **Y1 Baseline** **March 2025** Homeless N/A

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: 6.5% African American: 11.5% Hispanic: 4.0% Socioeconomically Disadvantaged: 6.6% Homeless: 8.6% 2024-25 **Y1 Baseline** **Fall 2024** White 9.1%		All Students: 1.7% African American: 5.7% Hispanic: 1.7% Socioeconomically Disadvantaged: 1.8% Homeless: 4.2% 2026-27 **Y1 Baseline** White 5.1% 2026-27	All Students: +0.9 African American: +2.1 Hispanic: -0.7 Socioeconomically Disadvantaged: +0.8 Homeless: +0.3 **Y1 Baseline** 2024-25 White N/A
7.8	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	30.6% Fall 2023	55.6% Fall 2024		65% Fall 2026	+25.0

Insert or delete rows, as necessary.

Goal 7 Equity Multiplier (Stella Hills) 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.

Action 7.1 was fully implemented and the school provided Tutoring during the first and second quarters of the year.Teacher tutors provided intervention targeting 3rd-5th grade students. Attendance incentives were embedded throughout the year in the school's effort to increase attendance and reduce chronic absenteeism. Professional development sessions to support foundational reading skills and DELD instruction were held for staff to increase how to meet the language demands and develop reading skills for English Language Learner students. Rosetta Stone for parents and staff to learn English and Spanish was implemented to support parents and staff in building bridges to expand communication.

Action 7.2 was partially implemented and in progress and professional learning opportunities to support foundational reading with 90% of teachers attending all PD sessions and academic conferences. Professional development to support Designated ELD will need to be carried for implementation in the coming year.

Action 7.3 to provide students with hands-on learning and student engagement activities was fully implemented and students were able to benefit from having authentic learning experiences on campus and during field trips.

Action 7.4 was fully implemented and students were recognized throughout the year for attendance improvement and arriving at school on time. In addition FACE liaison staff provided basic items for students in need.

Action 7.5 was fully implemented and staff organized several assemblies to encourage students and families to engage in positive school community building activities aimed at building cultural awareness and appreciation for the diversity found at Stella Hills to create an inclusive and welcoming environment for all families.

Action 7.6 was fully implemented to support administrators and staff in building their capacity for evidence-based strategies to improve ELA, Math and language acquisition. Staff worked with consultants and then provided staff with follow-up throughout the year with coaching support staff and monitoring of classrooms for effectiveness of implementation of learned strategies.

Action 7.7 was fully implemented and worked with community organizations including Community Action Partnership of Kern (CAPK) to give families access to community resources.

Action 7.8 has been fully integrated into the regular expectations for implementing actions 1-7 within Goal 7. Consequently, the separate action for monitoring and evaluation will be removed.

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 2024-2025 LCAP Goal 7 was $833,668. The estimated actual expenditures for 2024-2025 LCAP Goal 7 is $156,796. This is a difference of $676,872. The substantive differences were in the following actions:

Action 7.1 (Data Assessment to determine individual student needs) Material difference in planned funding and estimated actual expenditures was due to other available Title I, ESSER, LCRST and LCFF funding resources to hire teacher tutors who provided intervention targeting 3rd-5th grade students using local metrics and systems to identify students who would be recognized for improvement. In addition staff received the needed professional development and also received training for foundational literacy skills to support the students most in need.

Action 7.3 (Hands-on learning and student engagement activities) Material difference in planned funding and estimated actual expenditures was due to other available Title I, ESSER, LCRST and LCFF funding resources to provide students with hands-on learning and student engagement activities was fully implemented and students were able to benefit from having authentic learning experiences on campus and during field trips.

Action 7.4 (Attendance initiatives) Material difference in planned funding and estimated actual expenditures was due to other available Title I, ESSER, LCRST and LCFF funding resources to recognize students for their achievement throughout the year

Action 7.5 (Inclusive and welcoming environment) Material difference in planned funding and estimated actual expenditures was due to other available Title I, ESSER, LCRST and LCFF funding resources to create a welcoming environment and staff organized several assemblies to encourage students and families to engage in positive school community building activities aimed at building cultural awareness and appreciation for the diversity of all families.

Action 7.6 (Building educator capacity) Material difference in planned funding and estimated actual expenditures was due to other available Title I, ESSER, LCRST and LCFF funding resources to support administrators and staff in building their capacity for evidence-based strategies to improve ELA, Math and language acquisition.

Action 7.7 (Refine family and community engagement) Material difference in planned funding and estimated actual expenditures was due to other available Title I, ESSER, LCRST and LCFF funding resources and staff worked with community organizations including Community Action Partnership of Kern (CAPK) to give families access to community resources.

Action 7.8 (Monitoring and evaluation)Material difference in planned funding and estimated actual expenditures was due to other available Title I, ESSER, LCRST and LCFF funding resources. This action has been fully integrated into the implementation of actions 1-7 within Goal 7. Consequently, the separate action for monitoring and evaluation will be removed.

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

The following are district successes and challenges based on a reflection of progress upon review of the California School Dashboard and local data which demonstrate evidence of action effectiveness or ineffectiveness for goal 7.

Priority 4a: CAASPP for ELA and Math

The unduplicated student groups made gains in the average distance from standard (DFS) as follows:

ELA: African American: (+9.7), English Learners: (+6.9),

Math: All Students: (+4.5), African American: (+3.8), Hispanic: (+5.1), FY (+2), English Learners: (+18.6), SED (+5.1)

The following groups are no longer in RED Level on the Fall 2024 California Dashboard

ELA:African American, English Learners

Math: African American, Hispanic, English Learners, Socioeconomically Disadvantaged

Priority: 4e: English Learner Progress Indicator (ELPI)

Based on the Fall 2024 California Dashboard the percent of students making progress toward English proficiency increased by +25 percentage points from 30.6% in Fall 2023 to 55.6% in Fall 2024.

Priority 5a: Attendance Rates

Attendance Rates increased by 2.0 percentage points from 90.5% in 2023-24 to 92.5% in March of 2024-25.

The school prioritizes equipping staff with the resources, knowledge, and support needed to enhance literacy for students facing significant disparities. This involves training, continuous monitoring, and adapting instructional practices to address the fundamental reasons for low academic achievement. Specifically, actions 7.1, 7.2, 7.3, 7.6, and 7.8 reflect the school's commitment to delivering training, resources, and learning opportunities for both staff and students. These initiatives are data-driven and include follow-up monitoring to gauge effectiveness. The ultimate goal is to elevate the academic performance of student groups with barriers, trauma, and accumulated deficits, requiring targeted interventions and extensive support.

Daily school attendance is crucial for students struggling with low academic performance to benefit from available services and interventions. Cultivating a welcoming and safe school environment through actions like 7.4, 7.5, and 7.7 consistently leads to improved student attendance. Continuously refining these actions to address chronic absenteeism barriers and fostering collaborations among parents and staff is essential to eliminate these challenges. A strong sense of school community belonging significantly reduces student absences, enabling them to fully engage with interventions, quality instruction, and the supportive environment designed for their success.

Although the Stella Hills continues to make gains in both academics and engagement, the Students with Disabilities is now identified in the Red Performance Level in English Language Arts based on the Fall 2024 California Dashboard. Also, students in the homeless student subgroup were identified in the Red Performance Level for chronic absenteeism. The school was also identified in the Red Performance Level in suspension for the White student subgroup. While progress is taking place, the school is identifying ways to address the Red Performance Level designation in ELA for Students with Disabilities, who may face learning differences requiring specialized instruction and accommodations. Additionally, targeted support is needed for homeless students experiencing chronic absenteeism, as their unstable living situations often present significant barriers to consistent school attendance and academic engagement. Furthermore, addressing the increased suspension rates among White students necessitates an examination of disciplinary practices and the implementation of culturally responsive strategies to foster a more inclusive and equitable school environment for all students. Persistent and tailored interventions are essential to overcome these challenges, improve outcomes, and ensure equitable success for every student.

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.

As part of the development process and through the analysis of the data and identified needs, the district determined the following changes to specific metrics, target outcomes, and actions within the LCAP goals to better reflect current student needs and ensure continuous improvement. These changes are driven by a comprehensive review of action language that aligns with Fall 2024 California Dashboard data, local assessments, and feedback from our educational partners. We aim to enhance the LCAP's responsiveness, accelerate student achievement, and address equity gaps for all learners.

Goal: No change

Metric: Changes

Metrics 7.1, 7.3, 7.4, 7.5, 7.6 and 7.7 were revised to add additional student subgroups for ELA (Students w/Disabilities), chronic absenteeism (Homeless), and suspension (White) to monitor improvement in their performance of the STAR Reading and Math. CAASPP ELA and Math, Suspension and Chronic Absenteeism rates in the California Dashboard. .

Metric 7.6 was revised to reflect the data collection of attendance rates from May to March and in order to align with the schools development of the School Plan for Student Achievement.

Target Outcomes: Changes

Metrics 7.1, 7.3, 7.4, 7.5, 7.6 and 7.7 were revised to add additional student subgroups (African American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White) and set Target Outcomes for Year 3 for each metric.

Actions: Changes

Action 7.8 will be removed from the 2025-26 LCAP. Monitoring and evaluation activities related to all actions within this goal will be integrated into ongoing practices.

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	$91,983	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	$305,490	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	$71,324	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	$88,688	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	$5,000	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	$175,000	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	$10,000	No

7.8	Monitoring and evaluation **(Deleted)**	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 **DELETED ACTION for 2025-26 LCAP**	$0	No

Insert or delete rows, as necessary.

Goal 8 Equity Multiplier (McKinley) [2025-2026]- New

Goal # 8	Description	Type of Goal
Goal 8	By February 26, 2027, African American, English Learners, Homeless, Hispanic and SED student subgroups will show growth in Reading and Math as measured by STAR Winter Assessment.	Focused

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the need to reduce chronic absenteeism and increase academic outcomes for African American, Homeless, and Students with Disabilities at McKinley Elementary by providing targeted interventions, community support, and monitoring strategies.

Current Data based on Schoolzilla, a local data monitoring system

Daily attendance rate (Goal: 96.4%) March 2025

All Students 93.4%

African American 92.7%

Homeless 91.4%

SWD 92.4%

Chronic absenteeism rates (Goal: 16.5%)-April 2025

All Students: 25.6%

African American 27.4%,

Homeless 37.2%

SWD 28.8%

Pressing Needs: Strengthening Attendance and Academic Support through Targeted Interventions

A critical need exists to address chronic absenteeism and underperformance in English Language Arts (ELA), particularly among African American (AA) students who are disproportionately represented in the red performance band on the CaliforniaSchool Dashboard. Our Year 1 priorities reflect the urgent need for targeted, systemic interventions that address both attendance and academic achievement.

Identified Pressing Needs:

1. Need for a Research-Aligned Framework to Reduce Chronic Absenteeism

There is a pressing need to align with evidence-based strategies, such as those promoted by Attendance Works, to reduce chronic absenteeism. This includes enhancing the role of the School Resource Officer (SRO) to support proactive,relationship-based home visits and expanding the effectiveness of the School Attendance Review Board (SARB) through daily home visit protocols and weekly attendance sweeps.

2. Need for Timely and Coordinated School-Based Attendance Interventions

An internal SARB process is urgently needed at McKinley to streamline coordination and deliver timely, school-led interventions for students and families facing chronic absenteeism.

3. Need for Consistent Student Mentorship and Connection through goal setting and focus groups with embedded progress monitoring.

Students demonstrating chronic absenteeism require consistent, structured mentorship to support their re-engagement.There is a clear need for a mentorship system in which students are paired with trusted adults for weekly check-ins and progress monitoring.

4. Need to Address Home-Based Barriers to Attendance

To combat absenteeism at its root, designated staff are needed to conduct morning or afternoon home visits that identify and address the home-based barriers preventing regular attendance.

5. Need for Staff Capacity to Analyze Data, Respond Effectively, and Support Academic Growth

Educators need professional development and coaching in using Professional Learning Communities (PLCs) to analyze attendance and academic data, identify students at risk, and implement targeted, research-based interventions. There is also a clear need for writing instruction professional development, including tools such as Thinking Maps, Inc. or other expert-led programs, to strengthen student writing skills and overall literacy development.

6. Need for Focused Academic Recovery for Chronically Absent Students

Students impacted by chronic absenteeism need access to academic recovery services. There is a need for in-school academic tutoring provided by a team of teacher tutors who can deliver support during and beyond the school day, including

through home outreach.

7. Need for Strengthened Family-School Partnerships

Families need structured support to understand the impact of attendance on learning. This includes attendance orientations,goal-setting sessions, Multilingual communication, and monthly Saturday workshops to support both family engagement and student academic recovery.

8. Need for High-Quality Online Programs and Teacher Tools to Support Foundational Literacy

There is a growing need for technology-based solutions to support small-group instruction, foundational reading, and differentiated intervention. Tools such as Project Read AI, the UFLI Small Group Portal, and associated teacher tools are needed to enhance literacy instruction and provide teachers with real-time, adaptive support.

9. Need for Experiential Learning Opportunities to Deepen Engagement and Academic Relevance

Students benefit from learning that extends beyond the classroom. There is a need for field trips that reinforce classroom instruction, build background knowledge, and increase student engagement, particularly for those who may lack access to enriching experiences outside of school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Chronic Absenteeism Rates **Source:** CA Dashboard Local Priority: 5B		All Students 26.5% AA 17% EL 21.8% HL 38.5% SWD 44.8% 2024-25 **Y1 Baseline** **Fall 2024**		All Students 16.5% AA 7% EL 11.8% HL 28.5% SWD 34.8% 2026-27	All Students N/A AA N/A EL N/A HL N/A SWD N/A 2024-25 **Y1 Baseline** **Fall 2024**
8.2	Average Distance from Standard (DFS) on CAASPP for ELA **Source:** CA Dashboard State Priority: 4A		All Students -85.9 AA -115.7 EL -92.1 HISP -80.0 SED -85.1 HL -112.2 2024-25 **Y1 Baseline** **Fall 2024**		All Students -82.9 AA -112.7 EL -89.1 HISP -77.0 SED -82.1 HL -109.2 2026-27	All Students N/A AA N/A EL N/A HISP N/A SED N/A HL N/A 2024-25 **Y1 Baseline** **Fall 2024**

8.3	Average Distance from Standard (DFS) on CAASPP for Math **Source:** CA Dashboard State Priority: 4A		All Students -88.4 AA -111.8 2024-25 **Y1 Baseline** **Fall 2024**		All Students -85.4 AA -98.8 2026-27	All Students N/A AA N/A 2024-25 **Y1 Baseline** **Fall 2024**
8.4	Percent of students in grades 2nd-5th scoring at Level 3 or above in Reading **Source:** STAR Reading Local Priority:8		All Students 21.8% AA 18.1% EL 14.9% HISP 20.4% SED 21.1% Homeless 10.3% 2024-25 **Y1 Baseline** **Fall 2024**		All Students 31.8% AA 28.1% EL 24.9% HISP 30.4% SED 31.1% Homeless 20.3% 2026-27	All Students N/A AA N/A EL N/A HISP N/A SED N/A Homeless N/A 2024-25 **Y1 Baseline** **Fall 2024**

8.5	Percent of students in grades 2nd-5th scoring at Level 3 or above in Reading **Source:** STAR Math Local Priority:8		All Students 19% AA 14.8% 2024-25 **Y1 Baseline** **Fall 2024**		All Students 29% AA 24.8% 2026-27	All Students N/A AA N/A **2024-25** **Y1 Baseline** **Fall 2024**

Insert or delete rows, as necessary.

Goal 8 Equity Multiplier (McKinley) 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.

Not Applicable/Baseline Year 2024-2025.

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.

Not Applicable/Baseline Year 2024-2025.

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

Not Applicable/Baseline Year 2024-2025.

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.
Not Applicable/Baseline Year 2024-2025.

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

8.1	Attendance Interventions	The school will partner with Attendance Works, or another consultant, to ensure our attendance initiatives are aligned with best practices. A key component of this action/strategy includes expanding the role of the School Resource Officer (SRO) to support home visits and enhance the School Attendance Review Board (SARB) process. Key Components of the Strategy: ● **Home Visits:** Designated staff will conduct daily home visits for students experiencing attendance difficulties to identify and address underlying obstacles. Additionally, morning home visits will be performed to ensure student preparedness for school and offer necessary family support. ● **Attendance Tracking and Supplies:** The administration will implement tools for effective attendance monitoring, including visual aids and reports. Resources for attendance tracking and student incentives will be provided to foster positive attendance behaviors among students. ● **Weekly Attendance Sweeps:** In conjunction with home visits, weekly attendance sweeps will be conducted to proactively identify patterns of absenteeism, facilitating timely intervention for affected students. ● **Internal SARB:** An internal School Attendance Review Board will be established to streamline the process of providing support to students and families, ensuring prompt access to relevant resources and assistance. ● **Student Mentoring:** Students with attendance challenges will be paired with mentors who will conduct weekly check-ins and monitor their progress for students. This mentoring program aims to provide students with a supportive adult to assist them in overcoming barriers to consistent school attendance and promoting engagement in their education. ● **Family Engagement:** Families will receive direct support through attendance orientations, goal-setting sessions, and translated materials to ensure clear communication and mutual understanding regarding student attendance.	$42,500	No

		Through these coordinated efforts, the school aims to cultivate a robust support system for both students and their families, fostering a culture of consistent attendance and improved academic outcomes.		

8.2	Professional Development	To support the goal of improving student attendance and closing the academic achievement gap, the school will provide focused **coaching** and **professional development (PD)** on several key strategies, alongside targeted instructional interventions. **Coaching** will be provided to support the implementation of Professional Learning Communities (PLC). Educators will receive collaborative tools to analyze student data, identify students at risk, and develop interventions that promote ongoing improvement and shared accountability. To ensure intervention and tutoring strategies meet student needs, teachers will be allocated additional time for PLC collaboration and planning. Response to Intervention (RTI) Conference and/or Consultant: PD will include strategies for implementing RTI, which will equip staff with methods to provide tiered support based on students' academic needs. Teachers will learn techniques for monitoring student progress and using data to inform decision-making, ensuring each student receives the right level of support to succeed. UFLI Literacy: Specialized PD on UFLI (University of Florida Literacy Initiative) literacy strategies will provide teachers with evidence-based practices to improve early literacy skills, particularly in phonemic awareness, phonics, and fluency. This will be vital for addressing foundational reading gaps. Certificated staff and instructional aides will participate in training. To improve student writing and build teacher capacity, the school will partner with Thinking Maps, Inc. or a similar writing professional development consultant. A writing leadership team will set goals and review student data to guide the work. All teachers will receive training on Thinking Maps, followed by classroom modeling and coaching support. Teachers will use the maps across subjects to guide writing instruction and collect student work samples. Writing will be assessed using rubrics, with regular PLC time dedicated to reviewing data and adjusting instruction. To sustain the work, teacher leaders will be trained to coach peers, and the school will celebrate progress through writing showcases. To support the school's professional learning goals and ensure alignment with instructional priorities, a strategic plan will be implemented to coordinate conference attendance and travel across the identified events. The school will prioritize attendance based on staff roles, instructional focus areas, and alignment with the school improvement plan. For example,	$177,216	No

		Professional development opportunities for the 2025-2026 school year will focus on enhancing instructional practices across multiple disciplines. **Literacy:** ● Early Childhood educators will attend the Southern California Kindergarten Conference and UFLI Conference to enhance foundational literacy and age-appropriate teaching methods. ● Interventionists, special education teachers, teachers, and support staff will attend the RTI at Work, MTSS Conference, and The Reading League Conference to build capacity in tiered intervention, data-driven instruction, and evidence-based reading practices. **Mathematics:** ● Teachers and instructional coaches focused on math will participate in the KCSOS Math Conference, the California Mathematics Council (CMC) Math Symposium, and the California Assessment Conference to strengthen math instruction and formative assessment. **STEM and Innovative Teaching:** ● Staff involved in project-based learning and STEM will be prioritized for the PBL Conference, PLTW (Project Lead the Way), and Learning and the Brain to explore innovative teaching methods and brain-based learning. **Leadership and Collaboration:** ● School leaders and collaborative teams will attend the Solution Tree PLC at Work Conference to strengthen professional learning communities and promote continuous improvement. To assist students with goal setting and progress monitoring, the district will collaborate with Time 4 Change and Kingdom Activist. These partnerships will facilitate focus groups and goal-setting sessions for students. Complementary Parent Sessions will reinforce the skills and knowledge students acquire during these school-based activities.		

		To maximize impact and manage costs, teams will be selected to attend each conference with the expectation of turnkey training upon return, ensuring knowledge is shared with the broader staff. A rotational system will be established so different staff members have opportunities to attend high-priority conferences each year. Travel and lodging logistics will be coordinated centrally to ensure efficiency and cost-effectiveness. Funding sources, including Title I, Title II, and grant allocations, will be mapped to each conference to ensure compliance and sustainability. This strategic and equitable approach ensures professional learning is targeted, collaborative, and directly connected to student achievement goals. **Instructional Rounds:** We will conduct instructional rounds to foster a deeper understanding of best practices across classrooms. These rounds will provide teachers with opportunities for feedback, reflection, and collaborative improvement to strengthen teaching practices and student engagement. **Substitute Teachers:** To ensure that teachers have dedicated time for PD and instructional rounds, we will provide substitutes to cover classrooms during these sessions. Through these combined efforts—**coaching, professional development, instructional rounds**, and **dedicated planning time** for teachers—we will build a research-driven framework that addresses both academic gaps and attendance issues,ensuring all students receive the support needed to thrive academically and socially.		

8.3	Academic Interventions	To address both chronic absenteeism and academic challenges, we will implement a multi-faceted intervention strategy designed to support students' academic recovery and improve attendance. Additional Teacher Tutors: We will place four additional teacher tutors at the school site to provide targeted interventions.These tutors will conduct both in-school and after-school tutoring sessions to support students' academic needs, with a particular focus on those at risk due to attendance issues. Online program to support intervention groups. Mentoring and Home Visits: We will implement a mentorship program where students are paired with mentors who will provide guidance, motivation, and consistent check-ins. In addition to mentoring, staff will conduct home visits to engage families directly and address barriers to school attendance, ensuring students have the necessary support both at home and school. Saturday Workshops: Saturday workshops will be held for both students and parents. These workshops will focus on academic recovery for students and provide training sessions for parents on supporting learning at home. The goal is to strengthen the home-school connection and foster a supportive community. Online Programs/Software: The school will integrate Project Read AI, UFLI Small Group Portal, and UFLI Teacher Tools to enhance reading instruction and support student learning. The strategy will focus on phased implementation, professional development, and data-driven instruction. Initially, teachers will receive comprehensive training on all three platforms,ensuring familiarity with Project Read AI's adaptive learning capabilities and UFLI's structured literacy approach. The schoolwill create grade-level implementation teams to align UFLI Small Group Portal activities with core reading instruction, using the Teacher Tools to plan targeted small-group lessons that support phonics, decoding, and fluency. Weekly PLC(Professional Learning Community) meetings will be used to review student data generated from Project Read AI and UFLI assessments, enabling teachers to adjust instruction based on real-time progress. A designated instructional technology coach will support teachers with troubleshooting and best practices, while periodic checkpoints will assess program effectiveness and student outcomes, ensuring the tools are used consistently and with fidelity across all classrooms. In Addition, the Thinking Maps Learning Community will be implemented to enhance writing instruction. The strategy will focus on building teacher and student capacity of the various Thinking Maps, their uses and purpose, and writing instruction.	$424,467	No

		Field Trips: To extend classroom learning beyond traditional settings, the school will implement a strategic field trip program designed to deepen student understanding through real-world experiences. The plan will prioritize alignment between field trips and curriculum standards, ensuring each outing reinforces key academic concepts and skills. Support staff will collaborate to select destinations that connect meaningfully with current units of study, such as science centers, historical sites, and local cultural institutions. Pre-visit lessons will prepare students by introducing background knowledge and vocabulary, while post-visit activities will include reflection journals, group discussions, and projects to solidify learning.Teachers will work with community partners to develop guided tours and hands-on activities that cater to diverse learning needs. Additionally, the school will provide professional development focused on maximizing instructional value during field trips. Regular reviews of student feedback and academic performance will help assess the effectiveness of the programand guide future planning to ensure equity, engagement, and educational impact. Goal Setting: Students will participate in goal-setting sessions focused on academic recovery and improving attendance.These sessions will help prioritize key areas for growth, track progress, and set achievable goals, reinforcing the importance of attendance and academic success. Culminating Activity: To celebrate progress and incentivize continued improvement, a culminating activity such as a field trip or assembly will be organized for students who meet attendance and academic milestones. This will serve as a motivation booster and a reward for their hard work and dedication. Through these combined efforts, we will create a comprehensive support system that not only addresses attendance but also prioritizes academic success, ensuring every student has the resources and encouragement they need to thrive.		

8.4	Family Engagement	Our family engagement strategy focuses on building strong, supportive relationships with families to improve both student attendance and academic success. The strategy is designed to provide families with the resources,guidance, and support they need to help their children succeed in school. Attendance Orientations & Goal-Setting Sessions: Families will receive direct support through personalized attendance orientations and goal-setting sessions. These sessions will help families understand the importance of regular school attendance and collaborate on setting realistic attendance and academic goals for their children. Materials will be provided in multiple languages to ensure accessibility and clarity for all families. Saturday Workshops: We will host monthly Saturday workshops designed to provide parents with valuable training and learning recovery resources. These workshops will focus on supporting students' academic progress, addressing learning gaps, and helping parents understand how they can contribute to their child's success at home. Parent training will also include strategies for reinforcing attendance and motivation. Home Visits: To address the underlying barriers that may impact attendance, we will conduct daily home visits for students who are struggling with attendance. This will allow us to connect with families, identify specific challenges, and offer support where needed. Additionally, designated staff will conduct morning home visits to ensure students are prepared for school and to provide any necessary support to families in overcoming attendance-related challenges. Building Relationships with Families: We recognize the importance of building trust and strong relationships with families.Our strategy will include regular, positive communication with parents and guardians to foster a collaborative and supportive partnership. Through consistent engagement, we aim to empower families to be active participants in their children's education and ensure that they feel supported in every aspect of the school experience. This comprehensive approach to family engagement will ensure that families have the tools, resources, and support to actively contribute to their child’s success and well-being, both academically and socially. By working together, we can create a positive, nurturing environment where students thrive.	$36,630	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$122,844,540	$16,066,564

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
42.089%	.588%	$1,707,785.02	42.677%

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 continue to improve the individualized instructional support for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) Local Data 2024-2025 Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment	Continuing to implement class size reduction ratios of 29 students to 1 teacher in grades 4th-6th and 7th-8th will support students in learning and continuing to 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 continue to provide individualized instructional support to English learners and prevent them from being identified as Long Term English Learners. Teachers can provide the appropriate support for socioeconomically disadvantaged students, and Foster Youth students struggling to meet the CA State Standards. Class size reduction will continue to 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, LTEL's, and FY, using Metrics 1.7 (CAASPP ELA & Math) & 1.14 (Pupil outcomes for Reading and Math).

	STAR Math for unduplicated students: 1st -8th Math 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment Educational partner input from parents to provide academic support and tutoring for students to help them meet their individualized needs.		

Goal 1 Action 1.2 SPSA Support	The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) Percent of EL's making progress towards English Proficiency 51.6% Local Data 2024-2025 Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment	School site administrators, support staff and teachers will continue to implement targeted academic support aligned to meet the individual school needs, social-emotional and extracurricular support, professional development, family and community engagement, as well as necessary resources and materials to address the unique student group needs on each campus in their efforts to improve academic outcomes for all students especially SED, EL's, Long Term English Learners (LTEL's), and Foster Youth (FY). School plan actions and expenditures will address the identified needs of SED, EL, LTEL's and FY, through targeted academic support, language acquisition programs, and SEL initiatives that are intended to make an impact on all students. 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, impacting unduplicated students with the greatest needs the most. Allocating supplemental and concentration funds across the entire district ensures all schools can address the specific needs of their unduplicated student groups (Foster Youth, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged). This distribution of resources LEA-wide aims to improve learning conditions and increase access to address the requests from educational partners, ultimately leading to positive academic outcomes for all students.	This actions effectiveness will be evaluated for all students, SED, EL, LTEL's, 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).

	25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% 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 13.5% 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. Educational Partner feedback requests from parents, site administrators, and through the LCAP community survey for academic and Social-Emotional assistance for English Learners and their parents, increase access to tutoring, homework help and additional academic support and resources.		

Goal 1 Action 1.3 Centralized Technical School Support	Local Data 2024-2025 Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment	State & Federal Programs and Fiscal Departments will continue to 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. Support sessions will prepare schools to analyze data, determine needs, develop evidence based actions/strategies and monitor for effectiveness and continuous improvement. The school's specially funded clerks (42) will support the implementation of School Plans for Student Achievement (SPSA) and the activities directly impacting academic programs. This will ensure schools and departments are informed of state and federal regulations and, more importantly, build the capacity of school staff to understand how funding can be specifically utilized to address the unique academic and support needs of unduplicated students, ultimately ensuring that resources are effectively allocated to increase services and improve unduplicated students' educational outcomes. These trainings and supports are necessary LEA wide for all 44 schools to effectively align school plan resources including LCFF funds 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.

	With 44 schools in the district, there is a continued turnover of support staff responsible for implementing state and federal programs and managing budgets. During the 2024-2025 school year, 19 schools employed 1st or 2nd-year new employees in these roles, and 8 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. 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 Assistant Principals	The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) Percent of EL's making progress towards English Proficiency 51.6% Local Data 2024-2025 Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment	In order to support and promote student engagement that results in improved academic outcomes for unduplicated students, Assistant 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. Assistant Principals will be part of regular professional development to increase their understanding of Portrait of a Graduate competencies and their role in leading activities that impact academic outcomes. The participation of extracurricular activities is monitored by the Assistant-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 continuing to place Assistant Principals at most sites with the exception William Penn and Downtown. By closely monitoring the above key metrics, the Assistant-Principals can identify areas of need, implement targeted interventions, and track the progress of all student subgroups, especially those from historically underserved populations. This data-driven approach can justify the assignment of Assistant-Principals and demonstrate the impact of this additional support to improve student academic 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).

	25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% 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 13.5% Based on feedback expressed by students to increased public speaking opportunities, collaborative group work, conflict resolution, and strategies to support resilience and communication.		

Goal 1 Action 1.5 Curriculum & Instruction Supports	Based on the need to improve the 2024 Academic Indicator for CAASSP English Language Arts and Mathematics scores on the California dashboard for unduplicated students in comparison with the All Students group: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) Feedback from BCSD's Educational Partners continues to indicate 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 to meet the the diverse academic and language demands of students.	Instructional Support Staff including coordinator, instructional specialists and coaches will continue to 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 continue to 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	The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) Percent of EL's making progress towards English Proficiency 51.6% Local Data 2024-2025 Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners 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).

	25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% 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	The need to increase the percentage of respondents rating the induction program effective or very effective from 91.6% to 94% in order to provide unduplicated students with fully credentialed teachers. The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) There is a need for teachers who are appropriately credentialed in schools with high percentages of socioeconomically disadvantaged (SED) students, Foster Youth, African American Students, Homeless Students, and English Learners.	In an effort to address the identified need for appropriately credentialed teachers and to increase the quality and effectiveness of new classroom teachers to meet the academic needs of unduplicated students, the District will provide a coordinator, mentors, and program specialists for ongoing and individualized intensive professional learning and support in both content and pedagogy to all new teachers and teacher residents. Administrative secretary and clerks will continue to support the work of the coordinator for a continued focus on mentor development, especially with a recent influx of a large number of new mentors, will ensure new teachers will be appropriately mentored to grow strong teaching practices and student outcomes. This action will be implemented LEA wide to provide unduplicated students and all other student groups with teachers who are effective in increasing learning and improving student engagement in classrooms.	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	The need to improve student outcomes in Reading and Math. Local Data 2024-2025 Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment Educational Partners have expressed a desire for schools to continue their efforts in expanding access to library resources and to continue supporting schools in their initiatives to enhance and improve literacy.	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 1.17)

	Library usage data shows a slight increase to an average of 19.5 books checked out per student, but has not reached the recommended goal of an average of 25.		
Goal 1 Action 1.10 Executive Development Program (NCEE)	**DELETED ACTION for 2025-26 LCAP**	**DELETED ACTION for 2025-26 LCAP**	**DELETED ACTION for 2025-26 LCAP**

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: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment	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 continue to consistently attend the ALI professional learning opportunities with a focus on supporting staff on how to develop strong student readers and creating systems for early intervention and inclusion. Administrators will receive professional development focused on establishing systems of support aligned to the district's mission to educate all students to achieve high academic standards while embedding key activities in daily school practices to meet the individual student needs through personalized goal setting and focus groups to boost achievement and equip students with the competencies outlined in the POG, ensuring students are future-ready. Professional learning will be provided from experts and consultants in the area of balanced literacy, evidence-based inclusive educational practices, writing, and other research-based activities that align with the district's key priorities. Administrators continue to evaluate the effectiveness of intervention programs, MTSS supports, 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)

	Based on continued data chats with site administrators and feedback from staff and parents to address the individualized learning needs of all students, there is a continued need to increase the development of all staff, including administrators on the importance of data-driven decision making, MTSS supports and resources, meeting the socioemotional needs for students, and improving communication by developing strong systems that create a safe and welcoming environment for teaching and learning.		

Goal 1 Action 1.12 Professional Learning - Certificated Support Staff	The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) Current level of implementation of state academic standards according to locally selected measures on a 1 to 5 scale. ELA- 4 ELD- 3 Mathematics- 4 NGSS-3 2024-25 Data analysis continues to indicate that students are not growing at the rate needed to address the learning gap. In addition, the data shows gaps in instructional practices and support strategies that need to be addressed to enhance student learning outcomes.	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)

	Feedback from Educational Partners continues to indicate a need for targeted professional development to effectively support diverse student populations.		

Goal 1 Action 1.13 Professional Learning - Certificated Teachers	The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) Current level of implementation of state academic standards according to locally selected measures on a 1 to 5 scale. ELA- 4 ELD- 3 Mathematics- 4 NGSS-3 2024-25 Data analysis indicates that students are not growing at the rate necessary to address the learning gap.	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)

	Feedback from Educational Partners continues to indicate 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.		

Goal 1 Action 1.15 Technology for Teaching and Learning	Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment	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. Access to upgraded technology equipment and a robust, reliable, secure, and scalable network infrastructure has been completed at 44 school sites to support teaching and learning. Dedicated technology staff will maintain this infrastructure, ensuring continued access for students. This ongoing access will empower educators to differentiate instruction, personalize learning pathways, and implement targeted interventions using precise data, ultimately addressing achievement disparities and fostering the academic growth of unduplicated students. Through the established support request system, staff will ensure timely maintenance and equipment replacement, minimizing disruptions to users. Staff, including Network Support Technicians, Network Systems Engineers, Network Administrators, as well as a Network Support Technician Supervisor, will continue to be responsible for ordering, maintaining, and responding to support requests in order to eliminate the disruption to classroom instruction.	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).

	Based on the 2024-2025 STAR Reading and Math data, significant academic gaps persist between all students and unduplicated student groups (SED, EL, Foster Youth). Providing updated and functioning technology, as well as integrated systems, is crucial for teachers to access real-time data on student progress and needs. Educational partner feedback continues to indicate the need for students to have access to digital devices to provide students the skills in preparation for online testing and also support students future ready skills.	The Chief Technology Officer will contribute to the vision, development, and implementation of instructional technology through strategic planning and collaboration with school leaders and staff. This action will be implemented LEA wide to increase access to all unduplicated student groups most impacted by the limited access to technology at home resulting in an increase in learning both at home and at school.	

Goal 1 Action 1.16 Science Technology Engineering and Math (STEM) Resources	2024 Academic indicator for Science showed Percentage of students who Met/Exceeded Standards: CAST 15.68% All Students 13.72% SED CAST data shows little to no growth in the area of science. Feedback from Educational Partners, including students, indicate a need for more hands-on and project-based learning opportunities to engage students in STEM subjects. There continues to be 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. This action will be implemented LEA wide to ensure all student groups across the district have equitable access to quality STEM education and resources which will result in increased and improved outcomes for socioeconomically disadvantaged students.	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)	Based on the academic indicators and the performance of SED, EL and Foster Youth in comparison to the All Student group: **Kindergarten** Letter Sounds 65.5% All students Blending phonemes 53.7% All students 45.0% Foster Youth **First Grade** CVC words 63.8% All students Short Vowel Consonant Blends 35.5% All students **1st-8th Grade** Percent of students performing at Level 3 or above in STAR Reading: 31.0% All students 28.4% SED 8.7% EL 25.3% FY Percent of students performing at Level 3 or above in STAR Math: 20.1% All students 18.1% SED 10.0% EL 13.8% FY	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. In order to support schools in identifying learning progress and conduct analysis of action effectiveness based on progress of unduplicated students in comparison to all students through continuous monitoring and reporting. Staff will regularly report support provided to all district employees and monitoring to ensure students who access 1:1 devices are working properly and ensure all users adhere to the acceptable use based on the annual user agreements. Technology in classrooms will align with district initiatives to enhance student engagement and accelerate learning in the classroom. Technology will be maintained to also support the increase in demands for technology support and standards implementation as a result of the expanded STEAM programs LEA-wide. 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.	This action's effectiveness will be measured by monitoring of SED, EL, and Foster Youth Pupil Outcomes for grades K-8th (Metric 1.14)

	Based on educational partner input and the need to provide instructional staff and administrators with the digital resources to have immediate access to data for analysis to inform teaching, learning and assign students to intervention supports and help schools determine areas of growth and identify educational needs.		

Goal 1 Action 1.18 Upgraded Libraries and Classroom Libraries	Based on the academic gaps between all students and socioeconomically disadvantaged students: STAR Reading 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment The average number of books checked out per student is 19.5 books in comparison to the recommended 25 books.	Research consistently demonstrates a strong correlation between access to books and reading achievement. The continued access to updated library collections for students from low-income backgrounds will mitigate the disparity between all students and SED students. Furthermore, culturally responsive collections of e-books, digital audiobooks, print books and educational resources have been found to increase student engagement which fosters a greater connection to learning. The diverse representation of all BCSD students in literature not only validates students' identities but also broadens their understanding of different perspectives, contributing to improved reading comprehension and academic achievement. Diverse learning areas, group study zones, and independent work spaces will continue to be available to students through flexible spaces. Updating library collections and making them more accessible across the LEA will encourage all students, especially low-income and unduplicated students, to visit and read more books, leading to the greatest benefit for these groups.	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 1.17).

	Educational partner feedback indicates the need to continue to provide low income students who do not have access to books at home and the need to maintain libraries with book collections that cater to diverse interests, needs and cultural backgrounds.		
Goal 1 Action 1.20 Gifted and Talented Education (GATE)	The need to continue to support Gifted and Talented Education for unduplicated students as evidenced by a performance gap in ELA and Math between GATE SED students and GATE non-SED Students. STAR Reading for unduplicated students: 98.0% of GATE SED Students in grades 3rd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 96.8% of GATE non SED Students in grades 3rd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment STAR Math for unduplicated students 81.8% of GATE SED Students in grades 3rd - 8th performed at a level 3 or above on the Winter STAR Math Assessment 92.8% of GATE non-SED Students in grades 3rd - 8th performed at a level 3 or above on the Winter STAR Math Assessment	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 See Appendix B.	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
	53.5 % of DI Students Districtwide in grades 2-8 performed At/Above Benchmark on the Winter Spanish STAR Reading Assessment in the language of instruction.
	
	53.3 % 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
	
	76.2% of DI Students Districtwide in grades 1-5 performed At/Above Benchmark in the Winter Spanish STAR Math Assessment.
	
	76.1% 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 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 one teacher at Stiern Middle School to accommodate the grade level progression from Harris according to the growth of the program.
		Staff
		● Teachers:
		  ● Voorhies-17 Teachers
		  ● Harris-11 Teachers
		  ● Walter Stiern-8 Teachers (2 Science, 2 History, 2 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: 38.7% of All students enrolled in VAPA scored at Level 3 or Above in STAR Reading 35.1% of SED students enrolled in VAPA scored at Level 3 or Above in STAR Reading 10.1% of EL students enrolled in VAPA scored at a Level 3 or Above in STAR Reading 31.1% 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 decreased 6.7% in 2024-2025, although enrollment at the Junior High/Middle School level was up 8.1%.	In order to continue 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, staff will continue 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 continue to 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.

	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)	2024 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 enrolled in PLTW (-98 DFS). 2024 Academic Indicator for Science showed only 13.72% of Low-Income students met or exceeded standards on the California Dashboard. 88.5% of students participating in PLTW and Launch are identified as Low-Income. Feedback from Educational Partners, including students, continues to indicate a need for enhanced STEM education and resources in TK-8 to support diverse learning needs and interests. Assessment of current programs continues to reveal gaps in professional training and resources necessary for quality STEM education. Persistent low CAST scores highlight the necessity of equipping teachers with adequate training and accessible resources to deliver engaging, hands-on instruction.	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. See Appendix C.	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).

Goal 1 Action 1.24 P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	According to 2024 State Indicator Performance by Student groups socioeconomically disadvantaged students in ELA are -65.9 distance from standard which is 5.5 points lower to the All Students group. Based on the academic gaps between All Students group and unduplicated students. STAR Reading and Math for unduplicated students: 28.4% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment Students expressed needs for public speaking opportunities, collaborative group work, conflict resolution, and strategies to support resilience and communication.	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 a self efficacy based curriculum that empowers students to understand their culture and gain confidence in their abilities to perform academically. Students will attend cultural capital field trips to universities and other venues in the state that facilitate an understanding of culture and build self-efficacy. Youth Service Specialists will provide social emotional support and increased engagement through skill based group sessions with opportunities for students to practice public speaking skills, build conflict resolution skills, support resilience, and build 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. See Appendix D.	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 1.26 Summer Academies	The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) Percent of EL's making progress towards English Proficiency 51.6% Local Data 2024-2025 Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading 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). and State CAASPP Assessment results (Metric 1.7)

	8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% 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 18.1% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment Educational partners provided feedback that there is a need to accelerate learning for students identified as at-risk, including English learners, socioeconomically disadvantaged, and foster students. Feedback also included requests that students continue to receive access to STEAM focused learning and project-based learning opportunities. Additionally, feedback included requests for students to have the opportunity to engage in learning opportunities outside and in nature.		

Goal 1 Action 1.29 Coordination of Supplemental Programs	The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) Data analysis indicates that students are not growing at the rate necessary to address the learning gap. Feedback from Educational Partners continues to indicate 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.	In order to maintain a coherent system for professional development aimed at increasing the content knowledge of district staff who often provide supplemental services and instruction through supplemental programs including Title I funded actions for at-promise students not meeting grade level standards, Title III supplemental services for English Language Learners, Migrant Education supplemental instruction for migrant students, and through the Extended Learning Program, the district will ensure training is accessible to employees working with instructional delivery and student learning during the day and often for district's the supplemental programs. Professional development aligned to the district's vision, mission, goals, and core priorities to have all students be proficient and for continued increase of academic performance in reading and math, be reclassified as proficient in English and ensure programs are coordinated to meet the district goals with lessons that are engaging and aligned to the California State Standards. Based on the need to improve academic outcomes and establish consistent implementation of evidence-based practices, all staff including teachers, specialists, and administrators will attend the professional development focused on research based teaching strategies to be implemented LEA-wide.	The effectiveness of this action will be measured by the Distance from Standard (DFS) on the CAASPP for ELA & Math for SED (Metric 1.7)

Goal 1 Action 1.31 Teacher Intervention Specialists	Based on the academic gaps between All Student subgroups and unduplicated students. STAR Reading for unduplicated students: 28.4% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% 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 18.1% of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% 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 from parents to provide expansion of tutoring and individualized support to address reading gaps. Also based on feedback from sites through the surveys seeking support for English Learners in order to enhance and improve academic achievement.	Teacher Intervention Specialists will continue to 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 at schools with high concentrations of unduplicated students (greater than 55%) to 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)	Based on the need to improve the sense of safety 84% of 3rd - 4th graders 72% of 5th - 6th graders 75% of 7th - 8th graders Based on local progress monitoring of attendance rates the percentages by student groups are as follows: All Students: 93.9% Foster Youth: 94.0% English Learners: 94.7% SED: 93.7% All unduplicated student groups are below the target attendance rate of 96%. The educational partner feedback from parents and community members indicated that having trained adults supervising students on campus increases their sense of safety at school. The District African American Parent Advisory Council (DAAPAC) indicated a need for improved school supervision. Students indicated the need for staff to be better listeners and be open to different viewpoints while also using calm voices during conflict.	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 and active supervision 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. Newly hired 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. All CPAL staff will receive ongoing professional development throughout the year from school site Campus Supervisors and Assistant Principals to 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 Activities and Activity Clubs	According to 2024 California State Dashboard Conditions and Climate by Student Groups the following percentage of students were suspended at least one day. 2.6% All Students 4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged 1.7% of English Learners Based on local progress monitoring of attendance rates the percentages by student groups are as follows: All Students: 93.9% Foster Youth: 94.0% English Learners: 94.7% SED: 93.7% All unduplicated student groups are below the target attendance rate of 96%. Educational partners' indicated that 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 and increase funding allocations for activity clubs.	Student Activities and Activity Clubs 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 Long Term English Learners. 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 and activity clubs that would result in students participating after-school and during lunchtime. Schools will reflect on student interest, identify barriers to access and develop activity 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 activity 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.	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	According to 2024 California State Dashboard Conditions and Climate by Student Groups the following percentage of students were suspended at least one day. 2.6% All Students 4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged 1.7% of English Learners Feedback surveys from employee associations identified a need for enhanced professional development opportunities that were differentiated. The Community Advisory Committee requested more inclusive opportunities for students and expertise in social-emotional learning.Parent University feedback indicated a need for staff-training in social-emotional support. Educators indicate a need for professional development to support classroom discipline and student supports, especially for transitional kindergarten students.	The district plans to reduce suspensions by offering professional development for staff, supporting site teams on drilling down their discipline 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, and the implementation of social-emotional learning, to reduce suspensions for our lowest performing unduplicated students including African American students and Long Term English Learners. An additional MTSS coach will be added to support the needs of transitional kindergarten students and staff. Each site will hold MTSS meetings monthly or twice per month. These meetings will help benefit students with English as a Second Language, Foster Youth and Socioeconomically disadvantaged students by matching tier 2 and tier 3 layered interventions to students in need of support. These teams will coordinate and evaluate the effectiveness of 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)	According to 2024 California State Dashboard Conditions and Climate by Student Groups the following percentage of students were suspended at least one day. 2.6% All Students 4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged 1.7% of English Learners 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. Based on educational partner feedback from parents and community, 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.	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 individual and group social skill development, 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 Long Term English Learner students by providing, visuals, setting personal goals and supporting a stable school environment by promoting resilience through social skills lessons.	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).

Goal 2 Action 2.5 Associate School Social Workers (ASSW)	2024 State Indicator for Academic Engagement show Chronic Absenteeism rates higher for SED and FY in comparison to All Students group: 23.5% of all students have been identified as being chronically absent (more than 18 school days). 24.3% of SED students have been identified as being chronically absent 28.5% of Foster Youth have have been identified as being chronically absent 34.8% of African American students have been identified as being chronically absent 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 by providing Tier 2 and Tier 3 supports to students and families who struggle to attend school regularly, including homeless, foster youth, and Socioeconomically Disadvantaged. 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 2024 California State Dashboard Conditions and Climate by Student Groups the following percentage of students were suspended at least one day. 2.6% All Students 4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged 1.7% of English Learners According to feedback from the parent, educational partners indicate 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. The district 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 the 2024 California School Dashboard State Conditions and Climate by Student Groups the following percentage of students were suspended at least one day. 2.6% All Students 4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged 1.7% of English Learners According to feedback from the parent, educational partners indicate there's a need to support social emotional learning and student mental health. Both groups requested to specifically continue with the SEL Toolbox curriculum. 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 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.	This action will be measured for effectiveness by monitoring suspension rates data for unduplicated students (Metric 2.5).

Goal 2 Action 2.10 Healthy Youth	Based on local progress monitoring of attendance rates the percentages by student groups are as follows: All Students: 93.9% Foster Youth: 94.0% English Learners: 94.7% SED: 93.7% All unduplicated student groups are below the target attendance rate of 96%. Based on student climate Hanover survey there is a need to 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 have opportunities to practices public speaking, overcome challenges, and be open to different viewpoints	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. See Appendix F	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 percentages by student groups are as follows: All Students: 93.9% Foster Youth: 94.0% English Learners: 94.7% SED: 93.7% All unduplicated student groups are below the target attendance rate of 96%. Educational partner input/feedback from parents indicate there is a need to support working parents with more resources for students including physical and mental health.	To reduce and prevent the physical and mental health barriers impacting all students including Low-Income, Foster Youth, and English Learners from attending school, we will have licensed clinical school social workers (SSW'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. 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 2024 California School Dashboard State Conditions and Climate by Student Groups the following percentage of students were suspended at least one day. 2.6% All Students 4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged 1.7% of English Learners . Based on local progress monitoring of attendance rates the percentages by student groups are as follows: All Students: 93.9% Foster Youth: 94.0% English Learners: 94.7% SED: 93.7% All unduplicated student groups are below the target attendance rate of 96%. Community feedback groups expressed the need to improve school safety and support student social-emotional needs. Students expressed the need to have support for overcoming challenges and to use strategies to work through obstacles and conflict with others. Employee groups identified a need to improve campus safety measures and violence prevention.	In order to improve school safety and support student social emotional needs, one Restorative Classroom Specialist (10 total) at each of the Jr. High/Middle Schools will explicitly teach and utilize restorative practices consistently while students are enrolled in the Restorative Classroom Program and 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, conflict management and problem-solving to overcome obstacles. The Restorative Classroom Program 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. See Appendix F	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 the 2024 California School Dashboard State Conditions and Climate by Student Groups the following percentage of students were suspended at least one day. 2.6% All Students 4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged 1.7% of English Learners 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.Employee groups have asked for improved campus safety and violence prevention.	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, and support violence prevention, 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	Based on the student climate Hanover survey 80% of 3rd - 4th graders, 69% of 5th - 6th graders 70% of 7th - 8th graders feel safe at school Employee groups indicate the need to improve campus safety and violence prevention. Students indicate the need to learn to be more communicative and interact with new people, overcome challenges to reach success, work together to get an answer, and use strategies to work through obstacles.	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.The focus will be learning to be more communicative and interact with new people, learn to overcome challenges to reach success, learn to use strategies to work through obstacles, and learn to work together to get the answer. 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 and sense of safety survey (Metric 2.7).
Goal 2 Action 2.15 Foster Youth	**DELETED ACTION for 2025-26 LCAP**	**DELETED ACTION for 2025-26 LCAP**	**DELETED ACTION for 2025-26 LCAP**

Goal 2 Action 2.16 Sports Programs	Based on local progress monitoring of attendance rates the percentages by student groups are as follows: All Students: 93.9% Foster Youth: 94.0% English Learners: 94.7% SED: 93.7% All unduplicated student groups are below the target attendance rate of 96%. 2024 State Indicator for Academic Engagement show Chronic Absenteeism rates higher for SED and FY in comparison to All Students group: 23.5% of all students have been identified as being chronically absent (more than 18 school days). 24.3% of SED students have been identified as being chronically absent 28.5% of Foster Youth have have been identified as being chronically absent 34.8% of African American students have been identified as being chronically absent Educational partners continue to provide feedback and requested schools increase the efforts to provide students with	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. 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 continue to 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).

	engaging options to be involved in schools. Sports provide opportunities for students to connect outside of the classroom and help build relationships and teamwork.		
Goal 2 Action 2.17 Student Safety	Based on the student climate Hanover survey 80% of 3rd - 4th graders, 69% of 5th - 6th graders 70% of 7th - 8th graders feel safe at school Parents and Guardians of all students reported that having adults supervising students on campus increased their sense of student safety at school.Employee groups have indicated a need to improve campus safety measures and violence prevention. The District African American Parent Advisory Committee indicated a need to improve school supervision.	The district will place a total of 47 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. • Ensuring Campus Supervisors regularly train and support CPALs to address supervision and deter bullying and harassment. 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 submitted CALPADS Report 14.2 attendance rates in 2023-24 were as follow: 92.31% which is 4.19 percentage points below the district's three year expected outcome. Engagement by Student Groups, attendance rates are: Foster Youth are 92.9% Homeless 90% English Learners 94.4% which is lower than the All Students group currently at 93.2%. Increased 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.

Goal 2 Action 2.19 Electronic Sports (E-Sports) in 4th-8th	29.3% of our Low-Income students have chronic absenteeism (more than 18 school days), in comparison to 23.5% of all students who have been identified to be chronically absent. The attendance data above reveals the necessity for extracurricular activities that can improve student attendance and participation. 2024 State Indicator for Academic Engagement show Chronic Absenteeism rates higher for SED and FY in comparison to All Students group: 23.5% of all students have been identified as being chronically absent (more than 18 school days). 24.3% of SED students have been identified as being chronically absent 28.5% of Foster Youth have have been identified as being chronically absent 34.8% of African American students have been identified as being chronically absent According to the 2024 California School Dashboard State Conditions and Climate by Student Groups the following percentage of students were suspended at least one day. 2.6% All Students 4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged	Offering electronic Sports (E-Sports) as an extracurricular activity for students in grades 4th-8th will address 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 schoolwide to ensure all student groups across the district have access to this extracurricular activity, promoting equity and broad participation. See Appendix H.	The effectiveness of this action will be to monitor attendance (Metric 2.1) 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).

	Feedback from Educational Partners continues to indicate a need for increased engagement and diversified opportunities for student participation.		
Goal 3 Action 3.1 Family and Community Engagement (FACE)	2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) 2024 Academic Indicator for Mathematics indicates CAASSP Mathematics scores • English Learners (ELs) experienced a -2.5 point decline. Feedback from families indicate the need for continued support in helping increase their understanding and expectations of grade level standards, and how to support their students with math and reading at home.	While these results indicate encouraging growth for most groups, especially in ELA, the slight decline in Math performance among English Learners is an area that warrants attention. Additionally, feedback from families across the district consistently points to a need for more support in understanding academic standards and expectations, particularly in Math and ELA. Family engagement is an instructional strategy that can provide parents with clarity on academic standards, assessments, and strategies for unduplicated families. Providing parents with opportunities to learn how to support their students at home will benefit all students district-wide by reinforcing learning beyond the classroom. This LEA wide action will continue to enhance parents' understanding of grade-level standards in ELA and math for all students. This improved understanding will particularly benefit parents of unduplicated students, leading to a greater positive impact.	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	The percent of parent respondents that strongly agree/agree that the district involves parents in the decision making process decreased by -0.2 in 2024-25. The percent of parents reporting feeling welcome at their child's school is currently -2.2% from the expected 3 year outcome. The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED)	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, Instagram, 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 by monitoring the number of parents engaged as measured by Metric 3.2 and 3.3. This action will monitoring of SED, EL, and Foster Youth Pupil Outcomes for grades K-8th (Metric 1.14).

	Educational partner feedback from teachers, parents and administrators indicated the need to continue with timely communication via email, phone calls, and other platforms that parents can understand in order to stay informed with events and activities at their schools and in the district.		

Goal 3 Action 3.5 Office assistants at each School Site	Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% 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 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment 2024-2025 Parent School Climate Survey reports 92.8% of caregivers feel welcome at their child's school Educational partner feedback from families indicates the need to continue to increase the district's efforts to increase the parent connectedness with schools.	Clerks at school sites will continue in their efforts to 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 to address the parent's/caregiver's need to feel connected and welcome at their child's school, school clerks continue to be 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 This LEA wide initiative, excluding the three previously mentioned schools, aims to bolster support for unduplicated students and enhance the connection between schools and parents across all student populations.	This action will be measured by monitoring of SED, EL, and Foster Youth Pupil Outcomes for grades 3rd-8th Metric 1.7 and Metric 3.4 .

Goal 3 Action 3.6 Parent Center at Martin Luther King Jr. Elementary	The need to continue to support individualized instructional support at each school for unduplicated students as evidence by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) Educational partner feedback during the engagement process indicates a desire for increased involvement in children's education and a need for enhanced understanding of grade-level math and reading standards to better support student learning.	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 51.6% 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 24.6%, we will monitor the reclassification rate. Based on DELAC's Needs Assessment, the primary focus areas that DELAC Parents identified for the next school year should include: **Parental Engagement and Collaboration** ● Enhance parent awareness about ELD programs, assess their English proficiency, and provide tools for collaboration with schools to support their children's learning. **Student Support Through Tutoring and Resources** ● Offer flexible tutoring schedules, additional learning opportunities during breaks, and targeted interventions to help English learners improve skills and achieve reclassification. **Teacher Training and Bilingual Equity** ● Continue training teachers to assist English learners, promote bilingualism, and ensure equitable education by addressing the diverse needs of students and families.:	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)

	Teachers and Administrators Identified Needs **Designated English Language Development Professional Development** ● EL Toolkit Strategies: Equip educators with evidence-based strategies tailored to designated ELD instruction, ensuring differentiation for multiple language proficiency levels. ● Curriculum-Specific PD: Provide hands-on training for ELD curricula like Benchmark and StudySync, emphasizing implementation fidelity and integration of language objectives. ● Modeling and Coaching: Offer classroom modeling of best practices and personalized coaching to support lesson delivery and student engagement. ● Consistency in Instruction: Develop systematic approaches to ensure consistency across proficiency levels and grade levels, focusing on scaffolding and acceleration of reclassification. ● Assessment and Progress Monitoring: Train educators to assess and track language growth effectively during the designated ELD block. **Integrated English Language DevelopmentProfessional Development**	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.	

	- EL Toolkit Strategies in All Content Areas: Support teachers in embedding EL Toolkit strategies into core instruction, emphasizing collaboration, academic language, and comprehension. - Collaboration Within PLCs: Allocate resources and time for PLCs to align instructional practices with ELD standards and goals. Focus on using formative assessments to monitor progress. - Differentiation for Mixed Levels: Provide practical examples, scaffolding, and planning strategies to address diverse proficiency levels in integrated settings. - Engaging and Inclusive Lesson Design: Develop strategies for creating lessons that engage all learners and promote collaborative conversations, academic language, and critical thinking. **Newcomers/Immigrants** - Modeling and Scaffolding: Demonstrate classroom strategies, such as visual aids and structured support, for students with no English proficiency or literacy in their primary language. - Social-Emotional Learning: Provide tools to support newcomers' social-emotional needs and their adjustment to new cultural and educational environments.		

	- Collaboration and Coordination: Emphasize the importance of alignment and collaboration between educators, support staff, and families to create a cohesive support system for newcomers. - Extended Learning Opportunities: Explore extended learning programs or after-school options to accelerate newcomers' academic and language development.		

Goal 1 Action 1.28 Students Experiencing Homelessness and Foster Case Management	The need to continue to improve the individualized instructional support for unduplicated students as evidenced by a performance gap in ELA and Math: 2024 CA Dashboard Academic Indicators CAASPP ELA: All Students -60.4 (ORANGE) Socioeconomically Disadvantaged -65.9 (YELLOW) English Learners -86.1 (ORANGE) Long-Term EL's -108.2 (ORANGE) Foster Youth -89.9 (RED) CAASPP Math: All Students -98.5 (RED) Socioeconomically Disadvantaged -103.5 (RED) English Learners -117.1 (RED) Long-Term EL's -169.1 (ORANGE) Foster Youth -117.4 (RED) Local Data 2024-2025 Based on the academic gaps between all students and unduplicated students. STAR Reading for unduplicated students: 28.4%% of SED Students in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 8.7% of English Learners in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment 25.3% of Foster Youth in grades 2nd - 8th performed at a level 3 or above on the Winter STAR Reading Assessment	Family and Community Engagement Liaison/Drivers will continue to 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 continue to 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 continue to work directly with school site FACE liaisons to provide training to support parent involvement and engagement at school activities. Staff will also work directly with school site FACE liaisons to conduct home visits to improve communication and 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).

	STAR Math for unduplicated students: 1st -8th Math 18.1%of SED students in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 10.0% of English Learners in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment. 13.8% of Foster Youth in grades 2nd -8th performed at a level 3 or above on the Winter STAR Math Assessment Educational partner input from parents to provide academic support and tutoring for students to help them meet their individualized needs. Educational partner input from parents identified the need for more parent involvement and engagement and stronger communication between schools and parents		

Goal 1 Action 1.30 English Learners Tutoring and Saturday Academies - Multilingual Education Programs	The need to increase the percentage of English learners making progress towards adequate language acquisition proficiency as measured by the California School Dashboard. 51.6% making progress towards English Proficiency as reported by the 2024 California School Dashboard: ● 1 14.47% Level 4 (Well Developed) ● 32.46% Level 3 (Moderately Developed) ● 29.58% Level 2 (Somewhat Developed) ● 23.49% Level 1 (Minimally Developed) The need to reduce the percentage of identified LTELs in the district currently at 24.6%. The need to increase the current rate of reclassification of 13.5% which is 1.5% below the target. Educational partner feedback from parents expressing the need of EL students for additional support to improve their language acquisition including: Offer flexible tutoring schedules, additional learning opportunities during breaks, and targeted interventions to help English learners improve skills and achieve reclassification.	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.	This action will be measured for effectiveness by monitoring the progress of English Learner progress towards language acquisition using Metric 1.8 & (Rate of Reclassified English Learners) 1.9.

		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.	
Goal 2 Action 2.6 Youth Service Specialists (YSS)	Based on local progress monitoring of attendance rates the percentages by student groups are as follows: Foster Youth (92.9%), English Learners (94.4%), SED (93%) All student groups are below the target of 96%. Educational partners have expressed the need 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 SED and Foster Youth students 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. Positive student results will be achieved, attendance rates will improve, and students will feel motivated to attend school, enabling them to positively impact themselves and their school community.	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)	Rate of Reclassified English Learners is currently at 13.5% which is 1.5% from the 3 year target outcome. Based on the Parent Guardian Climate Survey 93.5% of parents of English Learners responded they Strongly Agree/Agree the district promotes parental participation in programs for English Learners which is 1.5% from the 3 year target outcome. Parents have expressed the need of EL students needing additional support to improve their language acquisition. Based on the DELAC needs assessment, parents have also identified the need to provide parent engagement and collaboration opportunities to include CBET in addition to: : ● Enhance parent awareness about ELD programs, assess their English proficiency, and provide tools for collaboration with schools to support their children's learning.	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. The 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 1.31) 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 2025-26 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 2025-26 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 13 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 18 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 15 Students

2025-26 Total Planned 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	292,404,412	122,844,540	42.012%	1.023%	43.035%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$130,588,400.00	$25,707,071.00	$480,000.00	$47,489,256.00	$204,264,727.00	$160,456,978.00	$43,807,749.00

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	English Learners Foster Youth Low Income	All Schools	ongoing	$3,385,245.00	$0.00	$3,385,245.00				$3,385,245.00	
1	1.2	SPSA Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$26,915,745.00	$8,553,616.00	$20,471,163.00			$14,998,198.00	$35,469,361.00	
1	1.3	Centralized Technical School Support	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,964,224.00	$181,323.00	$106,938.00			$2,038,609.00	$2,145,547.00	
1	1.4	Vice Principals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Except: Penn, Rafer, Downtown	ongoing	$7,498,328.00	$25,584.00	$7,523,912.00				$7,523,912.00	
1	1.5	Curriculum & Instruction Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,618,134.00	$564,540.00	$333,515.00	$592,013.00		$2,257,146.00	$3,182,674.00	
1	1.6	Instructional Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,028,231.00	$24,838.00	$2,053,069.00				$2,053,069.00	
1	1.7	Multilingual Education Programs and Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$1,190,542.00	$741,934.00	$546,548.00			$1,385,928.00	$1,932,476.00	

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	1.8	New Teacher Development Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,848,491.00	$341,278.00	$3,709,769.00		$480,000.00		$4,189,769.00	
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	$3,296,664.00	$0.00	$3,296,664.00				$3,296,664.00	
1	1.10	Executive Development Program (NCEE)-Deleted	All	No			All Schools	ongoing								
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	$4,079.00	$322,074.00	$75,000.00			$251,153.00	$326,153.00	
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	$25,000.00	$0.00	$25,000.00				$25,000.00	
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	$14,662,081.00	$2,866,469.00	$187,637.00			$17,340,913.00	$17,528,550.00	
1	1.14	Professional Learning Special Education Certificated	Students with Disabilities	No			All Schools	ongoing	$196,695.00	$81,684.00				$278,379.00	$278,379.00	
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	$3,765,874.00	$3,425,192.00	$7,191,066.00				$7,191,066.00	
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	$483,259.00	$2,298,320.00	$2,145,952.00			$635,627.00	$2,781,579.00	
1	1.18	Upgraded Libraries and Classroom Libraries	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$770,915.00	$573,009.00			$197,906.00	$770,915.00	
1	1.19	Extended Learning Program (ELP) Academies	All	No			All Schools	ongoing	$1,906,992.00	$7,018,986.00		$6,508,995.00		$2,416,983.00	$8,925,978.00	
1	1.20	Gifted and Talented Education (GATE)	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: See	ongoing	$1,236,696.00	$89,144.00	$1,325,840.00				$1,325,840.00	

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	Appendix B									
1	1.21	Dual Immersion, Multilingual Education Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Stiern, Voorhies, Harris	ongoing	$5,453,726.00	$86,552.00	$5,540,278.00				$5,540,278.00	
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	$2,802,780.00	$693,334.00	$3,496,114.00				$3,496,114.00	
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	$295,040.00	$997,893.00	$1,292,933.00				$1,292,933.00	
1	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: See Appendix D	ongoing	$222,687.00	$682,492.00	$905,179.00				$905,179.00	
1	1.25	Intervention Tutoring Support Program	All	No			All Schools	ongoing	$1,797,083.00	$0.00		$1,797,083.00			$1,797,083.00	
1	1.26	Summer Academies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$568,372.00	$491,649.00	$886,392.00			$173,629.00	$1,060,021.00	
1	1.27	National Youth Sports Program (NYSP)	All	No			All Schools	ongoing								
1	1.28	Students Experiencing Homelessness and Foster Case Management	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$911,584.00	$114,051.00	$165,000.00			$860,635.00	$1,025,635.00	
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	$2,259,062.00	$1,044,887.00	$10,000.00			$3,293,949.00	$3,303,949.00	
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	ongoing	$355,136.00	$72,446.00	$10,000.00			$417,582.00	$427,582.00	

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
					Group(s)											
1	1.31	Teacher Intervention Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Except Downtown	ongoing	$7,837,864.00	$0.00	$7,837,864.00				$7,837,864.00	
1	1.32	Teacher Tutors	All	No			Specific Schools: See Appendix D	ongoing	$654,550.00	$0.00		$654,550.00			$654,550.00	
1	1.33	Virtual Enterprise Junior Ventures	All	No			Specific Schools: See Appendix E	ongoing	$24,498.00	$40,000.00		$64,498.00			$64,498.00	
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	$5,307,008.00	$340,000.00	$5,647,008.00				$5,647,008.00	
2	2.2	Student Activities and Activity Clubs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
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	$1,442,158.00	$0.00	$1,442,158.00				$1,442,158.00	
2	2.4	Behavior Intervention Specialists (BIS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Except Downtown	ongoing	$10,096,546.00	$33,698.00	$10,130,244.00				$10,130,244.00	
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	$3,378,568.00	$40,800.00	$3,419,368.00				$3,419,368.00	
2	2.6	Youth Service Specialists (YSS)	Foster Youth Low Income	Yes	Limited to Unduplicated Student	Foster Youth Low Income	Specific Schools: See Appendix	ongoing	$2,589,012.00	$62,540.00	$2,066,413.00	$585,139.00			$2,651,552.00	

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
					Group(s)		G									
2	2.7	School Psychologists & Behavioral Health Therapists	All	No			All Schools	ongoing	$6,848,474.00	$44,280.00		$6,892,754.00			$6,892,754.00	
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	$6,014,189.00	$67,329.00	$356,125.00	$5,725,393.00			$6,081,518.00	
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	
2	2.10	Healthy Youth	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: See Appendix F	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	$4,220,272.00	$3,132,483.00	$7,352,755.00				$7,352,755.00	
2	2.12	Restorative Classroom Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: See Appendix F	ongoing	$1,834,767.00	$0.00	$1,834,767.00				$1,834,767.00	
2	2.13	Rafer Johnson School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$973,570.00	$33,500.00	$1,007,070.00				$1,007,070.00	
2	2.14	Student Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$20,694.00	$75,000.00	$95,694.00				$95,694.00	
2	2.15	Foster Youth-Deleted	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	ongoing								
2	2.16	Sports Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Jr. High and Middle Schools	ongoing	$579,663.00	$293,063.00	$872,726.00				$872,726.00	

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	2.17	Student Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,108,084.00	$2,165,818.00	$7,273,902.00				$7,273,902.00	
2	2.18	Custodians	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Except Downtown	ongoing	$3,757,320.00	$0.00	$3,757,320.00				$3,757,320.00	
2	2.19	Electronic Sports in 4th-8th	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: See Appendix H	ongoing	$22,152.00	$427,000.00	$449,152.00				$449,152.00	
3	3.1	Family and Community Engagement (FACE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,314,808.00	$1,003,785.00	$5,318,593.00				$5,318,593.00	
3	3.2	Parent Education	All	No			All Schools	ongoing	$591,101.00	$229,341.00				$820,442.00	$820,442.00	
3	3.3	Community-Based English Tutoring (CBET)	English Learners English Learners	No Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$85,116.00	$49,657.00	$12,596.00			$122,177.00	$134,773.00	
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	$1,234,575.00	$389,325.00	$1,623,900.00				$1,623,900.00	
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	$2,047,727.00	$0.00	$2,047,727.00				$2,047,727.00	
3	3.6	Parent Center at Martin Luther King Jr. Elementary	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$1,433,287.00	$1,433,287.00				$1,433,287.00	
4	4.1	Data Assessment to determine individual student needs	All	No			Specific Schools: Emerson	ongoing	$55,000.00	$0.00		$55,000.00			$55,000.00	

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
4	4.2	Reading, Math, and Language Acquisition Interventions	All	No			Specific Schools: Emerson	ongoing	$359,776.00	$115,000.00		$474,776.00			$474,776.00	
4	4.3	Hands-on Learning and student engagement activities	All	No			Specific Schools: Emerson	ongoing	$5,000.00	$120,834.00		$125,834.00			$125,834.00	
4	4.4	Building capacity of educators	All	No			Specific Schools: Emerson	ongoing	$55,000.00	$178,672.00		$233,672.00			$233,672.00	
5	5.1	Professional Learning to build capacity	All	No			Specific Schools: Rafer Johnson	ongoing	$10,901.00	$20,000.00		$30,901.00			$30,901.00	
5	5.2	Student engagement strategies	All	No			Specific Schools: Rafer Johnson	ongoing	$44,856.00	$9,392.00		$54,248.00			$54,248.00	
5	5.3	Real-World relevance and experiences	All	No			Specific Schools: Rafer Johnson	ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
5	5.4	Real-World relevance and experiences-Deleted	All	No			Specific Schools: Rafer Johnson	ongoing								
5	5.5	Monitoring and evaluation-Deleted	All	No			Specific Schools: Rafer Johnson	ongoing								
5	5.6	Communication and collaboration-Deleted	All	No			Specific Schools: Rafer Johnson	ongoing								
6	6.1	Professional Learning to build capacity	All	No			Specific Schools: Roosevelt	ongoing	$25,000.00	$80,000.00		$105,000.00			$105,000.00	
6	6.2	Student engagement	All	No			Specific Schools: Roosevelt	ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
6	6.3	Intervention and tutoring	All	No			Specific Schools: Roosevel	ongoing	$187,439.00	$45,000.00		$232,439.00			$232,439.00	

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
							t									
6	6.4	Extracurricular activities or clubs	All	No			Specific Schools: Roosevelt	ongoing	$21,131.00	$10,000.00		$31,131.00			$31,131.00	
6	6.5	Integration of technology	All	No			Specific Schools: Roosevelt	ongoing	$0.00	$14,855.00		$14,855.00			$14,855.00	
6	6.6	Real-World relevance and experiences	All	No			Specific Schools: Roosevelt	ongoing	$2,500.00	$27,500.00		$30,000.00			$30,000.00	
6	6.7	Monitoring and evaluation	All	No			Specific Schools: Roosevelt	ongoing	$15,000.00	$0.00		$15,000.00			$15,000.00	
6	6.8	Communication and collaboration	All	No			Specific Schools: Roosevelt	ongoing	$15,000.00	$20,492.00		$35,492.00			$35,492.00	
7	7.1	Data Assessment to determine individual student needs	All	No			Specific Schools: Stella Hills	ongoing	$60,000.00	$31,983.00		$91,983.00			$91,983.00	
7	7.2	Reading, Math, and Language acquisition interventions	All	No			Specific Schools: Stella Hills	ongoing	$270,490.00	$35,000.00		$305,490.00			$305,490.00	
7	7.3	Hands-on learning and student engagement activities	All	No			Specific Schools: Stella Hills	ongoing	$20,000.00	$51,324.00		$71,324.00			$71,324.00	
7	7.4	Attendance initiatives	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$88,688.00		$88,688.00			$88,688.00	
7	7.5	Inclusive and welcoming environment	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
7	7.6	Building educator capacity	All	No			Specific Schools: Stella	ongoing	$120,000.00	$55,000.00		$175,000.00			$175,000.00	

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
							Hills									
7	7.7	Refine family and community engagement	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
7	7.8	Monitoring and evaluation	All	No			Specific Schools: Stella Hills	ongoing								
8	8.1	Attendance Interventions	All	No			Specific Schools: McKinley Elementary		$7,500.00	$35,000.00		$42,500.00			$42,500.00	
8	8.2	Professional Development	All	No			Specific Schools: McKinley		$41,600.00	$135,616.00		$177,216.00			$177,216.00	
8	8.3	Academic Interventions	All	No			Specific Schools: McKinley		$375,467.00	$49,000.00		$424,467.00			$424,467.00	
8	8.4	Family Engagement	All	No			Specific Schools: McKinley		$2,500.00	$34,130.00		$36,630.00			$36,630.00	

2025-26 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
292,404,412	122,844,540	42.012%	1.023%	43.035%	$130,588,400.00	0.000%	44.660 %	**Total:**	$130,588,400.00
								LEA-wide Total:	$85,848,314.00
								Limited Total:	$2,800,557.00
								Schoolwide Total:	$41,939,529.00

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	English Learners Foster Youth Low Income	All Schools	$3,385,245.00	
1	**1.2**	SPSA Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,471,163.00	
1	**1.3**	Centralized Technical School Support	Yes	LEA-wide	Low Income	All Schools	$106,938.00	
1	**1.4**	Vice Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Except: Penn, Rafer, Downtown	$7,523,912.00	
1	**1.5**	Curriculum & Instruction Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$333,515.00	
1	**1.6**	Instructional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,053,069.00	
1	**1.7**	Multilingual Education Programs and Supports	Yes	Limited to Unduplicated	English Learners	All Schools	$546,548.00	

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 (%)
				Student Group(s)				
1	1.8	New Teacher Development Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,709,769.00	
1	1.9	Library Media Assistants, Library Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,296,664.00	
1	1.11	Administrative Leadership Institute (ALI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	1.12	Professional Learning-Certificated Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.13	Professional Learning-Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,637.00	
1	1.15	Technology for Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,191,066.00	
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	$2,145,952.00	
1	1.18	Upgraded Libraries and Classroom Libraries	Yes	LEA-wide	Low Income	All Schools	$573,009.00	
1	1.20	Gifted and Talented Education (GATE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Appendix B	$1,325,840.00	
1	1.21	Dual Immersion, Multilingual Education Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Stiern, Voorhies, Harris	$5,540,278.00	
1	1.22	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,496,114.00	
1	1.23	Project Lead the Way	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Appendix C	$1,292,933.00	

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	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Appendix D	$905,179.00	
1	1.26	Summer Academies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$886,392.00	
1	1.28	Students Experiencing Homelessness and Foster Case Management	Yes	Limited to Unduplicated Student Group(s)	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	$10,000.00	
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
1	1.31	Teacher Intervention Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Except Downtown	$7,837,864.00	
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,647,008.00	
2	2.2	Student Activities and Activity Clubs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.3	MTSS Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,442,158.00	
2	2.4	Behavior Intervention Specialists (BIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Except Downtown	$10,130,244.00	
2	2.5	Associate School Social Workers (ASSW)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,419,368.00	
2	2.6	Youth Service Specialists (YSS)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: See Appendix G	$2,066,413.00	

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	2.8	Social Emotional Learning Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$356,125.00	
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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Appendix F	$469,314.00	
2	2.11	Regional Comprehensive School Based Health Clinics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,352,755.00	
2	2.12	Restorative Classroom Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: See Appendix F	$1,834,767.00	
2	2.13	Rafer Johnson School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,007,070.00	
2	2.14	Student Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,694.00	
2	2.15	Foster Youth-Deleted	Yes	LEA-wide	Foster Youth	All Schools		
2	2.16	Sports Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jr. High and Middle Schools	$872,726.00	
2	2.17	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,273,902.00	
2	2.18	Custodians	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Except Downtown	$3,757,320.00	
2	2.19	Electronic Sports in 4th-8th	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Appendix H	$449,152.00	
3	3.1	Family and Community Engagement (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,318,593.00	

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 (%)
3	**3.3**	Community-Based English Tutoring (CBET)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$12,596.00	
3	**3.4**	Digital Platforms and Community Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,623,900.00	
3	**3.5**	Office assistants at each School Site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,047,727.00	
3	**3.6**	Parent Center at Martin Luther King Jr. Elementary	Yes	LEA-wide	Low Income	All Schools	$1,433,287.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$203,964,843.00	$171,293,425.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Class Size Reduction	Yes	$3,722,461.00	3,621,582
1	**1.2**	SPSA Support	Yes	$35,192,606.00	32,086,825
1	**1.3**	Centralized Technical School Support	Yes	$931,613.00	1,579,895
1	**1.4**	Vice Principals	Yes	$7,624,395.00	7,484,106
1	**1.5**	Curriculum & Instruction Supports	Yes	$2,745,102.00	2,554,896
1	**1.6**	Instructional Support Services	Yes	$2,013,342.00	1,970,458
1	**1.7**	Multilingual Education Programs and Supports	Yes	$2,547,759.00	1,614,814
1	**1.8**	New Teacher Development Support	Yes	$4,094,960.00	4,038,307
1	**1.9**	Library Media Assistants, Library Technicians	Yes	$3,283,440.00	3,202,667
1	**1.10**	Executive Development Program (NCEE)	Yes	$163,659.00	0
1	**1.11**	Administrative Leadership Institute (ALI)	Yes	$150,000.00	89,799

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.12**	Professional Learning- Certificated Support Staff	Yes	$200,000.00	0
1	**1.13**	Professional Learning- Certificated Teachers	Yes	$18,780,442.00	4,790,250
1	**1.14**	Professional Learning Special Education Certificated	No	$276,034.00	0
1	**1.15**	Technology for Teaching and Learning	Yes	$11,404,297.00	11,632,383
1	**1.16**	Science Technology Engineering and Math (STEM) Resources	Yes	$420,000.00	414,918
1	**1.17**	Online Learning Systems and Resources	Yes	$2,854,492.00	2,607,082
1	**1.18**	Upgraded Libraries and Classroom Libraries	Yes	$684,248.00	1,172,552
1	**1.19**	Extended Learning Program (ELP) Academies	No	$9,832,742.00	9,713,853
1	**1.20**	Gifted and Talented Education (GATE)	Yes	$1,571,288.00	1,535,463
1	**1.21**	Dual Immersion, Multilingual Education Programs	Yes	$5,180,630.00	5,074,427
1	**1.22**	Visual and Performing Arts (VAPA)	Yes	$3,471,929.00	3,389,644
1	**1.23**	Project Lead the Way	Yes	$1,292,978.00	1,276,686
1	**1.24**	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	Yes	$942,042.00	729,898

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.25**	Intervention Tutoring Support Program	No	$5,044,866.00	1,449,296
1	**1.26**	Summer Academies	Yes	$669,535.00	658,755
1	**1.27**	National Youth Sports Program (NYSP)	No	$172,166.00	18,551
1	**1.28**	Students Experiencing Homelessness and Foster Case Management	Yes	$1,018,386.00	1,015,772
1	**1.29**	Coordination of Supplemental Programs	Yes	$3,367,067.00	3,513,935
1	**1.30**	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Yes	$400,000.00	77,289
1	**1.31**	Teacher Intervention Specialists	Yes	$7,601,865.00	7,449,068
1	**1.32**	Teacher Tutors	No	$585,190.00	0
1	**1.33**	Virtual Enterprise Junior Ventures	No	$533,934.00	32,327
2	**2.1**	Cafeteria and Playground Activity Leaders (CPALS)	Yes	$6,452,452.00	5,879,520
2	**2.2**	Student Clubs and Activities	Yes	$350,000.00	0
2	**2.3**	MTSS Supports and Resources	Yes	$1,308,270.00	1,283,282
2	**2.4**	Behavior Intervention Specialists (BIS)	Yes	$10,061,506.00	9,872,350
2	**2.5**	Associate School Social Workers (ASSW)	Yes	$3,109,870.00	3,059,490

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Youth Service Specialists (YSS)	Yes	$2,775,119.00	2,714,431
2	2.7	School Psychologists & Behavioral Health Therapists	No	$6,813,031.00	5,398,595
2	2.8	Social Emotional Learning Professional Learning	Yes	$1,356,476.00	421,342
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	Yes	$364,194.00	60,927
2	2.10	Healthy Youth	Yes	$469,314.00	462,133
2	2.11	Regional Comprehensive School Based Health Clinics	Yes	$6,032,188.00	4,552,606
2	2.12	Restorative Classroom Specialists	Yes	$1,599,347.00	1,564,481
2	2.13	Rafer Johnson School	Yes	$1,063,820.00	1,050,629
2	2.14	Student Leadership	Yes	$25,000.00	0
2	2.15	Foster Youth	Yes	$50,000.00	0
2	2.16	Sports Programs	Yes	$873,610.00	855,526
2	2.17	Student Safety	Yes	$5,052,848.00	4,986,150
2	2.18	Custodians	Yes	$3,702,712.00	3,652,725

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.19	Electronic Sports in 4th-8th	Yes	$457,152.00	450,112
3	3.1	Family and Community Engagement (FACE)	Yes	$5,243,809.00	5,123,201
3	3.2	Parent Education	No	$802,239.00	618,188
3	3.3	Community-Based English Tutoring (CBET)	Yes	$116,719.00	114,280
3	3.4	Digital Platforms and Community Applications	Yes	$1,954,225.00	1,917,876
3	3.5	Office assistants at each School Site	Yes	$2,046,694.00	2,010,672
3	3.6	Parent Center at Martin Luther King Jr. Elementary	Yes	$701,881	144,399
4	4.1	Data Assessment to determine individual student needs	No	$122,370.00	0
4	4.2	Reading, Math, and Language Acquisition Interventions	No	$354,923.00	0
4	4.3	Hands-on Learning and student engagement activities	No	$248,871.00	3,944
4	4.4	Building capacity of educators	No	$204,870.00	32,275
5	5.1	Professional Learning to build capacity	No	$54,400.00	1054

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Student engagement strategies	No	$1,500.00	0
5	**5.3**	Integration of technology	No	$12,000.00	0
5	**5.4**	Real-World relevance and experiences	No	$15,000.00	0
5	**5.5**	Monitoring and evaluation	No	$6,000.00	0
5	**5.6**	Communication and collaboration	No	$8,992.00	0
6	**6.1**	Professional Learning to build capacity	No	$224,770.00	103,266
6	**6.2**	Student engagement	No	$12,000.00	7,677
6	**6.3**	Intervention and tutoring	No	$159,894.00	0
6	**6.4**	Extracurricular activities or clubs	No	$43,000.00	0
6	**6.5**	Integration of technology	No	$30,000.00	0
6	**6.6**	Real-World relevance and experiences	No	$66,641.00	0
6	**6.7**	Monitoring and evaluation	No	$7,000.00	0
6	**6.8**	Communication and collaboration	No	$3,000.00	0
7	**7.1**	Data Assessment to determine individual student needs	No	$15,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.2	Reading, Math, and Language acquisition interventions	No	$153,358.00	107,445
7	7.3	Hands-on learning and student engagement activities	No	$80,000.00	0
7	7.4	Attendance initiatives	No	$62,585.00	0
7	7.5	Inclusive and welcoming environment	No	$15,000.00	0
7	7.6	Building educator capacity	No	$467,725.00	49,351
7	7.7	Refine family and community engagement	No	$20,000.00	0
7	7.8	Monitoring and evaluation	No	$20,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
121,221,233	$132,797,942.00	$125,393,309.00	$7,404,633.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class Size Reduction	Yes	$3,722,461.00	3,621,582		
1	1.2	SPSA Support	Yes	$20,451,681.00	19,527,202		
1	1.3	Centralized Technical School Support	Yes	$108,139.00	105,890		
1	1.4	Vice Principals	Yes	$7,624,395.00	7,484,106		
1	1.5	Curriculum & Instruction Supports	Yes	$1,085,423.00	1,057,528		
1	1.6	Instructional Support Services	Yes	$2,013,342.00	1,970,458		
1	1.7	Multilingual Education Programs and Supports	Yes	$573,926.00	564,341		
1	1.8	New Teacher Development Support	Yes	$3,751,825.00	3,695,172		
1	1.9	Library Media Assistants, Library Technicians	Yes	$3,283,440.00	3,202,667		
1	1.10	Executive Development Program (NCEE)	Yes	$163,659.00	0.00		
1	1.11	Administrative Leadership Institute (ALI)	Yes	$150,000.00	89,799		
1	1.12	Professional Learning-Certificated Support Staff	Yes	$200,000.00	0		
1	1.13	Professional Learning-Certificated Teachers	Yes	$196,716.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Technology for Teaching and Learning	Yes	$11,404,297.00	11,632,383		
1	1.16	Science Technology Engineering and Math (STEM) Resources	Yes	$420,000.00	414,918		
1	1.17	Online Learning Systems and Resources	Yes	$2,079,193.00	2,049,253		
1	1.18	Upgraded Libraries and Classroom Libraries	Yes	$488,009.00	377,078		
1	1.20	Gifted and Talented Education (GATE)	Yes	$1,571,288.00	1,535,463		
1	1.21	Dual Immersion, Multilingual Education Programs	Yes	$5,180,630.00	5,074,427		
1	1.22	Visual and Performing Arts (VAPA)	Yes	$3,471,929.00	3,389,644		
1	1.23	Project Lead the Way	Yes	$1,292,978.00	1,276,686		
1	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	Yes	$942,042.00	629,898		
1	1.26	Summer Academies	Yes	$669,535.00	658,755		
1	1.28	Students Experiencing Homelessness and Foster Case Management	Yes	$165,000.00	162,789		
1	1.29	Coordination of Supplemental Programs	Yes	$100,000.00	0.00		
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Yes	$400,000.00	77,289		
1	1.31	Teacher Intervention Specialists	Yes	$7,601,865.00	7,449,068		
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	Yes	$6,452,452.00	5,879,520		
2	2.2	Student Clubs and Activities	Yes	$350,000.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	MTSS Supports and Resources	Yes	$1,308,270.00	1,283,282		
2	2.4	Behavior Intervention Specialists (BIS)	Yes	$10,061,506.00	9,872,350		
2	2.5	Associate School Social Workers (ASSW)	Yes	$3,109,870.00	3,059,490		
2	2.6	Youth Service Specialists (YSS)	Yes	$2,294,082.00	2,246,136		
2	2.8	Social Emotional Learning Professional Learning	Yes	$356,476.00	60,418		
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	Yes	$364,194.00	60,927		
2	2.10	Healthy Youth	Yes	$469,314.00	462,133		
2	2.11	Regional Comprehensive School Based Health Clinics	Yes	$6,032,188.00	4,552,606		
2	2.12	Restorative Classroom Specialists	Yes	$1,599,347.00	1,564,481		
2	2.13	Rafer Johnson School	Yes	$1,063,820.00	1,050,629		
2	2.14	Student Leadership	Yes	$25,000.00	0		
2	2.15	Foster Youth	Yes	$50,000.00	0.00		
2	2.16	Sports Programs	Yes	$873,610.00	855,526		
2	2.17	Student Safety	Yes	$5,052,848.00	4,986,150		
2	2.18	Custodians	Yes	$3,702,712.00	3,652,725		
2	2.19	Electronic Sports in 4th-8th	Yes	$457,152.00	450,112		
3	3.1	Family and Community Engagement (FACE)	Yes	$5,243,809.00	5,123,201		
3	3.3	Community-Based English Tutoring (CBET)	Yes	$116,719.00	114,280		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.4**	Digital Platforms and Community Applications	Yes	$1,954,225.00	1,917,876		
3	**3.5**	Office assistants at each School Site	Yes	$2,046,694.00	2,010,672		
3	**3.6**	Parent Center at Martin Luther King Jr. Elementary	Yes	$701,881.00	144,399		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
290,608,134	121,221,233	2.459	44.172%	$125,393,309.00	0.000%	43.149%	$2,973,978.02	1.023%

2025-2026 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

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

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.

LEA's CSI Schools		
	N/A	

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

LEA's Differentiated Assistance Status
Differentiated Assistance for African American (CAASPP and Suspension) and Foster Youth (CAASPP and Chronic Absenteeism)

REQUIRED ACTIONS: English Learners
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	Yes
Long term English learners	Yes

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, 1.32
ELA	Homeless	1	1.25, 1.28, 1.32
ELA	Socioeconomically Disadvantaged	1	1.25, 1.32
Math	Foster Youth	1	1.28, 1.32
Math	Homeless	1	1.28, 1.32
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, 1.33
Casa Loma Elementary	All Students	ELA	1	1.3
College Heights Elementary	All Students	ELA	1	1.3

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, 1.33
Sierra Middle	All Students	ELA	1	1.3, 1.33
Stella I. Hills Elementary	All Students	ELA	1	1.3
Washington Middle	All Students	ELA	1	1.3, 1.33
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, 1.11, 1.12,1.13, 1.20, 1.33
Compton Junior High	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 1.11, 1.12,1.13, 1.20, 1.33
Curran Middle	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 1.11, 1.12,1.13, 1.20, 1.33
Fremont Elementary	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 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, 1.11, 1.12,1.13, 1.20 7.1
Washington Middle	All Students	Math	1	1.1, 1.2, 1.4, 1.6, 1.8, 1.11, 1.12,1.13, 1.20, 1.33

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, 1.32, 1.33
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, 1.32
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, 1.32, 7.5
ELA	Abraham Lincoln Jr. High	English Learner	1	1.19, 1.20, 1.32, 1.33
ELA	Bessie E. Owens Elementary	English Learner	1	1.19, 1.20

ELA	Casa Loma Elementary	English Learner	1	1.19, 1.20, 1.32
ELA	College Heights Elementary	English Learner	1	1.19, 1.20, 1.32
ELA	Curran Middle	English Learner	1	1.19, 1.20, 1.33
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, 1.32
ELA	Emerson Middle	English Learner	1, 4	1.19, 1.20, 1.33 4.1, 4.2, 4.4
ELA	Fremont Elementary	English Learner	1	1.19, 1.20, 1.32
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, 1.32
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, 1.32, 1.33
ELA	Sierra Middle	English Learner	1	1.19, 1.20, 1.33
ELA	Stella I. Hills Elementary	English Learner	1, 7	1.19, 1.20, 1.32 7.1, 7.2, 7.6
ELA	Washington Middle	English Learner	1	1.19, 1.20, 1.33
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
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
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, 1.32, 1.33
ELA	Bessie E. Owens Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20
ELA	Casa Loma Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20, 1.32

ELA	College Heights Elementary	Socioeconomically Disadvantaged	1, 2	1.19, 1.20, 1.32, 2.3
ELA	Fremont Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20, 1.32
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, 1.32
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, 1.32, 1.33
ELA	Sierra Middle	Socioeconomically Disadvantaged	1	1.19, 1.20, 1.33
ELA	Stella I. Hills Elementary	Socioeconomically Disadvantaged	1	1.19, 1.20, 1.32
ELA	Washington Middle	Socioeconomically Disadvantaged	1	1.19, 1.20, 1.33
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
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, 1.33
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
Math	Abraham Lincoln Jr. High	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8,

				1.11, 1.12, 1.13, 1.14, 1.20, 1.33
Math	Chipman Junior High	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
Math	Curran Middle	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
Math	McKinley Elementary	African American	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 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, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
Math	Abraham Lincoln Jr. High	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
Math	Bessie E. Owens Elementary	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 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, 1.11, 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, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33

Math	Curran Middle	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
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, 1.11, 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, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33 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, 1.11, 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, 1.11, 1.12, 1.13, 1.14, 1.20 7.1, 7.2, 7.6
Math	Washington Middle	English Learner	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
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

Math	Washington Middle	Hispanic	2	2.3
Math	Abraham Lincoln Jr. High	Socioeconomically Disadvantaged	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
Math	Curran Middle	Socioeconomically Disadvantaged	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
Math	Fremont Elementary	Socioeconomically Disadvantaged	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 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, 1.11, 1.12, 1.13, 1.14, 1.20 7.1
Math	Washington Middle	Socioeconomically Disadvantaged	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13, 1.14, 1.20, 1.33
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
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
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

Suspension	Stella I. Hills Elementary	Hispanic	2, 7	2.9, 2.4, 2.13
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
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:

Action 1.20

Bessie Owens

Chipman

Stiern

Appendix C:
Action 1.23
Chavez
Casa Loma
Downtown
Fremont
Garza
Horace Mann
Hort
Longfellow
McKinley
Mt. Vernon
Munsey
Nichols
Noble
Owens
Pauly
Rafer Johnson
Roosevelt
Stella Hills
Cato
Chipman
Compton
Curran
Emerson
Lincoln
Sequoia
Sierra
Stiern
Washington

Appendix D:

Action 1.24

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:
Action 1.32
Rafer Johnson
Lincoln
King
Sequoia
Williams
College Heights
Casa Loma
Hills
Fremont
McKinley

Appendix F: Action 1.33, Action 2.10, Action 2.12
Emerson
Cato
Chipman
Compton
Curran
Lincoln
Sequoia
Sierra
Stiern
Washington

Appendix G: Action 2.6

Hills
Emerson
McKinley
Curran
Munsey
King
Harris
Owens
Longfellow
Frank West
Franklin
Sequoia
Thorner
College Heights
Pauly
Noble

Appendix H: Action 2.19

Cato
Chipman
Curran
Compton
Downtown
Emerson
Frank West
Lincoln
Sierra
Sequoia
Stiern
Washington

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]).

- o 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.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- *o* 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
  - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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.
    - o 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,
    - o 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:
  - o 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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.
    - o **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

For English Learners and Long-Term English Learners

- 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:
    - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - o Professional development for teachers.
    - o 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:
    - o 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.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - ▪ Identify the action as an LREBG action;
        - ▪ Include an explanation of how research supports the selected action;
        - ▪ Identify the metric(s) being used to monitor the impact of the action; and
        - ▪ Identify the amount of LREBG funds being used to support the action.

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.
    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - o 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.
    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - o 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 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).