BAKERSFIELD CITY SCHOOL DISTRICT

2024-2027

Local Control and Accountability Plan

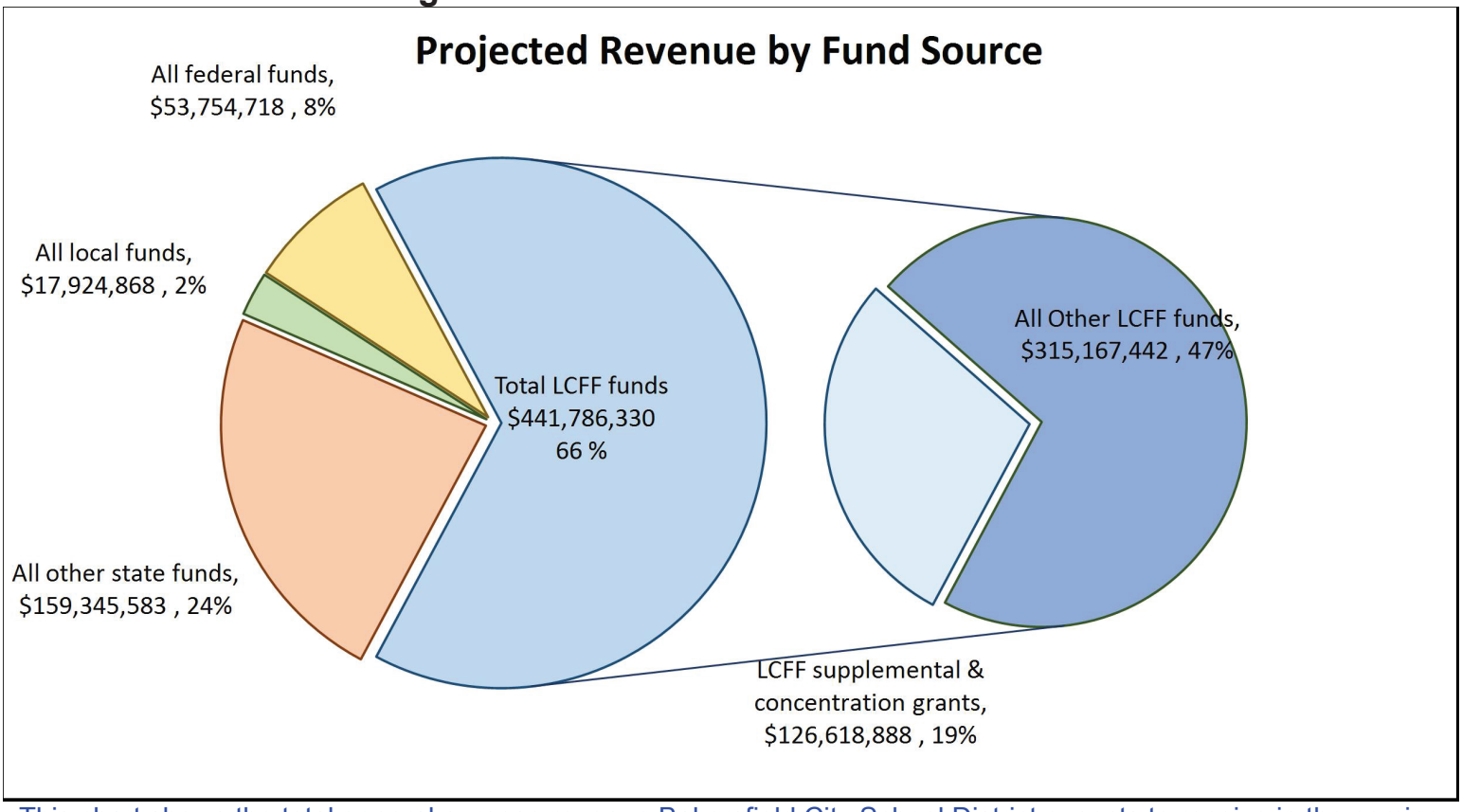


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bakersfield City School District
CDS Code: 15 63321 0000000
School Year: 2026-27
LEA contact information:
Laura Orozco
Assistant Superintendent
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

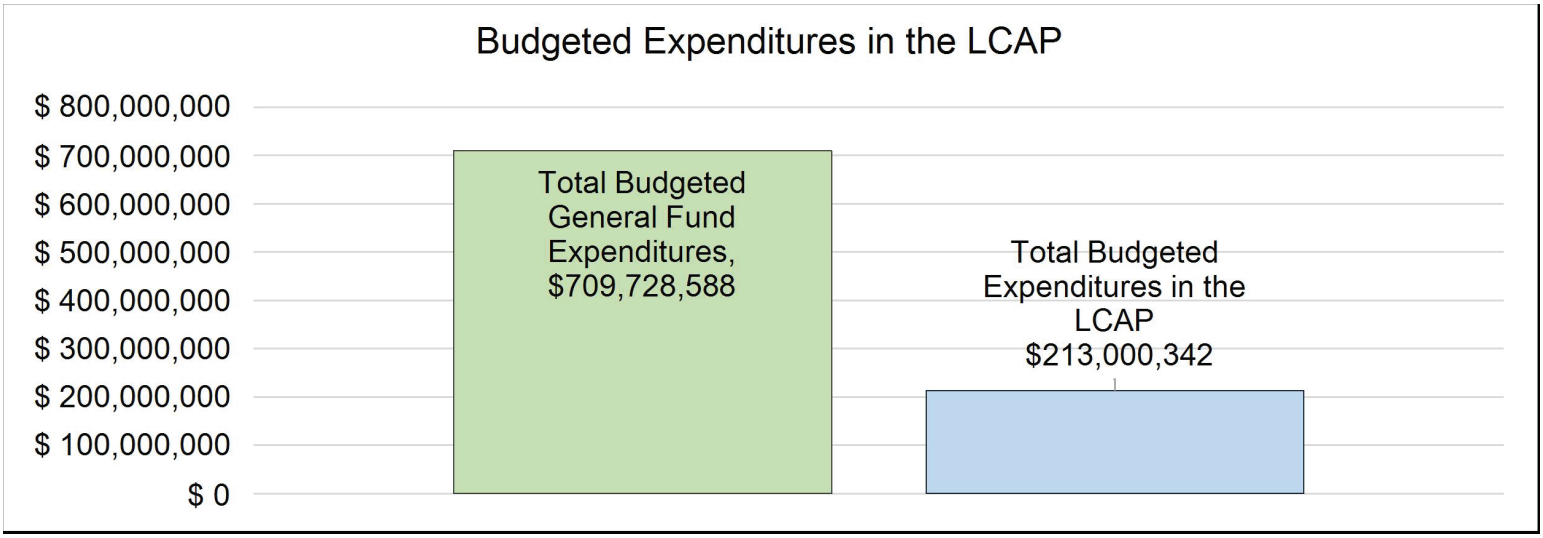


This chart shows the total general purpose revenue Bakersfield City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bakersfield City School District is $672,811,499, of which $441,786,330 is Local Control Funding Formula (LCFF), $159,345,583 is other state funds, $17,924,868 is local funds, and $53,754,718 is federal funds. Of the $441,786,330 in LCFF Funds, $126,618,888 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 2026-27. 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 $709,728,588 for the 2026-27 school year. Of that amount, $213,000,342 is tied to actions/services in the LCAP and $496,728,246 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

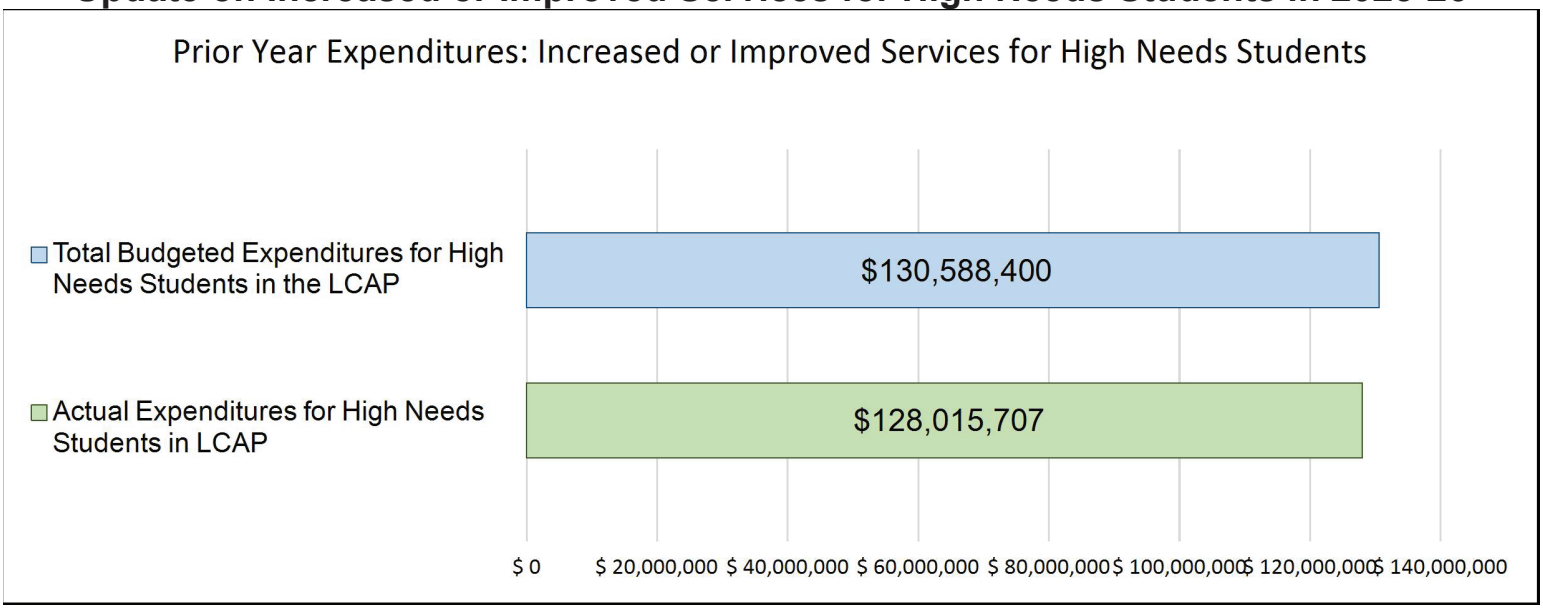
Several state and federal funding sources support district programs and services but are not included in the Local Control and Accountability Plan (LCAP) because they are restricted funds with specific allowable uses established by legislation or grant requirements. These funding sources include, but are not limited to, Proposition 28 Arts and Music Funds, the Arts, Music, and Instructional Materials Discretionary Block Grant, the Literacy Coaches and Reading Specialists Grant, the Expanded Learning Opportunities Program (ELOP), and the California Community Schools Partnership Program. Expenditures from these funding sources are planned, monitored, and reported separately from the LCAP and are used exclusively for the purposes outlined in each program's funding requirements.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Bakersfield City School District is projecting it will receive $126,618,888 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 $130,056,070 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 2025-26



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 2025-26, Bakersfield City School District's LCAP budgeted $130,588,400 for planned actions to increase or improve services for high needs students. Bakersfield City School District actually spent $128,015,707 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,572,693 had the following impact on Bakersfield City School District's ability to increase or improve services for high needs students:

In the 2025–2026 school year, the Bakersfield City School District (BCSD) experienced a variance of $2,572,693 between budgeted and actual expenditures. This variance was primarily due to staffing vacancies and delays in implementing certain planned services and programs. The district continued to prioritize support for high-needs students through targeted academic interventions, extended learning opportunities, and student engagement initiatives; however, some expenditures were lower than anticipated as a result of these implementation challenges. To support essential programs and services, BCSD utilized available one-time funding sources, including the Educator Effectiveness Grant and other restricted funds prior to their expiration. Despite these challenges, the district remained focused on improving student outcomes and providing additional supports and opportunities for its unduplicated student population.

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 [2026-2027]

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 27,410 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 23 students serving grades Kindergarten-8th grade (Rafer) to over 917 students (Voorhies) in the current year.

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 2,067 certificated employees and 2,468 classified employees. Including substitute staff, the district supports over 5,000 employees.

The percentage of socioeconomically disadvantaged students increased from 88.5% to 91.3%, indicating a growing need for targeted academic and social-emotional supports. Economic hardship can impact student learning, attendance, engagement, and access to educational resources, requiring the district to continue prioritizing equitable access to interventions, family supports, and high-quality instructional opportunities. The district has also seen an increase from 12.0% to 13.5% of the student population identified as students with disabilities (SWD), while 21.8% of students are English Learners (EL). In addition the percentage of students who experienced homelessness was at 2.4% (667 students) in 2025-26, 83.6% of students are Hispanic (HISP), 6.8% of students are White (WH), and 6.9% of students are African American (AA) with 1.2% of students identified as two or more races.

As a community BCSD continues to have increases in the number of housing developments and yet the number of chronically absent students identified as homeless has average at approximately 1,500 for the past three years. The homeless population in the community continues to grow in Kern County. The district allocates the necessary resources to support all students and considers the needs of the most vulnerable student populations with available federal and state funds. The district has continued to work consistently with parents, and educational partners to address the chronically absent students and reduce the chronic absenteeism rate especially for Socioeconomically Disadvantaged (SED) students, Homeless (HL), African American (AA), and English Learners (EL) who continue to be identified in the Red performance level for chronic absenteeism in some schools.

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 continues to be 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.

Eligibility for Equity Multiplier funding is determined by two main criteria: a non-stability rate over 25% of the student population and over 70% of students identified as socioeconomically disadvantaged (SED). The number of funded schools has varied year-to-year:

2023-24: Rafer Johnson, Emerson Middle School, Roosevelt Elementary, and Stella Hills Elementary were identified.

2024-25: McKinley Elementary was added, resulting in five funded schools.

2025-26: William Penn Elementary was added. However, McKinley Elementary and Emerson no longer qualified for the funding, leaving Rafer Johnson, Roosevelt Elementary, and Stella Hills Elementary as the continuing eligible sites.

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 successes and 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 2025 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(c):Basic Facilities in good repair

- Based on the Facilities Inspection Tool (FIT) self-administered report for 2025-2026, 100% of school sites continue to have an overall rating of “Good” or “Exemplary”.

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

ELA Standards in *professional development*: In 2025-26, 84.7% responded the district's level of support at Full Implementation (4) or Full Implementation & Sustainability (5), which is an increase of 7.2 percentage points when compared to 2024-25.

•Math Standards in *professional development* : In 2025-26, 80.7% responded the district's level of implementation at Full Implementation (4) or Full Implementation & Sustainability (5), which is a 5.9 percentage points increase from 2024-25.

Priority 4 (a):
Academic Performance: English Language Arts (ELA)

Based on the Fall 2025 California Dashboard, the district's English Language Arts performance for the All Students group is -59.3 distance from standard(dfs) points, maintaining a Low (Orange) performance level and an improvement of 3.2 points from the district's Fall 2023 baseline of -62.5.

Several student subgroups demonstrated measurable improvement in ELA, including:

All Students group: (+1.1) from Fall 2024 to Fall 2025 scoring -59.3 dfs (Orange status)
- •English Learners (+5.4 points) from Fall 2024 to Fall 2025 scoring -80.8 dfs (Orange status)
- •Students with Disabilities (+5.3 points) from Fall 2024 to Fall 2025 scoring -111 dfs (Orange status)
- •Foster Youth (+8.8 points) from Fall 2024 to Fall 2025 scoring -81.1 dfs (Orange status)
- •Students identifying as Two or More Races (+11.3 points) from Fall 2024 to Fall 2025 scoring -40.4 dfs (Yellow status)

Additionally, student groups such as Filipino (+13.3 dfs points), White (-25.2 dfs points), Asian (-31.3 dfs), and American Indian or Alaska Native (-69.7 dfs) students continue to perform closer to standard when compared to the All Student group (-59.3 dfs).

However, the following student groups continue to perform significantly below standard in ELA:
- •African American students (-92.1 dfs)
- •Homeless students (-108.0 dfs)
- •Students with Disabilities (-111.0 dfs)

•Long-Term English Learners (-113.9 dfs)

Academic Performance: Mathematics

Based on the Fall 2025 California Dashboard, the district's Mathematics performance for the All Students group is -97.7 distance points from standard (dfs), identifying the group in the Red performance level and an improvement of +0.8 points from Fall 2024 to Fall 2025, and +0.2 points improvement from a baseline of -97.9 from 2023 to 2025.

The following student groups scored higher than the "All Students" group:

•Filipino (-7.4) from Fall 2024 to Fall 2025 scoring -31.0 dfs (Orange status)
•Asian (-3.4) from Fall 2024 to Fall 2025 scoring -60.6 dfs (Orange status)
•White (-1.1) from Fall 2024 to Fall 2025 scoring -65.0 dfs (Orange status)
• Two or More Races (+12.9) from Fall 2024 to Fall 2025 scoring -87.8 dfs (Yellow status)

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 +0.68 points from 15.58% in 2023-24 to 16.19% in 2024-2025.

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 8, as applicable.

As part of the 2026–2027 LCAP development, Bakersfield City School District (BCSD) continued to monitor student progress throughout the year in English Language Arts (ELA) and Mathematics using the STAR Reading and Math Assessments administered in Fall and Winter 2025-2026. 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 through interventions 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 2025-2026)

- Grade-Level Highlights: Reading

- *Grade 2: +0.6 GE, Percentile Ranking: ↑7 points, SGP: 46*
- *Grade 3: +0.5 GE, Percentile Ranking: ↑5 points, SGP: 49*
- *Grade 4: +0.6 GE, Percentile Ranking: ↑5 points, SGP: 51*
- *Grade 5: +0.6 GE, Percentile Ranking: ↑4 points, SGP: 51*
- *Grade 6: +0.7 GE, Percentile Ranking: ↑5 points, SGP: 54*
- *Grade 7: +0.5 GE, Percentile Ranking: ↑3 points, SGP: 50*
- *Grade 8: +0.6 GE, Percentile Ranking: ↑6 points, SGP: 54*

Mean: +0.6 GE, Percentile Ranking: +5 points, SGP: 51
GE= Grade Equivalent, SGP = Student Growth Percentile (1%-34% = Low Growth, 35%-64% = Typical Growth, 65% or more = High)

The STAR Reading results indicate that ELA instruction is consistently supporting midyear growth across grade levels, with strong performance across all grades and the lowest improvement in 7th grade.

STAR Mathematics Growth (Fall to Winter 2025-2026)

- Grade-Level Highlights: Mathematics

- Grade 1: +0.7 GE, Percentile: ↑17 points, SGP: 47
- Grade 2: +0.5 GE, Percentile: ↑8 points, SGP: 42
- Grade 3: +0.6 GE, Percentile: ↑7 points, SGP: 46
- Grade 4: +0.7 GE, Percentile: ↑5 points, SGP: 47
- Grade 5: +0.7 GE, Percentile: ↑4 points, SGP: 48
- Grade 6: +0.7 GE Percentile: ↑4 points, SGP: 50
- Grade 7: +0.7 GE, Percentile: ↑4 points, SGP: 47
- Grade 8: +0.7 GE, Percentile: ↑4 points, SGP: 49

Mean: +0.7 GE, Percentile Ranking: +7 points, SGP: 47
GE= Grade Equivalent, SGP = Student Growth Percentile (1%-34% = Low Growth, 35%-64% = Typical Growth, 65% or more = High)

The strongest math growth occurred in Grade 1, although all grades made typical growth in math from Fall to Winter 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 the mathematics framework aling with student needs for acceleration practices to overcome the distance from standard performance of -97.7 points for the All Students group. BCSD's focus on intervention to target students in the Urgent Intervention performance will results in a continued path towards improvement in mathematics.

The data continues to support the district's strategic actions in Goal 1 focused on building the instructional capacity of all staff, including paraprofessionals, teachers, and administrators through resources to allow schools to meet their site's individual needs for continuous student academic achievement.

The district continues to work to increase the number of teachers who are fully credentialed and appropriately assigned for the courses they are authorized to teach. Through the continued implementation of the residencies and induction program with the New Teacher Development the need identified by Priority 1 from prior year is an indicator of the need to continue to support teacher recruitment, development and retention in every classroom.

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) to 8.31% from 2022-23 to 2024-25, an increase of 2.74 percent.

The following are district successes and identified needs 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 2025 California Dashboard and local data:

Priority 5b: Chronic Absenteeism

As part of the development of the 2026–2027 Local Control and Accountability Plan (LCAP), Bakersfield City School District reviewed Fall 2024 and Fall 2025 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, BCSD continued to make significant progress in reducing chronic absenteeism.

The overall rate declined from 23.5% in 2024 to 18.9% in 2025, representing a 4.6 percentage point improvement. as was projected in 2025-26 LCAP.

This improvement maintained the district's status in the Yellow performance level, reflecting the district's continued effort to re-engage students in the learning by providing schools the resources to implement attendance supports and early intervention of students at-risk of becoming chronically absent.

40 out of 44 schools in the district either maintained, declined, or declined significantly in by reducing their All Students group chronic absenteeism from prior year's rate, to rates as low as 1.6% (Downtown Elementary). Four school's increased their chronic absenteeism rate by 1.1% percentage points from prior year, to as high 1.3% and can be largely attributed to decreased enrollment which impacted the percentage calculations and a mathematical increase in their overall rate.

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 and in 2025-2026 William Penn Elementary met the criteria for Equity Multiplier identification. A review of their chronic absenteeism data revealed the following successes for existing schools:

- Roosevelt Elementary: Increased their chronic absenteeism rate from 23.2% to 24.2% (↑1.1 points), dropping to a Red status performance level and demonstrating a need to address Tier 1 student engagement practices, and Tier 2 and Tier 3 attendance supports.
- Stella Hills Elementary: Declined their chronic absenteeism rate from 37.2% to 28.2% (↓9 points), reflecting ongoing need for Tier 2 and Tier 3 attendance supports.
- Emerson Middle School: Declined their chronic absenteeism rate from 33.9% to 26.1% (↓7.9 points), reflecting ongoing need for Tier 2 and Tier 3 attendance supports.
- Mckinley Elementary: Increased their chronic absenteeism rate from 26.5% to 27.6% (↑1.1 points), reflecting the need to address Tier 1 student engagement practices, and Tier 2 and Tier 3 attendance supports.

Rafer Johnson Community Day School: Declined their chronic absenteeism rate from 50.0% to 42.5% (↓7.5 points), reflecting a school whose challenge with a highly mobile will need to incorporate strong Tier 1 systems and individualized supports for Tier 2 and 3 students in order to signficantly reduce the chronic absenteeism rate.

William Penn: Declined signficantly from Fall 2024 to 2025 and their chronic absenteeism rate fell from 22% to 18.9% (↓3.1 points). As the most recently identified Equity Multiplier site their efforts to refine systems needs to continue for them to reduce their rate year after year.

This data review informs the development of specific revisions to Goal 2 actions language and Equity Multiplier Goals 4 through 9 actions in the 2026–2027 LCAP. The district will continue to strengthen schoolwide and student-specific strategies aimed at improving attendance, including:

- Increased personnel to support physical and socioemotional needs of students, including school psychologists, speech pathologists,
- Increasing family engagement around the importance of daily attendance at all school sites,
- Continue providing professional development for staff on trauma-informed and relational approaches to address behaviors,
- Targeting site-based resources and student supports to schools where absenteeism remains highest, including Behavioral Health Therapist to supports students with greatest needs.

The LCAP language reflected in revisions to existing actions, Equity Multiplier focused goals, metrics, and evidence-based practices to mitigate the needs of students through activities grounded on best practices aimed at addressing challenges for students in the lowest performance levels and developed with input from educational partners.

Priority 6a: Suspension Indicator

The district's overall performance for suspension continues to be in the Medium Status level. Based on the Fall 2024 California Dashboard the following student subgroups performed better, in comparison to the "all student" group which had a maintained suspension rate as a result of a 0.2 point increase from 2.6% in 2024 to 2.7% in Fall 2025.

- **Medium Performance Level:** English Learners (1.6%,declined -0.1), American Indian or Alaska Native (1.8%, declined -3.4)

  Asian (1.8%, declined 3.4), Filipino (2.6%, + 2.6) Hispanic (2.1%, +0.1),

Through persistent district initiatives, specialized personnel such as Behavioral Health Therapists (BHTs), Behavioral Intervention Specialists (BISs), Associate School Social Workers (ASSWs), Youth Services Specialists (YSSs), and Cafeteria and Playground Activity Leaders (CPALs) will receive the ongoing professional development and support necessary to address student social-emotional well-being as outlined in Goal 2.

The district is advancing toward resolving challenging student behaviors by revising LCAP actions to better prepare staff in direct contact with students. This includes the sustained and effective application of the Multi-Tiered System of Supports (MTSS) across all campuses, alongside continuous Social Emotional Learning (SEL) Toolbox training for both educators and parents. These efforts help students gain the necessary tools for conflict resolution and personal growth. Furthermore, the provision of Tier 2 and Tier 3 supports addresses the needs of students whose mental health and daily social interactions are hindered by a lack of positive relationships.
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.

Goal 2 is established to maintain a safe, supportive, and engaging school environment that actively fosters the physical and social well-being of all students, with the ultimate intent of developing their self-efficacy and agency, thereby reducing chronic absenteeism and suspension rates. Educational partner input has been critical to the development and continued implementation of this goal, particularly regarding enhanced mental health support. Parents, students, and advisory groups consistently called for increased mental health services, leading to the continuation and refinement of actions that provide direct assistance. Specifically, feedback reinforced the value of programs such as the SEL Toolbox and the services of Behavioral Health Therapists (BHTs) and School Psychologists, aligning the goal's strategies around behavioral interventions, trauma-informed practices, and a strong Multi-Tiered System of Supports (MTSS).

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

The district successes for Goal 3 are based on a reflection and the review of the Fall 2025 California Dashboard listed under goals one and two, in addition to the following local data.

Priority 3: Parental Involvement and Family Engagement

As part of the development of the 2026–2027 Local Control and Accountability Plan, the district analyzed districtwide results from the 2025–26 Parent/Guardian Climate Survey, which had a response rate of approximately 21.5% (4,515 respondents out of 20,958 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 2025-2026 Parent Climate Surveys with 4,515 responses:

Key Areas of Strength:

School Climate and Welcoming Environment

- 92.1% of parents Agreed/Strongly Agreed that *"This school provides regular opportunities for parents to participate."*
- 90.7% of parents Agreed/Strongly Agreed that *"This school is genuinely concerned with the learning needs of my child/children"*

These findings continue to validate the district's dedication and efforts to implement practices to partner with families to improve student academic success and social emotional well-being. By moving parent workshops and university sessions directly to local school sites, the district has successfully strengthened school-home ties and improved accessibility for families. This shift aligns with Goal 3, Actions 1 and 2, empowering FACE liaisons to tailor programming to unique school community requirements and providing parents with more flexible scheduling options.

Respect and Communication

•The 2025-26 Parent/Guardian Climate Survey showed 92.1% of parents Agreed/Strongly Agreed they are "treated with respect by school staff", marking an increase of 2.5 percentage points from 2024-25.

• The 2025-26 Parent/Guardian Climate Survey showed 87.6% of parents Agreed/Strongly Agreed with their satisfaction regarding how their questions or concerns are handled, marking an increase of 2.2 percentage points from 2024-25.

These positive perceptions affirm the successful implementation and evolution of Goal 3 actions, particularly in Family and Community Engagement (FACE). FACE Liaisons at all schools continue to lead this work as an instructional strategy focused on building the capacity of both families and staff to work in partnership toward improved student outcomes. Continued efforts supported the development of strong

home-school connections by equipping families with the knowledge and skills for learning at home while strengthening staff practices that foster meaningful family engagement and shared responsibility for student success. This year, the delivery model for Parent University shifted from traditional monthly Saturday sessions to a decentralized approach, expanding to provide on-site parent education opportunities across all school sites. This approach, supported by various district staff, increased accessibility and parent engagement at individual school sites, fully meeting the intended implementation of the action. This commitment is also an affirmation of the use of digital platforms for engagement and the need to make this a continued focus, emphasizing frequent, two-way communication about learning and the enhancement of tools such as parent portals, regular updates from teachers, and 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 Jefferson King Lincoln Longfellow McKinley Mt.Vernon Sequoia	Compton Curran Fremont Lincoln Stella Hills Washington	Harding Harris Lincoln Longfellow Stella Hills	No Schools	Lincoln Mt. Vernon Stella Hills Washington
	Sierra Stella Hills Washington Wayside William Penn				
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	Curran Fremont Lincoln	No schools	No schools	Lincoln Mt. Vernon Stella Hills

	Garza Jefferson Lincoln Longfellow McKinley Mt. Vernon Owens Sequoia Sierra Stella Hills Washington Wayside William Penn	Stella Hills Washington			Washington
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	Compton Curran Lincoln Mt. Vernon Stella Hills Washington	No Schools	No Schools	Lincoln Stella Hills Washington

	William Penn				
White	Washington	Curran Stiern Washington	No Schools	Horace Mann Munsey	Evergreen

Learning Recovery and Emergency Block Grant (LREBG)

Bakersfield City School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for expenditure during the 2026–27 school year. LREBG funded actions are included within the district's Local Control and Accountability Plan (LCAP) and may be found in Goal 1, Actions 1.5, 1.25, 1.32, and 1.33, and Goal 2, Actions 2.6, 2.7, and 2.8.

As part of the Learning Recovery Emergency Block Grant planning process, the district conducted a comprehensive needs assessment utilizing state and local data, including the Fall 2025 California School Dashboard, district benchmark assessments, attendance data, and school climate indicators. The needs assessment confirmed that students continue to show an impact to academic achievement, attendance, and student engagement, particularly among student groups experiencing the greatest disparities in outcomes.

Academic Achievement

The district's review of the Fall 2025 California Dashboard identified Mathematics as the district's most significant academic area of need. The All Students group maintained a status of -97.7 distance from standard (DFS) in Mathematics, remaining in the Red (Very Low) Performance Level. Mathematics continues to be the district's lowest-performing academic indicator and reflects ongoing challenges in addressing unfinished learning and accelerating achievement for students furthest from standard.

The district's analysis further identified that seven student groups were in the Red performance band in Mathematics, compared to three student groups in English Language Arts, demonstrating a broader and more significant need for mathematics intervention and acceleration.

Several student groups demonstrated improvement in Mathematics when compared to the prior year, including:

- English Learners (EL): +4.8 points
- Students with Disabilities (SWD): +2.6 points
- African American (AA): +3.3 points
- Two or More Races: +12.9 points

While these gains are encouraging, performance levels remain significantly below standard, supporting the continued need for targeted intervention and academic recovery supports.

The analysis of data also identified significant achievement gaps among Long-Term English Learners (LTELs) and Homeless students, both of whom remain in the Red performance band in English Language Arts and Mathematics.

The academic performance of Long Term English Learner (-113.9 dfs in ELA, -168.3 dfs in Math) and Homeless (-108 dfs in ELA, -132.2 dfs in Math) student subgroups are in the Red Performance band for both math and ELA. These results indicate a continued need for intensive academic intervention, expanded learning opportunities, and instructional supports designed to accelerate learning recovery and improve student achievement.

Student Engagement and Attendance

When compared to the “All Students” group (18.9%) the district has identified the greatest gaps in chronic absenteeism for Homeless students (16.6% higher), African American (10% higher), Students with Disabilities (8.7% higher), and American Indian or Alaska Native (7% higher).

The district recognizes that chronic absenteeism remains a significant barrier to academic achievement and learning recovery and continues to prioritize attendance improvement and student engagement strategies.

School Climate and Student Well-Being

Based on the suspension indicator, there were two student subgroups that increased by 1.5% or more; African American students at 8.5% which is an increase of 1.5 pts.and Foster Youth at 8% with an increase 0f 3.8 pts.when compared from the “All Students” group with an increase of 0.2 and in the Yellow performance band with a 2.7% suspension rate.

When compared to the “All Students” group (2.7%) the district continues in its efforts to address the needs of the African American student subgroup identified with the greatest gaps in suspension (8.5%), followed by the Foster Youth subgroup (8.0%), and LTEL subgroup (4.0%). Students with disabilities (3.3%) and SED (2.9%) students also continue to have a higher suspension rate in comparison to the “All Students” group based on the 2025 Fall California Dashboard.

These data indicate a continued need for behavioral supports, mental health services, social-emotional learning, and culturally responsive practices to improve student engagement and reduce disproportionality in discipline outcomes.

Alignment of LREBG-Funded Actions to Identified Needs

The district determined that continued investment in academic intervention, expanded learning opportunities, attendance supports, behavioral health services, and social-emotional learning is necessary to address the needs identified through the Fall 2025 California Dashboard and local data.

The district aims to address the academic recovery and accelerate learning through the following actions:

Action 1.5 (Curriculum & Instruction Supports) provides instructional leadership, coaching, curriculum development, and professional learning aligned to California Content Standards in Mathematics, English Language Arts, Science, History-Social Science, Early Learning,

and Computer Science. These supports strengthen Tier I instruction and increase access to high-quality standards-based instruction for students performing below standard.

Action 1.25 (Intervention Tutoring Support Program) provides intensive tutoring opportunities outside of the regular instructional day for students identified in urgent intervention and intervention levels, with a focus on English Learners, Homeless students, Foster Youth, and other students demonstrating significant academic need.

Action 1.32 (Teacher Tutors) provides targeted reading intervention and individualized support to students identified through literacy and STAR assessment data as requiring intensive intervention. These services are intended to accelerate learning for students experiencing the greatest achievement gaps in English Language Arts.

Action 1.33 (Virtual Enterprise Junior Ventures) expands access to project-based learning and real-world learning experiences designed to increase student engagement, collaboration, problem-solving skills, and academic achievement while supporting college and career readiness.

Collectively, these actions support learning acceleration, intervention, and expanded learning opportunities designed to address persistent achievement gaps identified in Mathematics and English Language Arts.

The district aims to address the attendance and student engagement needs through the following actions:

Action 2.6 (Youth Services Specialists (YSS)) will continue to provide mentoring, attendance monitoring, family engagement, and case management services through a Multi-Tiered System of Supports framework. Youth Services Specialists work directly with students and families to reduce barriers to attendance, improve engagement, and increase access to educational opportunities. These supports are particularly important for Foster Youth, low-income students, and students experiencing chronic absenteeism.

The district aims to address school climate, mental helath and provide behavioral supports needs through the following actions:

Action 2.7 (School Psychologists, Behavioral Health Therapists & Speech and Language Pathologists) provides direct mental health services, behavioral interventions, crisis response, speech and language services, and individualized support for students experiencing social-emotional, behavioral, communication, and academic challenges. Through the coordinated efforts of School Psychologists, Behavioral Health Therapists, and Speech and Language Pathologists, students receive comprehensive supports designed to address barriers that negatively impact engagement, behavior, attendance, and academic success. These services are intended to reduce suspension rates, address mental health needs, provide early intervention services, and improve outcomes for students with the greatest needs.

Action 2.8 (Social Emotional Learning Professional Learning) provides professional learning for administrators, teachers, and support staff focused on culturally responsive practices, trauma-informed approaches, social-emotional learning, student agency, and Multi-Tiered

Systems of Support implementation. These efforts support improved school climate, increased student connectedness, and reduced disciplinary incidents.

These actions are intended to address the disproportionate suspension rates identified for African American students (8.5%), Foster Youth (8.0%), Long-Term English Learners (4.0%), Students with Disabilities (3.3%), and Socioeconomically Disadvantaged students (2.9%), while providing comprehensive academic, behavioral, mental health, and communication supports necessary to improve student engagement and educational outcomes.

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 2025 California School Dashboard. The student groups that met the eligibility criteria for differentiated assistance are the African American (AA) group, American Indian group, and Foster Youth group. These student groups met the eligibility criteria for State Priority 4 and 6 CAASP and Suspension for African American and Foster Youth; and CAASP (Priority 4) and Chronic Absenteeism (Priority 5) for American Indian. 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, American Indian, and Foster Youth student population. The district leadership team held a collaborative data analysis meeting with the support of KCSOS staff and completed a Comprehensive Needs Assessment 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 2025 California School Dashboard, the African American, American Indian, and Foster Youth student groups continued to be eligible for the 2026-27 school year. On October 6, 2025 the district' Superintendent and Assistant Superintendent attended an introductory meeting with KCSOS personnel, followed by meetings on January 12th, February 6th, March 11, and May 19, 2026 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, American Indian, and Foster Youth.

Actions in this Local Control and Accountability Plan (LCAP) address the needs of African American, American Indian, and Foster Youth 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 26 and April 16, 2026 to present LCAP goals, review district priorities, and gather feedback on the impact of existing actions and student academic progress. Discussions covered professional development,tutoring, resource allocations, site-based intervention flexibility, after-school programs, and school safety. 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 2026-27 LCAP to ensure alignment with district needs and priorities. The following includes association key feedback: -Include student voice for library school selection -Increase club funding for schools in Middle/Junior High schools -Improve training for teachers on Multi -Tiered System of Supports (MTSS) process to include Special Education qualification -Extended Learning Program (ELP) to include more BCSD staffing rather than outside agency -Parent Square Communication is positive
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 18 and April 15, 2026, 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 parent involvement in the classroom 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 2026-27 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, 2026 to February 21, 2026. In addition the community was also invited to attend the Parent University Parent/Community Feedback event held on January 24, 2026. Parents want stronger academic systems, including continuity of Individual Educational Plan (IEP) services with an increase in inclusive practices, expanded GATE, and targeted interventions. Student Wellness and Social Emotional Learning (SEL): Families support SEL, but want broader access to services, clearer communication, and inclusion of all student needs. Student Safety: Concerns persist around inconsistent responses and a need for stronger safety measures and supervision. Parent Engagement: Parents are seeking a wider variety of parent session topics and greater accessibility, including virtual options and supports that better accommodate working families. School Climate & Staffing: Parents value strong relationships, increased positive recognition for students, and continued improvement in communication between school staff and families.
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 24, 2026. 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 2026-2027 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 mentioned they wanted to ensure Social Emotional Learning continues. They also wanted to add tutoring. One recurring request was the safety of schools.
Parents	Parents were invited to provide feedback through the submission of the online Annual Parent Climate Survey from December 17, 2025 to March 14, 2026 as well as the LCAP Online Community Survey available from January 6, 2026 to March 14, 2026 In addition, parents gave input as part of group discussions during the Parent University Parent/Community Feedback event held on January 24, 2026 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 on April 16, 2026. Based on the feedback students expressed their needresilience and communication. Students want to have clean bathrooms. They want choice in the books they read. They want to feel safe at school.
Administrators	The Assistant Superintendent of Educational Services met with district principals on February 12, 2026 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, and literacy coaching. while challenges such as the need for expanded math support were identified. ● Social-Emotional Learning (Goal 2): Principals highlighted mental health supports, school-based therapists, and campus supervisors as strengths but noted challenges with chronic absenteeism. ● 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	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 Equity Multiplier Schools (including the four previously identified sites and the one newly added school) engaged their educational partners as part of the School Plan for Student Achievement (SPSA) development process. Input was gathered through Professional Learning Communities (PLCs), student voice sessions, and the analysis of school data with Site Leadership Teams. Subsequently, all five sites collaboratively developed focused goals, metrics, desired outcomes, strategies, and actions designed to address the student groups with the greatest needs and their identified problems of practice.

LCAP Adoption and Approval	A public hearing was scheduled for June 9, 2026. 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 23, 2026. 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.

Goal 1: Academic Achievement

Educational partner feedback validated the district's continued investment in academic achievement and directly influenced the continuation and refinement of several Goal 1 actions.

Parents, advisory committees, and community members expressed strong support for tutoring programs, literacy initiatives, and academic interventions. As a result, the district maintained investments in Action 1.19 – Extended Learning Programs, Action 1.25 – Intervention Tutoring Support Program, and Action 1.30 – English Learner Tutoring and Saturday Academies. Feedback also reinforced the need to expand awareness of available academic supports and provide families with greater access to information regarding intervention opportunities.

DELAC, DAC, DAAPAC, and CAC members emphasized the importance of improving outcomes for English Learners, students with disabilities, and other student groups requiring additional support. This feedback supported the continuation of Action 1.2 – SPSA Support, Action 1.5 – Curriculum and Instruction Supports, Action 1.29 – Coordination of Supplemental Programs, and targeted services designed to improve academic achievement and equitable access to instruction.

Employee associations and staff members identified the need for ongoing professional learning, collaboration time, and instructional support. This feedback influenced the continued implementation of Action 1.6 – Instructional Support Services, Action 1.8 – New Teacher Development, Action 1.12 – Professional Learning for Certificated Support Staff, and Action 1.13 – Professional Learning for Paraprofessionals, ensuring educators receive training necessary to support student achievement.

Student representatives requested additional opportunities to develop communication, collaboration, leadership, and problem-solving skills. This feedback reinforced implementation of school-site activities supported through Action 1.2 – SPSA Support, including academic discourse, project-based learning, presentations, cooperative learning structures, and activities aligned to the district's Portrait of a Graduate competencies.

Overall, educational partner feedback affirmed the district's continued focus on academic achievement while reinforcing investments in intervention services, extended learning opportunities, professional learning, English Learner supports, inclusive practices, and student engagement strategies. These priorities were reflected in the adopted LCAP through the continuation and refinement of Goal 1 actions and services.

Goal 2: Safe, Supportive and Inclusive Environments

Educational partners consistently identified student wellness, mental health supports, school safety, and inclusive learning environments as priorities. Parents, administrators, and community groups praised existing supports including Behavioral Intervention Specialists (BIS),

Behavioral Health Therapists (BHTs), School Psychologists, Youth Services Specialists (YSS), Wellness Centers, Campus Supervisors, CPALs, and Social Emotional Learning (SEL) programs. This feedback supports the continuation of Action 2.3 – Multi-Tiered System of Supports (MTSS), Action 2.7 – School Psychologists and Behavioral Health Therapists, Action 2.8 – Social Emotional Learning Professional Learning, Action 2.9 – SEL Toolbox, and Action 2.16 – Sports Programs.

Parents from DELAC and CAC emphasized the importance of mental health services, trauma-informed practices, counseling supports, and opportunities for students to develop self-regulation skills. Families also requested expanded parent education related to SEL and mental health, reinforcing the connection between Goal 2 and Goal 3 family engagement actions. CAC participants highlighted the importance of inclusion, sensory supports, mentoring opportunities, and recognition of students with disabilities, while DAAPAC participants emphasized positive behavior expectations and school climate supports.

District administrators consistently identified the effectiveness of MTSS structures and student support personnel but recommended strengthening behavioral supports at the elementary level through expanded restorative practices, additional behavior intervention supports, and continued trauma-informed and culturally responsive professional learning. Across all administrator groups, principals expressed support for expanding restorative classroom models and increasing support for students with significant behavioral and social-emotional needs, aligned to Action 2.7-Behavioral Health Therapists.

Educational partner feedback also identified opportunities to strengthen student belonging, inclusion, and safety through additional extracurricular activities, expanded sports opportunities, mentoring programs, and consistent implementation of supports across school sites. This feedback will inform the continued implementation and refinement of Goal 2 actions to ensure students experience safe, supportive, inclusive, and engaging school environments.

Goal 3: Family and Community Engagement

Educational partners overwhelmingly affirmed the value of the district's family engagement infrastructure, including FACE Liaisons, Parent Resource Centers, Parent University, Parent Cafés, PALs, and community engagement events. Feedback from DELAC, DAC, DAAPAC, CAC, Parent University participants, and district administrators validates the continuation of Action 3.1 – Family and Community Engagement Training for Staff, Action 3.3 – Community-Based English Tutoring (CBET), Action 3.4 – Digital Platforms and Community Applications, and Action 3.5 – FACE Liaisons and PALs.

Parents consistently identified communication between schools and families as a priority. DELAC participants requested improved communication regarding student academic progress, English Learner services, reclassification requirements, and available supports for families. DAAPAC participants emphasized the need for greater awareness of available services, improved outreach efforts, and increased transparency. DAC participants highlighted the importance of maintaining Parent Centers and expanding opportunities for parent volunteerism. CAC participants requested increased opportunities for families to participate in classrooms and school activities and emphasized continued inclusion of Special Education families in district decision-making processes.

While educational partners expressed appreciation for current family engagement opportunities, both parents and administrators identified a need to broaden participation beyond families who are already highly engaged. Administrators recommended collecting additional community feedback to better understand barriers to participation and to inform the design of future engagement opportunities. Parents also requested increased bilingual communication, expanded translation and interpretation services, additional parent learning opportunities

related to academics and social-emotional learning, and greater flexibility in the scheduling and delivery of Parent University and family engagement events.

Educational partners further emphasized the importance of strengthening trust, increasing access to information and resources, and ensuring all families feel welcomed and represented. This feedback will guide continued refinement of family engagement strategies and communication systems to strengthen partnerships between schools, families, and the community.

EQUITY MULTIPLIER SCHOOLS

Educational Partner Input for sites identified as Equity Multiplier Schools: Rafer, Roosevelt, Stella Hills, William Penn (New)

As a result of the engagement process for Equity Multiplier sites, the following focus goals were identified for the 2026-2027 school year:

Rafer Johnson: Continue to improve student attendance and capacity building of staff to improve student engagement that will result in increased academic outcomes for all students as measured by attendance rates.

Roosevelt: Continue to work on increasing English Learner progress in ELA and Math and decrease chronic absenteeism for all students through targeted interventions, culturally responsive instructional strategies, capacity building of staff, and engaging campus activities that increase student connection and attendance.

Stella Hills: Continue to improve reading proficiency and decrease negative student behaviors for African American, Homeless, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students through targeted interventions and capacity building of staff.

William Penn: Developed a plan to leverage Equity Multiplier resources to mitigate enduring reading performance disparities among Hispanic, Socioeconomically Disadvantaged (SED), and high-priority intervention students by implementing research-aligned literacy supports, staff development, and intensified academic services. Based on the SPSA development process, the school recognized critical requirements for foundational reading instruction, tiered intervention frameworks, and expanded family literacy outreach. These focused actions aim to supplement core teaching while accelerating pupil achievement via evidence-based practices, rigorous progress monitoring, and collaborative family-school partnerships principally directed at elevating English Language Arts proficiency and decreasing the volume of students in the urgent intervention tier.

(Not eligible for funding in 2026-27)

McKinley: Continue to 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 with remaining funds.

Emerson Middle School: Continue to work towards increasing 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 with remaining funds.

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 reflects the overall focus of actions in this goal that were 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) have historically placed in the lowest performance level (RED) for ELA according to the 2023 California School Dashboard. This coincided with local STAR data which indicated 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	8.31% 2024-25	6.0% 2025-26	+2.74
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	98.8% 2024-25	94% 2025-26	+5.3

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% 2025-26	100% 2026-27	Maintained at 100%
1.4	Percent of school facilities maintained in ”Good” or “Exemplary” condition **Source:** Facilities Inspection Tool (FIT)-Self-Administered Local Priority: 1C	97.7% of school facilities 2023-24	100% of school facilities 2024-25	100% of school facilities 2025-26	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-3 2025-26	ELA- 4 ELD-4 Mathematics-4 NGSS-4 2026-27	ELA- +1 ELD- +1 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	69.6% on Core or above 2025-26	60% on Core or above 2026-27	+17.9

1.7	**A. CAASPP for ELA & Math Assessment** Average Distance from Standard (DFS)	**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	**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	**A. ELA** All Students -59.3 EL's -80.8 LTEL's -113.9 FY -81.1 SED -65.7 AA -92.1 HL -108.0 DI -37 DI SED -44 Fall 2025 **Math** All Students - 97.7 EL's -112.3 LTEL's -168.3 FY -116.7 SED -103.4 AA -130.4 HL -132.2 PLTW -90 PLTW SED -99 Fall 2025	**A. ELA** All Students -50 EL's -78.5 LTEL's -100.2 FY -79.6 SED -58.8 AA -82.2 HL -84 DI -5 DI SED -15 **Math** All Students -76 EL's -101.9 LTEL's -164.1 FY -112.5 SED -79.7 AA -118.7 HL -110.2 PLTW -68 PLTW SED -72 Fall 2026	**A. ELA** All Students +3.2 EL's +9.7 LTEL's -5.7 FY +10.5 SED +5.1 AA +2.1 HL -10.0 DI -22 DI SED -19 **Math** All Students +0.2 EL's +7.3 FY +2.7 SED +2.1 AA +2.4 HL -8.7 PLTW -2.0 PLTW SED -6.0

	B. CAST Percentage of students who Met/Exceeded Standards **C. California Alternate Assessment (CAA)** Percentage who Met Level 3 **Source:** CA Dashboard and CAASPP State Priority: 4A	**B. CAST** All Students 14.62% EL's 1.68% SED 12.29% Foster Youth 7.14% PLTW 12.5% PLTW SED 11.3% Fall 2023 **C. CAA** ELA All students 3.89% SED 24.82% EL's 16.83% Math All students 12.65% SED 13.43% EL's 9.90%	**B. CAST** All Students 15.68% EL's 1.37% SED 13.72% Foster Youth 13.89% PLTW 15.86% 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%	**B. CAST** All Students 16.19% EL's 0.77% SED 14.06% Foster Youth 13.21% PLTW 18.37% PLTW SED 14.95% Fall 2025 C. CAA ELA All students 25.37% SED 25.99% EL's 5.88% Math All students 16.50% SED 16.98% EL's 5.88%	**B. CAST** All Students 20% EL's 10% SED 18% Foster Youth 13% PLTW 18% 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%	**B. CAST** All Students +1.57 EL's -0.91 SED +1.77 Foster Youth +6.07 PLTW +5.87 PLTW SED +3.65 **C. CAA** ELA All students +1.48 SED +1.15 EL's -10.95 Math All students +3.85 SED +3.55 EL's -4.02

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	49.4% 2025-26	65% 2026-27	-0.40
1.9	Rate of Reclassified English Learners **Source:** Local data Local Priority: 4F	7.5% 2023-24	13.5% 2024-25	14.4% 2025-26	15% 2026-27	+6.9

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% 2025-26	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) 2025-26	Core Level (Rating of 3) 2026-27	+1

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%: 49% 40-79%: 15% 0-39%: 35% 2025-26	80-100%: 52% 40-79%: 21% 0-39%: 27% 2026-27	80-100%: +.5 40-79%: -6.4 0-39%: +4.9

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 Socio-economically 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 75.3% EL's 19.3% FY 1.5% 2025-26	A. 100% of staff B. SED 85% EL's 20% FY 1.5% 2026-27	A. Maintained 100% B. SED -13.8 EL's -6.9 FY -1.2

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	**A. Kindergarten** A1- 65.2% A2- 0% (baseline established Winter, 2024) A3- 0% (baseline established Winter, 2024) A4- 0% (baseline established Winter, 2024)	**A. Kindergarten** *24-26 Letter Sounds* A1- 65.5% *Blending phonemes* A2- 53.7% (Baseline) A3- 45.0% (Baseline) A4- 58.3% (Baseline) Winter 2024	**A. Kindergarten** 24-26 Letter Sounds A1- 70.7% Blending phonemes A2- 61.5% A3- 42.9% A4- 53.3% Winter 2025	**A. Kindergarten** A1- 75% A2- 75% A3- 60% A4- 65%	**A. Kindergarten** A1: +5.5 A2: +7.8 A3: -2.1 A4: -5.0
	First Grade A5- CVC words A6- Short Vowel Consonant Blends	**First Grade** A5- 0% (baseline established Winter, 2024) A6- 0% (baseline established Winter, 2024)	**First Grade** A5- 63.8% (Baseline) A6- 35.5% (Baseline) Winter 2024	**First Grade** A5- 71.4% A6- 47.7% Winter 2025	**First Grade** A5- 60% A6- 50%	**First Grade** A5:+7.6 A6:+12.2

	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	**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% Winter 2023	**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	**2nd-8th Grade** A7- 33.2% A8- 31.2% A9- 8.3% A10-21.9% A11- 22.3% A12- 97.7% A13- 30.3% A14- 29.5% Winter 2025	**2nd-8th Grade** A7- 39% A8- 37.5% A9- 21% A10- 31% A11- 26% A12- 99% A13- 36% A14- 35%	**2nd-8th Grade** A7:+3.7 A8:+3.7 A9:-2.5 A10:+1.5 A11:+7.1 A12:+1.3 A13:+4.5 A14:+5.1
	7-8th Grade Summer Academy Level *3 or above* A15- SA A16- SA EL A17- SA AA A18- SA SED	**7-8th Grade Summer Academy** A15- 32.9% A16- 6.5% A17- 40.9% A18- 29.8% 2023	**7-8th Grade Summer Academy** A15- 31.6% A16- 6.7% A17- 24.0% A18- 28.6% 2024	**7-8th Grade Summer Academy** A15-33.9% A16-4.7% A17- 22.0% A18- 32.0% 2025	**7-8th Grade Summer Academy** A15-33% A16- 17% A17- 51% A18- 40%	**7-8th Grade Summer Academy** A15:+1.0 A16:-1.8 A17:-18.9 A18:+2.2
	2nd-8th Grade STAR Spanish At/Above Benchmark A19- DI A20- DI SED	**2nd-8th Grade** (STAR Spanish) A19- 53.3% A20- 51.3% Winter 2023	**2nd-8th Grade** (STAR Spanish) A19- 53.5% A20- 53.3% Winter 2024	**2nd-8th Grade** (STAR Spanish) A19- 60.1% A20- 60.1% Winter 2025	**2nd-8th Grade** (STAR Spanish) A19- 63% A20- 60%	**2nd-8th Grade** (STAR Spanish) A19: +6.8 A20: +8.8

	4th-8th Grade VAPA *Level 3 or Above* A21- VAPA A22- VAPA SED A23- VAPA EL A24- VAPA Homeless A25- VAPA Foster Youth	**4-8th Grade VAPA** A21- 38.8% A22- 35.8% A23- 14.8% A24- 27.5% A25- 18.2% Winter 2023	**4-8th Grade VAPA** A21- 38.7% A22- 35.1% A23- 10.1% A24- 15.7% A25- 31.1% Winter 2024	**4-8th Grade VAPA** A21- 41.8% A22- 39.0% A23- 8.2% A24- 22.4% A25- 38.5% Winter 2025	**4-8th Grade VAPA** A21- 49% A22- 46% A23- 25% A24- 37% A25- 28%	**4-8th Grade VAPA** A21:+3.0 A22:+3.2 A23:-6.6 A24:-5.1 A25:+20.3
	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	**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	**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	**B. 1st-8th Grade** B1- 21.3% B2- 19.6% B3- 9.7% B4- 14.2% B5- 13.0% B6- 84.3% B7- 12.2% B8- 11.9% Winter 2025	**B. 1st-8th Grade** B1- 25% B2- 28% B3- 19% B4- 21% B5- 20% B6- 88% B7- 20% B8- 19%	**B. 1st-8th Grade** B1:+2.7 B2:+2.4 B3:+0.1 B4:+2.5 B5:+2.6 B6:+1.0 B7:+2.3 B8:+3.0

	1st-5th Grade STAR Math Spanish At/Above Benchmark B9- DI B10- DI SED	**1st-5th Grade** (STAR Math Spanish) B9- 76.0% B10- 74.0% 2023-24	**1st-5th Grade** (STAR Math Spanish) B9- 76.2% B10- 76.1% 2024-25	**1st-5th Grade** (STAR Math Spanish) B9- 78.0% B10- 78.0% 2025-26	**1st-5th Grade** (STAR Math Spanish) B9-86% B10-84% 2026-27	**1st-5th Grade** (STAR Math Spanish) B9:+2.0 B10:+4.0
	4th-8th Grade VAPA(Math) *Level 3 or Above* B11- VAPA B12- VAPA SED B13- VAPA EL B14- VAPA Homeless B15- VAPA Foster Youth	N/A	**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% Winter 2024	**4th-8th Grade VAPA (Math)** *Level 3 or Above* B11- 19.8% B12- 17.2% B13- 6.1% B14- 4.1% B15- 21.2% Winter 2025	**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 (Math)** *Level 3 or Above* B11:+1.2 B12:+1.2 B13:-0.3 B14:-5.4 B15:+11.0
	Source: District Literacy Assessments STAR Reading STAR Math STAR Math Spanish Priority 8: Other Student Outcomes					

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	97% Spring 2026	95% Spring 2027	+6

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% 2025-26	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	21 per student May 2026	25 per student May 2027	+3

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	88.3% of Low Income students enrolled 16.8% of EL students enrolled 8.2% of African American enrolled 2025-26	Maintain 90.5% of Low Income students enrolled 20% of EL students enrolled 18% of African American enrolled 2026-27	Low Income -2.2 EL Students -0.9 African American -1.5
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	97% 2025-26	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	89.59% 2025-26	100% 2026-27	-1.41
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	100% 2025-26	Maintain 100% 2026-27	Maintained at 100%

Insert or delete rows, as necessary.

Goal 1 Analysis for [2025-2026]

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

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

The Bakersfield City School District fully implemented all actions under Goal 1: Academic Achievement, focusing on strengthening Tier I instruction and teacher knowledge of state standards to improve student outcomes, especially for those impacted by academic barriers. A major challenge was the overwhelming demand for academic intervention and tutoring services; although parents consistently requested after-school tutoring, limited teacher availability meant the district could not meet the need for all students. Nevertheless, intervention supports were successfully provided in addition to general classroom instruction based on STAR results for students requiring intensive intervention. Furthermore, the Curriculum and Instruction department provided extensive professional development, including Summer Institute, Saturday, and after-school sessions, to build the expertise of certificated and classified staff in literacy, writing, and meeting individual student needs across all 44 schools.

Actions 1.1, 1.5, 1.6, 1.7, 1.8, 1.12, 1.13, and 1.14 were fully implemented and continued to increase the individualized instruction facilitated with reduced class sizes in grades 4th-8th. 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 continued to focus on evidence-based literacy instruction, authentic learning, and the integration of writing across all classrooms, including Special Education. Schools continued to receive allocations for local decision-making regarding professional development based on individual teacher needs, enabling sites to design learning sessions for both new and experienced teachers needing support in areas like literacy, writing, science, and how to support EL students based on their language development proficiency and skills they must improve to increase their language abilities to progress along the continuum. While staff availability for after-school professional learning remains a challenge, the district provided training in the summer, during regular contract hours, and on Saturdays, to ensure uniform access across the district. Coaches and instructional specialists delivered this training and offered follow-up support at school sites. Furthermore, Assistant Principal and Principals received the same or similar training during the Administrator Leadership Institute (ALI) and the Assistant Principal Leadership Institute (APLI) to support the monitoring and implementation efforts in classrooms.

Full implementation of Actions 1.9, 1.15, 1.16, 1.17, and 1.18 led to significant improvements in student resources and instructional support across several key areas including increased support of literacy and library access that resulted in an increase of the average number of books checked out to 21 per student. This involved the remodeling of libraries to ensure access to resources throughout the day and during summer academies, and updating collections with more recent titles that entice students to read more. Students gained access to hands-on learning resources in science and math, including robotics materials, which culminated in the success of teams reaching the World’s robotics competition.Students and teachers were equipped with technology devices for enhanced library use and access to online learning systems. Furthermore, data and assessment systems provided critical information to staff for analyzing the effectiveness of academic, SEL, and enrichment strategies in school plans and supported the development of new, data-driven plans.

The district fully implemented actions 1.19, 1.25, 1.26, 1.30, 1.31, 1.32, and 1.33 to provide a comprehensive Multi-Tiered System of Support (MTSS) for students. These initiatives delivered high-quality teaching and learning by focusing on implementing dedicated intervention programs, tutoring services, and leveraging Teacher Tutors and Intervention Tutoring Support Programs to provide additional academic assistance in addition to enrichment activities such as Virtual Enterprise Junior Ventures. Based on evidence from the STAR performance data, utilizing specialized staff, including Teacher Intervention Specialists to directly address diverse student needs and academic gaps during the regular school day, indicated students exited the Urgent Intervention levels and increased the percentage of students in the Met/Exceed level by the middle of the school year. Providing robust extended learning opportunities through Extended Learning Program (ELP) Academies and summer academies, students gained skills that aimed to promote academic success and grade-level mastery. A significant challenge encountered was the inability to meet the high demand for tutoring in the area of mathematics, as the number of students requiring support outpaced the availability of staff for both ELA and math. This was partially offset by the crucial support provided by Teacher Intervention Specialists within the regular school day MTSS framework but the need continues to exist for African American, EL, Homeless and American Indian/Alaska Native students

Actions 1.2, 1.3, 1.4, and 1.11, were fully implemented and funds were allocated to provide professional learning to all administrators 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 continued to support schools and promoted practices that improve student engagement, increase academic achievement. Through the district's Assistant Principal Leadership Institute (APLI), there was a focus on increasing school's awareness on the needs of English Language Learners and developing a culture of learning at all 44 sites. School leadership received the tools to develop plans that address gaps in attendance and chronic absenteeism to ensure continued access to good first instruction and interventions for all students, including Low-Income, Foster Youth, and English Learners. The challenge of monitoring implementation of plans and expected practices continues to be a focus district wide. Although, action 1.10 was a deleted action in the 2025-26 administrators continued to receive support from all departments to maintain strong levels of communication were prepared through workshops on relevant topics to meeting the needs of EL students, increasing writing instruction effectiveness, and had ample opportunities for growth throughout the year to increase academic achievement.

Actions 1.20, 1.21, 1.22, 1.23, 1.24, 1.27, 1.28, 1.29, and 1.33 were fully implemented actions that continued 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, this year with continued efforts to increase access for foster youth and homeless. The district liaison and FACE Staff continued to case manage students and coordinated their efforts for student access to all available resources and programs. Transportation was addressed in the 2025-26 for students most impacted by homelessness or as a result of placement in the foster care system.

In summary, the Bakersfield City School District made substantial progress toward achieving Goal 1 through the full implementation of actions designed to strengthen Tier I instruction, expand intervention supports, increase access to enrichment opportunities, and build staff capacity through ongoing professional learning. These efforts contributed to improved student outcomes, increased access to instructional

resources, expanded learning opportunities, and strengthened systems of support for all students, particularly English Learners, Foster Youth, Low-Income students, African American students, Homeless Youth, and American Indian/Alaska Native students. Evidence from assessment data, intervention program outcomes, library usage, expanded enrichment participation, and professional learning implementation demonstrates that the district's investments are positively impacting student learning and engagement.

While significant progress has been made, challenges remain in meeting the growing demand for academic tutoring, particularly in mathematics, ensuring consistent implementation of evidence-based instructional practices across all school sites, and providing sufficient opportunities for professional learning and coaching support. Moving forward, the district will continue to refine and strengthen its Multi-Tiered System of Support (MTSS), expand access to targeted interventions and extended learning opportunities, increase supports for unduplicated student groups, and build leadership capacity to monitor implementation and sustain continuous improvement efforts. Through these actions, the district remains committed to eliminating barriers to learning, accelerating academic achievement, and ensuring all students have equitable access to the resources, instruction, and opportunities necessary for long-term success.

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

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2025-2026 LCAP Goal 1 was $130,163,091. The estimated actual expenditures for 2025-2026 LCAP Goal 1 is $115,798,859. This is a difference of $14,364,232. 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 other available additional funds to provide tutoring, and professional development paid out of one-time funding sources including Educator Effectiveness funds, Learning Recover Emergency Block Grant (LREBG), LCRST, and carryover Equity Multiplier funds for some sites.

Action 1.3 (Centralized Technical School Support) Material difference in planned funding and estimated actual expenditures was due to staffing changes from mid year to end of school year, the coordinator position and several Specially Funded Clerk positions became vacant at the school sites as a result of staff transfers or promotions throughout the school year. The department continued to support schools at the district level with training and schools had substitutes support the work as needed.

Action 1.7 (Multilingual Education Programs) Material difference in planned funding and estimated actual expenditures was due to due to staffing turn over. New staffing salaries were higher than the estimated budgeted amount.

Action 1.11 (ALI) Material difference in planned funding and estimated actual expenditures was due to the use of other available general funding and donations from educational partners.

Action 1.12 (Professional Learning-Certificated Support Staff) Material difference in planned funding and estimated actual expenditures was due to professional learning opportunities for certificated support staff being funded through available Educator Effectiveness, Title I, Title II, and Learning Recovery Emergency Block Grant funds.

Action 1.13 (Professional Learning-Certificated Teachers) Material difference in planned funding and estimated actual expenditures was due to professional learning opportunities being supported through other available funding sources, including Title I, Title II, and Learning

Recovery Emergency Block Grant. As a result, planned LCFF expenditures were not needed to fully implement the professional learning activities provided to certificated support staff.

Action 1.14 (Professional Learning Special Education Certificated) Material differences in planned funding and estimated actual expenditures was due to funding source changed to utilize one-time funds for this action.

Action 1.15 (Technology for Teaching and Learning) Material difference in planned funding and estimated actual expenditures was due to an unanticipated increase in hardware costs. Market-wide price escalation on devices and supporting technology equipment raised per-unit costs above the levels assumed at the time the action was budgeted.

Action 1.18 (Updated Libraries and Classroom Libraries) Material difference in planned funding and estimated actual expenditures was due to additional, one-purchase of classroom library books that exceed original planned expenditures.

Action 1.21 (Dual Immersion, Multilingual Ed Programs) Material difference in planned funding and estimated actual expenditures was due to due to staffing turn over. New staffing salaries were lower than the estimated budgeted amount.

Action 1.23 (P.L.T.W.) Material difference in planned funding and estimated actual expenditures was due to planning for future PLTW expansion while reserving funds for existing programs until expansion plans and associated costs were finalized. PLTW was fully implemented at existing sites while determining and planning the staffing, equipment, training, and resource needs required to support expansion to additional schools.

Action 1.24 (P.R.O.U.D.) Material difference in planned funding and estimated actual expenditures was due to utilization of one-time funding from a grant awarded by Chevron.

Action 1.25 (Intervention tutoring Support Program) Material difference in planned funding and estimated actual expenditures was due to parents not matriculating their students in tutoring.

Action 1.26 (Summer Academies) Material difference in planned funding and estimated actual expenditures was due to other available ELOP funds to support the program.

Action 1.27 (NYSP) Material difference in planned funding and estimated actual expenditures was due to this being a non-contributing action and was funded with Title I federal funds.

Action 1.29 (Coordination of Supplemental Programs) Material difference in planned funding and estimated actual expenditures overages was due to additional costs of assistance provided to schools for vertical articulation activities, supplemental hands-on science materials, academic field trips, and school readiness materials for TK/K orientations.

Action 1.30 (English Learners Tutoring and Saturday Academies) Multilingual Education Programs-Material difference in planned funding and estimated actual expenditures was due to teacher tutors not being available to provide the Saturday Academy tutoring for students identified as English Language Learners.

Action 1.32 (Teacher Tutors) Material difference in planned funding and estimated actual expenditures was due to the limited available credentialed applicants eligible to fill the positions during the year and retaining existing applicants.

Action 1.33 (Virtual Enterprise Junior Ventures) Material difference in planned funding and estimated actual expenditures was due to a measured approach to expansion while evaluating the long-term implementation needs of the program. The initial school site successfully

completed two full years of implementation, providing a proof of concept prior to expansion. As expansion plans and associated costs were still being evaluated, actual expenditures were lower than originally budgeted

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 1a: Percentage of respondents rating the induction program effective or very effective:

The district increased the percent of respondents rating the induction program as effective/very effective from 91.6% in 2023-24 compared to 98.8% in 2025-26, an increase of +7.2 percentage points.

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

The district maintained sufficiency at 100% from 2024-25 to 2025-26.

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 ELD to an overall improvement level of implementation from Level 3 to Level 4 on a 5 point scale, where 5 is Fully Implemented and Maintaining.

In 2025-26 ELA, ELD, and Mathematics are all at a Level 4 of implementation of the state academic standards.

Priority 2a: Professional Development Feedback

The percent of respondents rating professional development as positive and relevant to their work was maintained in 2025-26 to 97% when compared to 2024-25. These results align with the feedback received from staff and administrators on the level of implementation of the state academic standards and improved outcomes in local STAR middle of the year reports.

Additional indicators of effectiveness of actions include:

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

The rating advanced to Core Level (Rating of 3) in 2025-26 when compared to Developing Level (Rating of 2) in 2024-25.

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 (+1.1), EL (+5.3), FY (+8.8), SED (+0.2)

Math: All Students (+0.8), EL (+4.8), FY (+0.7), SED (+0.1)

Priority 4a: CAST

All Students (+0.51), SED (+0.34)

Priority 4a: California Alternate Assessment (CAA):

Math: All students (+3.67), SED (+3.83)

Priority 4f: Rate of Reclassified English Learners

Increased by +0.9 percentage points from 13.5% in 2024-25 to 14.4% in 2025-26

BCSD's continued focus on literacy, EL supports, technology, engineering, and extracurricular enrichment, alongside programs addressing individual student needs through tutoring and intervention, has driven the ongoing improvement in unduplicated students' performance in CAST, CAA, and EL proficiency and reclassification. The following actions have effectively contributed toward 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 unduplicated students and all other students experiencing homelessness, have a disability, or with learning barriers, have equitable access to technology resources and systems and are accessing the supplemental and enrichment learning experiences within the schools. The intent of goal 1 is to mitigate challenges students face when learning academic content by providing them with the support, intervention, staff and administrative leadership who understand and are equipped to respond to their learning needs.

The district also acknowledges not all school sites have the same students or needs and therefore allows for each site to develop systems and programs that align with the vision and goals of the district but also are designed to meet the needs of their particular student population.

Further evidence of action effectiveness is supported by the results of the mid-year data based on the STAR Reading and Math Assessments as indicated:

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 2025 Winter assessment:

All Students-33.2%, an increase of 2.2 percentage points when compared to Winter 2024

SED students-31.2%, an increase of 2.8 percentage points when compared to Winter 2024

HL students-22.3%, an increase of 6.6 percentage points when compared to Winter 2024

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

All Students-21.3%, an increase of 1.2 percentage points when compared to Winter 2024

SED students-19.6%, an increase of 1.5 percentage points when compared to Winter 2024

Foster Youth-14.2%, an increase of 0.4 percentage points when compared to Winter 2024

HL students-13.0%, an increase of 1.3 percentage points when compared to Winter 2024

Further evidence of the effectiveness of Goal 1 actions is demonstrated through the district's Winter 2025 STAR Reading and Mathematics assessment results. The percentage of students performing at Level 3 or above increased across multiple student groups in both reading and mathematics. In reading, All Students increased by 2.2 percentage points, Socioeconomically Disadvantaged students increased by 2.8 percentage points, and Homeless students increased by 6.6 percentage points compared to Winter 2024. In mathematics, All Students

increased by 1.2 percentage points, Socioeconomically Disadvantaged students increased by 1.5 percentage points, Foster Youth increased by 0.4 percentage points, and Homeless students increased by 1.3 percentage points. These improvements align with gains observed in CAASPP ELA and Mathematics, CAST, CAA Mathematics, English Learner program implementation, and English Learner reclassification rates, indicating that the district's comprehensive system of academic supports is positively impacting student achievement. The implementation of Actions 1.9, 1.18, 1.26, 1.28, 1.30, 1.31, and 1.32 contributed to these outcomes by expanding access to literacy resources, intervention services, tutoring opportunities, summer and extended learning programs, and targeted supports for English Learners, Foster Youth, Homeless Youth, and other unduplicated student groups.

The district believes these actions and the actions were effective because they addressed both instructional quality and student access to supplemental academic supports. Professional learning for teachers and administrators strengthened the implementation of evidence-based literacy, mathematics, and English Language Development practices, while intervention specialists, teacher tutors, summer academies, Saturday programs, and expanded library access provided students with additional opportunities to accelerate learning and close achievement gaps. The positive outcomes across local and state indicators suggest that the district's integrated approach to Tier I instruction, intervention, enrichment, and student support services is contributing to improved academic performance for all students and accelerating growth among unduplicated student groups. As the district develops the 2026-27 LCAP, these successful actions will be maintained and refined, with continued emphasis on expanding tutoring capacity, strengthening English Learner supports, increasing access to extended learning opportunities, and ensuring consistent implementation of evidence-based instructional practices across all school sites to further improve student outcomes.

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 2025 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: No changes

Target Outcomes: No change

Actions: Changes to actions were made as a result of the analysis of data and both successes and challenges with implementations as follows:

Action 1.7 (Multilingual Education Programs and Supports) was revised to include three clerical staff to support the administrative, data-entry, and logistical demands of the EL/RFEP monitoring system, thereby allowing Program Specialists and Language Assessors to dedicate their full capacity to direct classroom coaching, targeted professional development, and timely student assessments, as well as one

Family and Community Engagement (FACE) Liaison to increase parent involvement in DELAC meetings and support newcomers and their families upon enrollment to the district.

Action 1.15 (Technology for Teaching and Learning) was revised to include three Information Technology (IT) Trainer/Support Technicians to serve as the IT Department's frontline help desk and triage team for all students, staff, and community members. This revision responds to the rising volume of technology support requests that accompany 1:1 device access across 44 school sites, prioritizing timely support and faster issue resolution to sustain effective instruction.

Action 1.17 (Online Learning Systems and Resources) was revised to add a Coordinator position to support the growing demands of data analysis, assessment implementation, and professional learning. The Coordinator leads district efforts to strengthen school site data literacy and the use of data-driven decision-making to improve outcomes for English Learners, Foster Youth, Low-Income students, and other student groups.

Action 1.19 (Extended Learning Program (ELP) Academies was revised to include language from deleted action 1.26 now funded using ELP funds.

Action 1.21 (Dual Immersion, Multilingual Education Programs) was revised to include the expansion of the Dual Immersion program to Mt. Vernon Elementary School with two additional teachers and the needed comprehensive support with resources and professional development on strategies to enhance language acquisition.

Action 1.25 (Intervention Tutoring Support Program) was revised and will be extended through the 2026-27 school year to support student tutoring.

Action 1.26 (Summer Academies) was deleted for the 2026-2027 school year and language added to action 1.19 -Expanded Learning Program (ELP) Academies.

Action 1.27 National Youth Sports Program (NYSP) was revised to include the addition of a Youth Services Coordinator to help support the needs of all students who would benefit from enrichment programs to accelerate their progress in academics including literacy.

Action 1.28 (Students Experiencing Homelessness and Foster Case Management) was renamed to Students Experiencing Homelessness and Foster Care Management, the description of activities tied to this action remained the same. There was also an additional bilingual clerk position added to the action to help support parents and students of EL students.

Action 1.30 (English Learners Tutoring - Multilingual Education Programs) was renamed and revised as a result of analysis and reflection that staff were not consistently available to work on Saturdays across the district language was removed to reflect the change.

Action 1.34 (Career & Technical Education) was added based on stakeholder feedback identifying a need for increased career exploration and career readiness opportunities for students.

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. ● 19 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.	$3,088,810	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:	$35,039,335	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.	$2,361,444	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.	$7,581,183	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: $770,947 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.	$3,425,175	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.	$2,297,512	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) ● Clerical Staff (3) ● Family and Community Engagement (FACE) Liaison (1) ● Progress Monitoring System This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED.	$2,637,394	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.	$4,231,340	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.	$3,402,027	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 in 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.	$75,000	Yes

1.12	Professional Learning-Certificated Support Staff	In order to continue to increase academic achievement for Low Income students, Foster Youth, English Learners and Multilingual students as well as all other student groups, professional learning programs will be provided to Program Specialists, Instructional Specialists, Academic Program Leaders, Academic Coaches, Intervention Specialists and Certificated Staff across the district, to build the capacity of site support staff in all content areas. Professional Learning will include evidence-based instructional practices, how to meet the needs of English Language Learners, Cognitive Coaching, Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and meeting the Social Emotional needs of students. This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students.	$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.	$16,325,357	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.	$105,746	No

1.15	Technology for Teaching and Learning	In order to increase student access to technology, strengthen digital literacy skills, and support the effective integration of instructional technology across all 44 school sites, the district will continue to maintain a comprehensive technology infrastructure and support system. These services ensure that all students, including Low-Income students, Foster Youth, and English Learners, have equitable access to technology resources, digital learning tools, and online instructional programs both at school and, when needed, at home. Continued investment in technology systems and support personnel is necessary to meet the growing demands associated with 1:1 device access, expanded instructional technology use, cybersecurity requirements, and reliable network operations that support teaching and learning. The district will continue to provide staffing to maintain, support, and enhance technology services through the following positions: ● 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) ● IT Trainer/Support Technician (3) The Chief Technology Officer will continue to provide leadership for the planning, implementation, evaluation, and continuous improvement of instructional technology systems and services that support student achievement and engagement. This position will oversee districtwide technology initiatives, monitor implementation, and establish measures to evaluate the effectiveness of technology-supported instructional practices.	$10,173,693	Yes

		Six Network Administrators, supported by Network Systems Engineers, Network Support Technicians, Electronics Systems Support Technicians, and supervisory staff, will continue to maintain the district's network infrastructure, instructional software systems, cybersecurity protections, and technology resources necessary to support daily teaching and learning operations. Three IT Trainer/Support Technicians will provide frontline technical assistance and customer support for staff and students by responding to technology requests, troubleshooting common issues, delivering technology training, and coordinating support services. These positions will serve as the primary point of contact for technology-related concerns, helping to ensure timely resolution of issues, minimizing disruptions to instruction, and increasing staff capacity to effectively utilize instructional technology tools that support student learning and engagement. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.		
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. The coordinator will support the growing demands of data analysis, assessment implementation, and professional learningas well as lead district efforts to strengthen school site data literacy and the use of data-driven decision-making to improve outcomes for English Learners, Foster Youth, Low-Income students, and other student groups. ● Supervisor, Educational Technology, Data & Analysis (1) ● Educational Technology Data & Assessment Analysts (1) ● Program Specialist, Educational Technology Data and Assessment ● Coordinator, Educational Technology, Data & Assessment (1) This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$2,809,336	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.	$945,753	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 and during Summer Academies for all 44 schools that promote opportunities to extend learning through Literacy, Mathematics, and STEAM instructional support to reduce learning loss, by increasing access to more students, levels of literacy and after school support and intervention for students who may be struggling to meet state academic standards as a result of the pandemic. This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$9,524,703	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.	$1,362,911	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 Mt. Vernon Elementary School to expand the Dual Immersion program to a third elementary school in the district. Strengthen the Dual Immersion program by providing comprehensive support, including instructional resources such as Imagine Learning Español and Estrellita, and dedicated professional development designed to promote bilingualism and biliteracy. This includes offering Dual Immersion staff the opportunity to attend national and state conferences such as the California Association for Bilingual Education, La Cosecha, the National Association for Bilingual Education, and the Association of Two-Way & Dual Language Education to support their professional growth, as well as continued professional development on BeGLAD strategies to enhance language acquisition. Teachers: ● Voorhies-17 Teachers ● Harris-11 Teachers ● Mt. Vernon - 2 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.	$6,064,853	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.	$4,044,393	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.	$1,297,124	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.	$696,982	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: $3,910,438 per year, through 2026-27 This action addresses the lowest performance level in ELA or Math for ELs, Foster, Homeless, SED, and African American students.	$3,910,438	No

1.26	Summer Academies **(Deleted)**	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. **DELETED ACTION in 2026-27 LCAP**	$0	No
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 including the Youth Services Coordinator will recruit unduplicated students, inclusive of African-American students, to participate in programs to support at-risk students. 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. ● 1 Youth Services Coordinator This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$172,083	No

1.28	Students Experiencing Homelessness and Foster Care 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 ● 1 Clerk, Bilingual ● 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.	$1,280,881	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.	$2,479,493	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 - 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. 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 include extra time for teachers, intervention teachers, campus supervisors, 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.	$10,000	Yes

1.31	Teacher Intervention Specialists	To address the needs of Low-Income, English Language Learners, and Foster Youth students in reading and math, as shown by their STAR assessment performance, we will: 1. Increase the number of teacher intervention specialists at schools with high concentrations (>55%) of these student groups. 2. Expand direct services using evidence-based practices and the MTSS process to improve academic outcomes for unduplicated pupils. ● Teacher Intervention Specialists (45) This action addresses the lowest performance level in ELA for ELs, Foster, Homeless, SED, and African American students.	$7,707,490	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: $781,670 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.	$781,670	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

1.34	Career & Technical Education	Career Exploration provides junior high students with hands-on learning experiences, career-focused projects, and real-world problem-solving activities that expose students to a variety of career pathways. Students explore their interests, strengths, and future goals while developing communication, collaboration, critical thinking, and creativity skills that support college and career readiness. This action increases access to career awareness and career readiness opportunities for Low-Income students, Foster Youth, English Learners, and Multilingual students. By connecting classroom learning to future educational and career opportunities, students gain exposure to a broad range of industries and develop the knowledge and skills needed to make informed decisions about their future pathways. To support implementation, the District will provide: on-going professional learning for instructional staff This action addresses the lowest performance level in ELA and Math for ELs, Foster, Homeless, SED, and African American students at Lincoln Junior High and Cato Middle	$842,187	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	92.69% 2024-25	96.50% 2025-26	+1.81

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: 93.8% Foster Youth: 93.6% Homeless: 89.2% English Learners: 95.1% SED: 93.7% May 2026	All Students: 96% Foster Youth: 94% Homeless: 95% English Learners: 96% SED: 96% May 2027	All Students:+0.6 Foster Youth: +0.7 Homeless:-0.8 English Learners: +0.7 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: 18.9% SED students: 19.9% Homeless students:35.5% Foster Youth: 20.4% EL's: 14.3% LTEL's: 20.4 Fall 2025	All Students:19% SED students: 21.2% Homeless students: 34.7% Foster Youth: 14.7% EL's: 13.9% Fall 2026	All Students: -11.5 SED students: -12.3 Homeless students:-10.2 Foster Youth: -5.3 EL's: -10.6 LTEL's: -4.1

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	0.31% 2025-26	0.39% 2026-27	-0.09

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: 2.7% African American (RED): 8.5% American Indian/Alaska Native (GREEN): 1.8% Students with Disabilities: 3.3% Foster Youth: 8.0% SED: 2.9% EL: 1.6% LTEL's (RED): 4.0% Fall 2025	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: +0.0 African American (RED): +2.0 American Indian/Alaska Native (GREEN): -5.8 Students with Disabilities: +0.6 Foster Youth: +4.0 SED: +0.0 EL: -0.1 LTEL's (YELLOW): -2.2
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	0.13% based on 2024-25 EOY	0.1% based on 2025-26 EOY	+0.03

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 2026** **3rd-4th** 89% Feel welcome at School 92% Adults care about students 82% Feel safe at school 90% Feel safe in classroom **5th-6th** 84% Feel welcome at School 87% Adults care about students 75% Feel safe at school 85% Feel safe in classroom **7th-8th** 88% Feel welcome at School 87% Adults care about students 79% Feel safe at school 85% 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** +0 Feel welcome at School +0 Adults care about students +2 Feel safe at school +0 Feel safe in classroom **5th-6th** +1 Feel welcome at School +2 Adults care about students +6 Feel safe at school +3 Feel safe in classroom **7th-8th** +4 Feel welcome at School +4 Adults care about students +9 Feel safe at school +5 Feel safe in classroom

Insert or delete rows, as necessary.

Goal 2 Analysis for [2025-2026]

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 focuses on cultivating safe, supportive, and engaging school environments that promote student well-being, connectedness, and positive school experiences for all students, with particular attention to the needs of unduplicated student groups. Through the implementation of social-emotional learning (SEL), restorative practices, behavioral health supports, student leadership opportunities, and comprehensive Multi-Tiered System of Supports (MTSS) structures, the district continued to strengthen conditions for learning across all schools. These efforts contributed to improved student engagement, increased access to mental health and behavioral supports, and opportunities for students to develop self-efficacy, agency, and positive relationships with peers and adults. While progress has been made, the district recognizes the ongoing need to ensure equitable access to services and supports, particularly for students experiencing chronic absenteeism, behavioral challenges, trauma, and other barriers that impact school connectedness and success.

Actions 2.1, 2.3, 2.8, 2.17, and 2.18 were fully implemented to continue to provide schools with support staff to enhance the school climate environment and student well-being. Staff including CPALs, Campus Supervisors, coordinators, and coaches implemented training provided throughout the year to actively supervise students and increase relationships with them to create a safe sense for students while in the school community. All support staff continued to receive training to de-escalate incidents involving students and address the behaviors through SEL appropriate methods. The district continued to focus on training, and providing the necessary resources that directly enable personnel to carry out their roles. Professional learning included an increased foundational understanding of social emotional learning through module training that was senstive to meet the needs as a result of trauma. Building on last year’s SEL modules the district developed and provided additional module training to all classified staff across the district to support with grief, loss of firendships and the use of Artificial Intelligence to improve mental health and overall well-being. Custodians continued to be 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. The challenges of having all employees trained continue to be impacted by staff turnover as a results of retirements, promotions, and resignations.

Action 2.2 was fully implemented to provide site allocations meant to be used to develop student clubs and activities. Clubs and activities that increase student engagement and provide a safe space for students after school that result in improved attendance rates and decrease the number of chronically absent students.

Actions 2.4, 2.5, 2.6, 2.7, 2.12, and 2.13 continued to be 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, were fully implemented and focused on activities to connect students to school and learning through leadership functions and sports. The district's annual student leadership conference was organized by students for students and successfully implemented giving students a voice on the topics for workshops and presentations resulting in a positive experience for all students in attendance. Schools provided increased opportunities for sports at both elementary and Junior High/Middle Schools. The decision to fund action 2.16 as part of the Extended Learning Program for the 2025-26 was made to streamline after school activities with the program.

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. The training was provided during Summer Institutes and extended as professional development workshops for Transitional Kindergarten and Kindergarten teachers and paraprofessionals to better understand how help the youngest learners with developmentally appropriate approaches for self-regulation and ease between transitions during the school day. For older students understanding the changes in relationships dynamics and the impact of physiological changes that can also affect behaviors for pre-teen students.

Action 2.11 the construction of the wellness center at MLK was completed and all other sites are fully operational. The challenges were overcome to have all centers operational and fully accessible for families in the 2026-27 school year. Families continued to be connected to services and resources by the school's Family and Community Liaison.

Action 2.15 was deleted for the 2025-26 school year and was not implemented, however services for Foster Youth were addressed as part of Goal 1, Action 1.28 (Students Experiencing Homelessness and Foster Care Management).

Action 2.19 E-Sports programming was partially implemented during the 2025-26 school year, including implementation at one elementary school site and participating secondary sites. During implementation, coach feedback indicated a need to diversify game offerings to increase student interest and support long-term program sustainability. Time was dedicated to evaluating additional game options, gathering coach input, piloting a second game during the spring, and determining the best approach for future implementation. This work was prioritized to strengthen the middle school program and establish a more sustainable model before expanding to additional elementary school sites.

Overall, Bakersfield City School District successfully implemented the majority of Goal 2 actions designed to strengthen school climate, student engagement, social-emotional well-being, and behavioral supports. Continued investments in restorative practices, social-emotional learning resources, mental health services, student leadership opportunities, extracurricular programs, and Multi-Tiered System of Supports (MTSS) contributed to safer and more supportive learning environments while providing targeted interventions for students with the greatest needs. The district also expanded professional learning opportunities for classified and certificated staff to strengthen their capacity to

support student well-being and respond to increasingly complex social-emotional and behavioral needs. Additionally, the completion of the Martin Luther King Jr. Wellness Center represents a significant milestone in expanding access to health, wellness, and community resources for students and families.

Despite these successes, challenges remain in ensuring consistent implementation across a large district, recruiting and retaining highly qualified specialized support personnel, expanding equitable access to extracurricular opportunities, and addressing persistent chronic absenteeism among vulnerable student populations. The district continues to experience challenges in connecting students with the highest levels of need to available services when attendance patterns limit consistent engagement and intervention. As the district develops the 2026–27 LCAP, it will continue to strengthen Goal 2 actions by focusing on student connectedness, attendance improvement, mental health and wellness supports, restorative approaches, and meaningful engagement opportunities that foster positive school climates and ensure students feel safe, valued, supported, and prepared for success in school and beyond.

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 2025-2026 LCAP Goal 2 was $59,841,496. The estimated actual expenditures for 2025-2026 LCAP Goal 2 is $52,891,048. This is a difference of $6,950,448. The substantive differences were in the following actions:

Action 2.2 (Student Activities and Activity Clubs) Material difference in planned funding and estimated actual expenditures was due to the use of other funds such as attendance incentive allocation for each site and ELOP.

Action 2.8 (Social Emotional Professional Learning) Material difference in planned funding and estimated actual expenditures was due to the district’s use of other one-time funding sources including Educator Effectiveness funds, to support these activities. The district provided professional learning for teachers and classified staff on practices grounded in research to promote an approach to student behaviors taking into account their social-emotional needs and factors influencing daily behaviors.

Action 2.9 (Social Emotional Learning Curriculum (SEL Toolbox) Material difference in planned funding and estimated actual expenditures was due to the use of one time Educator Effectiveness funds to provide staff training.

Action 2.10 (Healthy Youth) Material difference in planned funding and estimated actual expenditures was due to savings as a result of not utilizing the full allocation to cover contract costs which was less than planned.

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 funds this action item.

Action 2.16 (Sports Programs) Material difference in planned funding and estimated actual expenditures was due to

Action 2.19 (Electonic Sports in 4th-8th) Material differences in planned funding and estimated actual expenditures is due to district’s use of other available resources including ELOP funds.

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 92.31% in 2023-24 to 92.69 in 2024-25. This is the second year of improvement from baseline year in 2022-23 with 90.88% attendance rate.

Priority 5b: Chronic Absenteeism

Districtwide, Bakersfield City School District continues to make significant progress in reducing chronic absenteeism:

The overall rate declined from 23.5% in 2024 to 18.9% in 2025, representing a 4.6 percentage point significant decline in the number of students who are chronically absent.

This improvement continues to reflect the district's efforts to address student attendance by providing a variety of supports and find ways to engage students in school.

13 student subgroups showed "decline" or "declined significantly" in the percentage of chronically absent students.

The following unduplicated student groups "decreased significantly" in chronic absenteeism rates

- EL: -3.3 percentage points
- Foster Youth:-8.0 percentage points
- SED: -4.4 percentage points

Priority 6a: Suspension Indicator

While the district's overall performance level for suspension continues in the Medium Status level, the following student groups performed better, in comparison to the "all student" group which had a maintained change as a result of slight increase of 0.2 percentage points from 2.6% in 2024 to 2.7% in Fall 2025 based on the California Dashboard.

- **Medium Performance Level:** English Learners (1.6%), Asian (1.8%), American Indian or Alaska Native (1.8%), Filipino (2.6%), Hispanic (2.1%)

Priority 6(b): Pupil Expulsion Rates

Based on the End of Year Reports from CALPADS reporting system while the district maintained a relatively low expulsion rate overall, the rate increased slightly from 0.08% to 0.13% between 2023-24 and 2024-25 an increase of 0.05 percentage points.

Priority 6(c): 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 2026

3rd-4th

89% Feel welcome at School (-2)

92% Adults care about students (-1)

82% Feel safe at school (-2)

90% Feel safe in classroom (maintained)

5th-6th

84% Feel welcome at School (-1)

87% Adults care about students (maintained)

75% Feel safe at school (+3)

85% Feel safe in classroom (+2)

7th-8th

88% Feel welcome at School (+3)

87% Adults care about students (+2)

79% Feel safe at school (+4)

85% Feel safe in classroom (+2)

The district believes the strategies within Goal 2 proved successful in cultivating school communities that are safe, inclusive, and highly engaging. These efforts actively fostered social-emotional well-being while strengthening student sense of belonging and agency. Measurable improvements across Dashboard metrics and local survey data validate the impact of these initiatives on student participation, school atmosphere, and overall pupil involvement.

The district saw attendance grow to 92.69% during 2024–25, building upon 92.31% from the previous term and continuing the positive trend from the 90.88% 2022–23 baseline. Chronic absenteeism also showed increased progress, dropping 4.6 points to 18.9% in 2025. This improvement was evident with thirteen distinct groups, notably English Learners (-3.3), Foster Youth (-8.0), and Socioeconomically Disadvantaged pupils (-4.4). Such improvement validates the effectiveness of Actions 2.4, 2.5, 2.6, and 2.7. These efforts highlight the work of Behavior Intervention Specialists, Social Workers, and various health and restorative staff to mitigate attendance obstacles and improve school-home connections. Furthermore, Actions 2.2, 2.14, 2.16, and 2.19 fostered involvement with opportunities for students to engage in extracurriculars like athletics and E-Sports, increasing student connections to their school campuses. The expansion of E-Sports specifically correlated to attendance and behavioral metrics for students involved. Based on the data, successes include reduced absenteeism for All Students (-11.5) and SED groups (-12.3), alongside suspension decreases for English Learners and LTELs.

Progress remains continuous for school climate data. Data from the Spring 2026 Hanover Climate Survey indicates that students consistently feel safe and connected. Across the 3rd–8th grade span, a high proportion—ranging from 75% to 90%—reported positive feelings regarding safety, being cared for by adults, and feeling welcome. Seventh and eighth graders showed the most significant gains. This reflects the impact of Actions 2.1, 2.3, 2.8, 2.17, and 2.18, which provided trained supervisors, MTSS coaching, and trauma-informed professional learning. Additionally, Actions 2.9 and 2.10 helped improve social-emotional growth through curriculum resources, contributing to an enhanced sense of belonging and support across campuses.

While the district's suspension rate rose marginally to 2.7%, several student groups, including Asian (1.8%), Hispanic (2.1%), and English Learner (1.6%) students, stayed well under the district mean. These results highlight the effectiveness of Actions 2.4, 2.5, 2.6, 2.7, and 2.13. By emphasizing restorative strategies and mental health interventions, and to promote skill development and positive behavior, the district reduced reliance on exclusionary discipline, while promoting relationship-building and behavioral skill development. Though expulsions increased slightly to 0.13% from 0.08%, the frequency remains exceptionally low for a district the serving over 27,000 students.

Finishing the Martin Luther King Jr. Wellness Center under Action 2.11 has expanded the district's capacity to provide vital community and health resources. These services address the underlying barriers to academic achievement and engagement. Collectively, these initiatives have strengthened student safety, improved attendance, and reduced chronic absenteeism. Moving forward, the district remains committed to refining these strategies to ensure equitable access to behavioral and mental health supports 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.

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 2025 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: No Change

Metrics: No Changes

Target Outcomes: No Changes

Actions: Changes to actions were made as a result of the analysis of data and both successes and challenges with implementations as follows:

Action 2.7 (School Psychologists, Behavioral Health Therapists and Speech & Language Pathologist) was revised to include one additional behavioral therapist to address the need to decrease suspension rates by providing students support for intensive and direct assistance with immediate crisis response management, and beharvioral support services. The renaming of the action title also reflects the addition of four speech and language therapists to support the increased number of identified students in need of speech and language services in the early grades.

Action 2.16 (Sports Programs) was revised to a non-contributing action. The funding for this action previously using LCFF funds will be changed to ELOP funds. This action will be removed from the Increased and Improved section of the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	Cafeteria and Playground Activity Leaders (CPALS)	Cafeteria and Playground Activity Leaders (CPALs) staff, in partnership with outside agencies, will keep all students, including English learners, Low-Income, and Foster Youth access, positively engaged by organizing and coordinating activities to build a safe, welcoming, inclusive, and respectful school climate at each school in the district, by providing structures for students to remain positively engaged before school and during noon time activities. The district will hold CPAL training where staff will learn the proper ways to address students who may not always adhere to school expectations and create opportunities for students to engage in coordinated activities that result in increased building of relationships with each other and thus increasing the sense of safety and improved attendance rates. The focus for CPALs will be to strengthen relationship building and de-escalation strategies when supervising students during unstructured times. ● 270 CPALs This action addresses the need to increase a sense of safety at school for all students.	$6,321,528	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.	$1,417,161	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.	$10,343,277	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.	$3,445,382	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: $583,866 per year through 2027-28 This action addresses the need to increase attendance for Foster Youth and low income students. See Appendix G.	$3,368,820	Yes

2.7	School Psychologists, Behavioral Health Therapists & Speech and Language Pathologists	**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. Speech and Language Pathologists will provide supports for students identified for speech/language therapy whose impairments present challenges in learning and often experience difficulties communicating with peers, teachers, and school staff and can lead to lower class participation and engagement. Action effectiveness will be measured by CA Dashboard suspension rates and entries into the Navigate 360 Crisis reporting system. ● 20 Psychologists ● 14 Behavioral Health Therapists ● 4 Speech and Language Pathologists 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	$8,866,293	No

		LREBG funds supporting this action: $8,866,293 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.		

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: $8,645,136 per year through 2027-28 This action addresses the need to decrease suspension for all lowest performing students.	$9,087,075	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 (SSW'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. ● 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 (2) This action addresses the need to increase attendance for all students.	$4,772,272	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.	$1,902,645	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.	$988,611	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 in 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.	$0	No

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.	$6,148,413	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.	$3,892,162	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.	$0	No

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): 81% of schools with parent representation District African American Parent Advisory Committee (DAAPAC): 41.0% of schools with parent representation District English Learner Advisory Committee (DELAC): 73.81 % of schools with parent representation 2025-26	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): +16.0 (DAAPAC): -8.0 (DELAC): +2.41

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	2025-26 Low-Income 92.9% of respondents Strongly Agree/Agree English Learners 93.6% of respondents Strongly Agree/Agree Foster Youth 90.0% 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	-0.4 Low-Income +0.7 English Learners -2.8 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	2023-24 99.5%	2024-25 99.3%	2025-26 99.43	2026-27 Maintain 99.5%	+0.13
3.4	The percentage of parents feeling welcome at their child's school **Source:** School Climate Survey	2023-24 92.5% of respondents Strongly Agree/Agree	2024-25 92.8% of respondents Strongly Agree/Agree	2025-26 90.9% of respondents Strongly Agree/Agree	2026-27 95% of respondents Strongly Agree/Agree	-1.6

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 2025-26 **ELA** All Students -59.3 EL's -80.8	Fall 2026-27 **ELA** All Students -50 EL's -78.5	**ELA** All Students +3.2 EL's +9.7
3.6	The degree to which parents feel session content will support their children at home **Source:** Parent Education Culminating Evaluation State Priority: 3B	2023-24 89% of respondents who Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home	2024-25 97% of respondents Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home.	2025-26 97% of respondents Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home.	2026-27 92% of respondents will Strongly Agree/Agree that content provided through the learning opportunities will help support their child at home	+8

Insert or delete rows, as necessary.

Goal 3 Analysis for [2025-2026]

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 with Family and Community Engagement (FACE) continuing to parent education sessions at all school sites, supported by various district staff to build parent capacity and strengthen home-school partnerships, ultimately improving student outcomes. FACE continued to be implemented with a focus on leading the work as an instructional strategy focused on building the capacity of both families and staff to work in partnership toward improved student outcomes. Continued efforts supported the development of strong home-school connections by equipping families with the knowledge and skills for learning at home while also strengthening staff practices that foster meaningful family engagement and shared responsibility for student success.

Action 3.3 was fully implemented by offering parents the chance to learn English as a second language. Parents attended a total of 16 session in each of the two sessions during the school year aimed at continuing to increase 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.

Action 3.4 was fully implemented and created a more efficient and organized way to track family participation at school and district events while also strengthening communication with families through tools like ParentSquare. Resources such as QR codes and Google Forms help FACE Liaisons stay connected with families, monitor engagement, and provide ongoing support as families work toward their goals and remain actively involved in their child's education. The support of staff with online communication, social media, district websites and all other applications keeps families informed in matters related to their child's education and both school and district events.

Action 3.5 was fully implemented and continuing with office assistants at each school site supports FACE Liaisons and clerical with tasks which allow for each team to operate more efficiently with phone calls and clerical duties to create an initial welcoming experience for parents visiting schools.

Action 3.6 of the Parent Center construction project at Martin Luther King Jr. School has been fully implemented and has been completed and is now serving as a dedicated space for ongoing family engagement, parent education, and community partnerships.

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 2025-2026 LCAP Goal 3 was $11,373,494. The estimated actual expenditures for 2025-2026 LCAP Goal 3 is $10,853,456. This is a difference of $520,038. The substantive differences were in the following actions:

Action 3.2 (Parent Education) material differences between the budgeted expenditures and estimated actual expenditures can be attributed to a shift in the delivery model for Parent University during this implementation year. Rather than hosting the traditional monthly Saturday Parent University sessions, Parent University was decentralized and expanded to school sites to provide on-site parent education opportunities across the district. This approach increased accessibility and parent engagement at individual school sites and fully met the

intended implementation of the action. The reduction in expenditures resulted from only hosting one districtwide Saturday Parent University session in January for the LCAP Community Forum resulted in a significant decrease in expenses typically associated with monthly Saturday sessions — including transportation, meals, additional staff time, and consultant fees — were not incurred for four scheduled months. While expenditures were lower than originally allocated, the action was fully implemented and successfully increased parent engagement through a more site-based, embedded approach to parent education.

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 2025-26 Annual Parent Climate Surveys:

Priority 3(a): District efforts in seeking parent input

The percent of schools represented in the parent advisory committee meetings when compared from 2024-25 to 2025-26 is as follows:

- -2.7 (decreased) percentage points for the District Advisory Committee (DAC)
- -17.1 (decreased) percentage points for the District African American Parent Committee (DAAPAC)
- -9.49 (decreased) percentage points for the District English Learner Advisory Committee (DELAC)

Priority 3(b): Promote Parental Participation

Based on the parent climate survey:

In 2025-26, 92.9% of SED respondents strongly agree/agree that the school district promotes parental participation, which is -0.9 percentage points lower compared to 2024-25.

In 2025-26, 93.6% of EL respondents strongly agree/agree that the school district promotes parental participation, which is +0.1 percentage points higher when compared to 2024-25.

In 2025-26, 90.0% of FY respondents strongly agree/agree that the school district promotes parental participation, which is -0.7percentage points lower when compared to 2024-25.

Based on the Parent Education Culminating Evaluation:

The district maintained the percentage of respondents who Strongly Agree/Agree that the content provided through the learning opportunities will help support their child at home at 97% from 2024-25 to 2025-26 and exceeded the target outcome of 92%.

Priority 3(c): District efforts to involve parents in the decision making process

Based on information from the Special Education SIRAS reporting system the percent of parent respondents who Strongly Agree/Agree the district involves parents in the decision making process increased by +0.13 percentage points from 99.3 in 2024-25 to 99.43 in 2025-26.

Priority 4(a): Academic Performance

Based on the Fall 2025 California Dashboard when compared to Fall 2024:

The All Students subgroup performance level moved from -60.4 to -59.3 dfs, resulting in an increase of 1.1 points.

The EL subgroup performance level moved from -86.1 to -80.8 dfs, resulting in an increase of +5.3 points.

The Bakersfield City School District believes the following actions led to the district's success:

Actions 3.1, 3.2, and 3.3 through the increased efforts of FACE staff to offer parent education sessions at all school sites, supported by various district staff to build parent capacity and strengthen home-school partnerships, ultimately improving student outcomes have shown to be effective based on 97% of parents responding positively on the culminating evaluations. Staff efforts including specialists, clerks, secretary, and many others whose job was to continue to invite, connect, build relationships and engage with parents during council and committee meetings, events, educational parent sessions, community events at the district level and in schools for parents to participate in all of the services the school and district have to offer. Parent involvement in advisory committees allows them to provide input and have a voice and make recommendations to ensure the success of effective actions and provide insight into the unique needs of students, especially EL, SED, and FY 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 where parents indicated online platforms are the most effective communication method and parents prefer receiving regular updates via text (82%), email (47.8%) or telephone (61.2%). The continued use of these platforms to efficiently gather parent information, send communication, collect feedback, track message access, and improve online registration aligns with the feedback from parents. The district continued to support online platforms to ensure all parents can easily access their child's academic information and stay informed about school activities as well as student academic progress, both designed to increase parent involvement.

Action 3.5 was somewhat effective as evidenced by the decrease from 92.8% to 90.9% of parents who reported on the 2025-26 Parent Climate Survey, they Strongly Agree/Agree feeling welcome at their child's school, which can be attributed to the change in office personnel as the promote or change sites. Indicating the need to continue to develop the skillset of all staff to create a welcoming environment for parents not just in the parent centers but especially at the front office which becomes a first point of contact for all who visit the schools.

Action 3.6 was effective as staff obtained the necessary DSA approvals for the Martin Luther King Jr. parent center and held the opening ceremony in the 2025-26 where parents were able to receive workshops, increased parent engagement and built community partnerships.

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 2025 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 to actions were made as a result of the analysis of data and both successes and challenges with implementations as follows:

Action 3.6 was deleted and the parent center at Marting Luther King Jr. Elementary conducted it's opening inauguration and is now providing services to families.

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)	$5,511,533	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.	$807,669	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.	$113,630	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	$1,638,379	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)	$2,063,712	Yes
3.6	Parent Center at Martin Luther King Jr. Elementary **(Deleted)**	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. **DELETED ACTION for 2026-2027 LCAP**	$0	No

Insert or delete rows, as necessary.

Goal 4 - Equity Multiplier (Emerson) [2026-2027]

Goal # 4	Description	Type of Goal
Goal 4	By the end of the 2026–2027 academic year, Emerson Middle School will increase achievement outcomes for African American, English Learners, Long Term English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White students by 2% in both reading and mathematics as measured by STAR Reading and STAR Math assessments. Additionally, Emerson Middle School will increase the English Learner reclassification rate by 3% through the implementation of targeted evidence-based instructional strategies and active student engagement in learning.	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 had 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.

The revision to Goal 6 reflects both a strategic shift and a response to reflection on prior practices. Initially, the goal focused narrowly on increasing the percentage of English Learners scoring a 3 or higher on the STAR assessment. However, through reflection and analysis of implementation data, it became clear that a broader, more comprehensive approach was necessary to effectively address the diverse academic needs of our students and to create more sustainable outcomes.

The updated goal expands the focus to include ELA, Math, and English Language Proficiency, ensuring a more holistic approach to student achievement. It emphasizes the use of targeted, evidence-based strategies, active student engagement, and the intentional building of educator capacity. Additionally, the revised goal broadens the scope of equity by addressing multiple student groups, including African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White students, ensuring alignment with the school's commitment to equitable outcomes for all learners. As a result of Year 1 and Year 2 outcomes, the goal was revised to reflect current trends and student performance data. Additional support and targeted interventions are needed to help students get back on track and return to the original baseline expectations.

A critical factor in this revision is Emerson Middle School's identification for Targeted Support and Improvement (TSI) for the African American student group. This designation underscores the need for a more focused and intentional approach to addressing opportunity and achievement gaps. In response, the school will implement specific strategies to support African American students, including: increased

progress monitoring and data analysis during PLCs to identify and respond to student needs in real time; targeted small group instruction and intervention during the school day; expanded access to tutoring and academic support; and the integration of culturally responsive teaching practices to increase student engagement and relevance of instruction. Additionally, staff will engage in professional development focused on implicit bias, relationship-building, and strategies to support positive student identity and belonging. Strengthening family communication and partnerships will also be a priority to ensure consistent support for students both at school and at home.

The rate of fully credentialed teachers at Emerson Middle School in 2024-25 was 89%, compared to the district rate of 86%, a significant improvement from the baseline's 68.1% in 2022-23. Teachers not yet fully credentialed (out-of-field) continue to be 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:29.2% EL 3.6% AA 21% HL 27.3% SED 28.9% SWD 18.2% 2025-26	All Students: 31.2% EL 5.6% AA 23% HL 29.3% SED 30.9% SWD 20.2% 2026-27	All Students: +3 EL: -1.8 AA +3.7 HL +18.8 SED +4.1 SWD +10.7

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:11.4% EL's: 2.1% AA 2.5% Hispanic 11.5% Homeless 8.4% SED 11.3% SWD 4% WH 17.5% 2025-26	All Students: 14.4% EL's: 6.1% AA 6.2% Hispanic 14.5% HL 11.4% SED 14.8% SWD 7% WH 20.5% 2026-27	All Students: +1.3 EL's: + 0.2 AA: -0.7 Hispanic: +3.2 HL: +2.1 SED: +3.5 SWD: +4.0 WH: +3.2
4.3	Rate of Reclassified English Learners **Source:** Local school data Local Priority: 4F	11% 2023-24	24.64% 2024-25	.33% 2025-26	3.3% 2026-27	-10.67

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	40.0% 2025-26	65% 2026-27	-16.1%
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. 89% B. 0.03% 2024-25	A. 71.1% B. 10.2% 2025-26	A. +20.9 B. -13.2

Insert or delete rows, as necessary.

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

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 targeted intervention tutoring was a success, showing noticeable growth in students' performance. However, there was a lack of interest in Saturday Academies, preventing their implementation, although afterschool and lunch clubs provided alternative engagement opportunities.

Additional academic supports were provided through teacher tutoring, English learner interventions, and small group instruction, allowing students to receive targeted assistance in both ELA and Math. Instructional strategies focused on strengthening academic language, reading comprehension, and mathematical reasoning to support overall academic growth.

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. Professional Development (PD) was another area of growth but requires further attention. Teacher input and feedback are essential to ensuring PD is relevant and differentiated based on the needs of new versus veteran teachers. Additionally, there is a need to offer more PD opportunities to enhance teacher participation and effectiveness. Moving forward, we plan to send more teachers to the PLC training to help build capacity and strengthen the impact of our PLC teams. The district’s EL toolkit professional development was well-received and will continue next year to support our teachers in working with English Learners (EL).

While progress was made in strengthening instructional supports and increasing collaboration among staff, the school continues to experience challenges related to academic gaps, language acquisition needs, and varying levels of student engagement. Emerson recognizes that continued focus on targeted interventions, effective Tier 1 instruction, and consistent monitoring of student progress will be necessary to further close achievement gaps and increase reclassification rates for English Learners.

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 2025-2026 LCAP Goal 4 was $889,282. The estimated actual expenditures for 2025-2026 LCAP Goal 4 is $138,528. This is a difference of $750,754. The substantive differences were in the following actions:

Action 4.1 (Data Assessment to determine individual student needs) No funds were spent on PLC collaboration focused on English Learner (EL) strategies because the district provided EL Toolkit professional development at no cost to the site. The professional development was well received and supported teachers in strengthening language acquisition strategies for English Learners.

Action 4.2 (Reading, Math, and Language Acquisition Interventions) Some planned expenditures remained unspent due to difficulties filling positions such as tutors and a shift from broader program implementation toward more focused, site-based supports.

Action 4.3 (Hands-on Learning and student engagement activities) Planned expenditures for Saturday Academies were also not fully utilized due to limited student interest and participation, preventing full implementation of the program. Although students were provided alternative engagement and intervention opportunities through after-school tutoring and lunch clubs, many of these costs were supported through different funding sources including LCFF, and ELP funds. Student participation remained minimal throughout the year. Also, additional district funding through LCFF and Title I supported academic field trips for students.

Action 4.4 (Building capacity of educators) Approximately 65% of teachers participated in schoolwide professional development focused on small group instruction, literacy interventions, English Language Development (ELD) strategies, and summer learning opportunities. In addition, limited staff attendance at the Learning and the Brain and Project-Based Learning conferences contributed to material differences in expenditures. Also, additional district funding through LCFF and Title I supported professional learning opportunities for site educators.

These adjustments allowed Emerson Middle School to respond effectively to immediate and emerging needs while ensuring Equity Multiplier funds remained aligned to support student growth, literacy development, teacher effectiveness, and equitable outcomes for students identified as most at risk. The addition of approximately ten new teachers, the school prioritized onboarding, instructional coaching, mentoring, collaborative planning, and classroom support to strengthen Tier I instruction and teacher capacity.

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 +3 percentage points from 86% in 2023-24 to 89% in 2024-25 based on local district data.

B. Out-of-field teachers maintained at 0.03% from 2023-24 to 2024-25, based on local district data.

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

The rate of reclassification for English learners decreased from 24.64% in 2024-25 to .33% in 2025-26, a significant decrease due to the large percentage of students reclassified at the end of the 2024-25 school year in an effort to prevent students who met reclassification crtieria from being identified as Long Term EL's in the following school year.

Priority 8: STAR Reading and Math

Students in grades 6th, 7th, and 8th scoring at Level 3 or above in Reading increased by 3.7 percentage points from 2024-25 compared to 2025-26 for the All Students group and 2.9 percentage points for EL students.

Students in grades 6th, 7th, and 8th scoring at Level 3 or above in Mathematics increased by 3.1 percentage points from 2024-25 compared to 2025-26 for the All Students group and 0.1 percentage points for EL students.

Based on this evidence

The specific actions taken to date have yielded mixed results in terms of progress toward our goals. One area of ineffectiveness was our inability to recruit teacher tutors (Action 4.2), which was a key initiative this year. This remains a priority for next year, with a goal of securing three tutors to support student learning. Additionally, while PLCs have been implemented, there is a clear need to make them more data-driven in order to better meet the needs of students (Action 4.1). This has hindered the full effectiveness of our PLCs in driving instructional improvements and student outcomes.

On a positive note, teachers have recognized the need for explicit vocabulary instruction, and there is growing attention on ensuring students use academic vocabulary in conversations across disciplines. Targeted intervention tutoring proved to be successful in helping student growth, though Saturday Academies were ineffective to generate enough interest to be fully implemented (Action 4.3). However, afterschool and lunch clubs offered, effectively provided some engagement opportunities for students (Action 4.3). The district's EL toolkit professional development was well-received and has provided our teachers with valuable strategies for supporting EL students, with plans to continue this training next year (Action 4.4).

However, challenges remain in communication within the MTSS framework, as not all stakeholders have been consistently engaged in student progress. Additionally, a stronger focus on Long-Term English Learners (LTELs) is needed, with clearer identification and more targeted interventions for these students in the classroom. Professional development needs to incorporate more teacher feedback and be differentiated based on teachers' experience levels. New teachers require different support than veteran teachers, and additional PD opportunities must be provided to increase participation and engagement. We also plan to send more teachers to the PLC at Work conference next year to help strengthen our PLC teams and increase their capacity for meaningful impact.

During the 2025–2026 school year, Emerson Middle School implemented a range of targeted strategies designed to support the academic growth of students identified within the Equity Multiplier group, including English Learners, Socioeconomically Disadvantaged students, African American students, and Students with Disabilities. These strategies included professional learning through PLC collaboration, teacher tutoring, structured intervention opportunities, and ongoing monitoring of student progress through STAR Reading and Math assessments.

Overall, these actions demonstrated some effectiveness of impact in several areas. Teachers regularly engaged in collaborative planning and data analysis to identify student needs and adjust instructional strategies accordingly. Intervention opportunities before and after school, along with targeted classroom supports, provided additional time for students to strengthen foundational literacy and mathematics skills. Teachers also incorporated strategies focused on language development to support English Learners in accessing grade-level content.

The use of ongoing data monitoring allowed staff to identify students in need of additional academic support and respond with targeted interventions. As a result, Emerson observed measurable progress toward its goal of increasing student proficiency and growth in both Reading and Mathematics. Additionally, focused efforts on language acquisition and instructional supports contributed to progress toward increasing English Learner reclassification rates. While some progress has been made, the data also indicates that continued focus is needed to further accelerate growth for students performing below grade level. The implementation of these strategies has laid a strong foundation for continued improvement and demonstrates the importance of maintaining a consistent focus on equitable instructional practices and targeted student support.

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, educational partner input, and identified student needs, the school site identified needed changes to either goals, metrics, target outcomes, or actions to better reflect current student needs and ensure continuous improvement. These changes are driven by a comprehensive review of Fall 2025 California Dashboard data, local assessments, and feedback from the site's educational partners. The aim is to enhance the LCAP's responsiveness, accelerate student achievement, and address equity gaps for all learners.

Goal: Changes in language to the goal as follows:

Change of the target from 10% to 2% growth for the following student groups African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities and White, as measured by STAR for both Reading and Math and an increased reclassification rate of 3% by the end of 2026-2027 school year.

Metric: No Changes

Target Outcomes: Changes were made to the following target outcomes for STAR Reading, STAR Math and Reclassification rate.

Based on the current student performance data, adjustments were made to the Target Outcomes for Year 3 to reflect current student trends in growth and analysis of action implementation and identified needs.

Metric 4.1 revised the Target for Year 3 outcome for the percent of students in grades 6th/7th/8th scoring at Level 3 or above as follows:

• Reading: All Students-31.2%, AA-23%, EL-5.6%, HL-29.3%, SED-30.9%, SWD-20.2%

Metric 4.2 revised the Target for Year 3 outcome for the percent of students in grades 6th/7th/8th, scoring at Level 3 or above as follows:

•Math: All Students-14.4%, AA-6.2%, EL-6.1%, HISP-14.5%, HL-11.4%, SED-14.8%, SWD-7%, WH-20.5%

Metric 4.3 revised the Target for Year 3 outcome for the Reclassification Rate in Ellevation as follows:

•3.33% of English Learners reclassified in the 2026-2027 school year

Actions: Changes to actions were made as a result of the analysis of data and both successes and challenges with implementations as follows:

Action 4.1 (Data Assessment to determine individual needs), action was revised to include the need for additional language for Professional Learning Communities (PLC) collaboration and Academic Conferences that address EL students as well as other student groups in the low performing levels.

Action 4.2 (Reading, Math, and Language Acquisition Interventions), action was revised to include intervention supports for mathematics, structured activities to increase student engagement, online programs, and instructional equipment to strengthen access to high quality instruction in reading, math, and language support.

Action 4.3 (Hands-on Learning and student engagement activities), action was revised to include practices that will improve student monitoring of participation, academic progress, behavior/engagement indicators and align student needs with interventions as well as the effectiveness of instructional interventions.

Action 4.4 (Building capacity of educators), action was revised to add capacity building of staff in equity & culturally responsive practices, ELD/Integrated ELD, Special Education & inclusion, data assessment and analysis, and increase strategies for family and community engagement.

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 to improve outcomes in ELA, Math, and language acquisition, with a focus on English Learners. PLC structures will be strengthened by providing additional time for collaboration, targeted coaching, and data analysis focused on high-need student groups. This includes supporting teacher release time for instructional planning, expanding access to instructional coaching cycles, and providing resources for targeted intervention planning to close achievement gaps for English Learners and other identified student groups in the lowest performance levels. 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. Admin and teachers will use formative assessments and ongoing data analysis to monitor student progress and adjust instruction accordingly. Feedback will be collected from educators, students, and families to assess the impact of professional development and collaboration. Admin and teachers will analyze academic outcomes for African American, English Learners, Long Term English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White Students. to evaluate the effectiveness of professional capacity-building efforts and inform future actions. ● Extra-time, substitutes, and conference -related costs to support PLC's, Academic Conferences, student goal-setting sessions to supplement instructional time.	$0	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. Before- and after-school tutoring sessions will be offered by teachers to reinforce instruction in ELA and Math for students needing additional support. Admin, Support Staff, and Teachers will conduct Saturday Academies focusing on interactive learning experiences to engage students in ELA, Math, and language. A dedicated math interventionist will provide targeted, small-group and individualized support that complements teacher-led tutoring and intervention programs. Instructional aides will assist with small-group instruction, reinforce skills during and after lessons, and provide additional supervision during tutoring and extended learning opportunities for students, especially English Learners and those needing extra help. Cafeteria Playground Activity Leaders will organize and facilitate structured, supervised activities for students during lunch and recess to promote positive behavior and engagement. This support advances ELA and Math achievement by minimizing conflicts, which preserves essential instructional time, and by improving student readiness and attendance. Online Programs, books, materials for intervention, extra time, and tutoring costs will be funded to support these interventions without disrupting core instructional time. By implementing these targeted strategies and actively engaging students in learning, Supplemental Instructional equipment to strengthen access to high-quality instruction in reading, mathematics, and language acquisition for high-need student groups, including English Learners and socioeconomically disadvantaged students. There is a demonstrated need for updated instructional tools to support engagement, differentiation, and real-time feedback in core academic areas	701,908	No

		. ● Extra time, supplies & materials, consultants, supplemental instructional tools for student differentiation and intervention, substitute costs, salaries & benefits, online programs, books.		

4.3	Hands-on Learning and student engagement activities	Teachers will provide English Learners, socioeconomically disadvantaged students, and other students demonstrating academic and engagement needs with interactive, real-world learning experiences embedded within ELA, Math, and language acquisition instruction, including project-based learning, hands-on activities, academic simulations, and collaborative problem-solving aligned to grade-level standards. These instructional strategies are intended to increase student engagement, participation, and academic performance in response to identified achievement gaps, attendance concerns, and behavioral indicators reflected in site-level data. Teachers and club advisors will provide English Learners, socioeconomically disadvantaged students, and other high-need student groups with expanded access to extracurricular electives, student clubs, and enrichment activities to increase student engagement, school connectedness, attendance, and academic motivation in response to site-level attendance, behavioral, and participation data indicating a need for increased student connection and involvement in school. Administrators and school teams will coordinate standards-aligned assemblies and field trips connected to ELA, Math, Science, and History-Social Science instruction to provide students with real-world learning experiences supported by pre- and post-learning activities aligned to grade-level standards. The MTSS Team, teachers, and intervention staff will use ongoing data review, attendance monitoring, academic progress monitoring, and behavioral and engagement indicators to monitor student participation in interventions and enrichment activities and provide targeted Tier II and Tier III supports for students demonstrating academic needs in reading and mathematics to improve academic achievement and adjust supports based on student progress. ● Extra Time for extra-curricular activities and supervision, consultant costs, college & career, and academic field trip costs, supplemental instructional and PD materials, manipulatives,	318,248	No

4.4	Building capacity of educators	Coaching and onsite PD Administrators, instructional coaches, consultants, and support staff will provide teachers and intervention staff serving African American, English Learners, Long-Term English Learners (LTELs), Hispanic, Homeless, Socioeconomically Disadvantaged students, Students with Disabilities, and other students performing below grade-level standards with ongoing coaching, job-embedded professional development, collaborative planning, and instructional support focused on improving outcomes in ELA, Math, and language acquisition. Instructional & Academic Professional development, workshops, and coaching cycles will focus on evidence-based instructional strategies, including differentiation, scaffolding, equity & culturally responsive teaching, project-based learning, PLC collaboration, MTSS implementation, small group instruction, high-impact tutoring, and academic language development for EL students. Also to strengthen Tier I, Tier II, and Tier III instructional supports through data analysis and using data to identify gaps and adjust instruction. Consultants, instructional specialists, and conference opportunities will support teacher capacity building in literacy, mathematics, English Learner instruction, culturally responsive practices, inclusion and strengthening collaboration between general education and special education programs, data-driven instruction, student engagement, and intervention systems to improve academic achievement, student engagement, and equitable access to grade-level standards for all learners, SWD, EL's and other identified student groups. Family & Community Engagement Consultants Family engagement specialists (support outreach and communication strategies for homeless, EL, and socioeconomically disadvantaged families) Community partnership coordinators (connect families to resources and improve attendance and engagement systems)	638,050	No

		• Extra-time, materials, consultants, conference/travel, workshops, field trip costs, substitutes costs, PD books		

Insert or delete rows, as necessary.

Goal 5 Equity Multiplier (Rafer Johnson) [2026-2027]

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: 83% SED: 82.6% Foster Youth: 80.4% Homeless: 87.6% 2025-26	All Students: 96% SED: 95.1% Foster Youth: 96% Homeless 79.8% 2026-27	All Students: +0.8 SED: +1.3 Foster Youth: -4.7 Homeless: +21.6
5.2	Professional Development staff participation **Source:** Sign-in/out forms Local Priority: 2A	0% participation 2023-24	85% participation 2024-25	85% participation 2025-26	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	75% of classrooms 2025-26	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. 100% B. 0% 2024-25	A. 64.7% B. 13.6% 2025-26	A. +38.3 B. -16.6

Insert or delete rows, as necessary.

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

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

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

The students at Rafer Johnson face a tremendous amount of challenges when trying to close learning gaps, decrease behaviors and improve attendance. The staff continues to focus on providing strong core instruction and social emotional supports to assist these vulnerable students. The school identified actions in goal 5 to address concerns and challenges which the school believes will support closing the learning gap, decrease behaviors and improve attendance.The following is an analysis based on evidence of the overall implementation of the actions.

Action 5.1 was partially implemented with the teaching staff and some classified staff participating in professional development with a focus on visible learning and reviewing the 5 C's of student engagement. The continued goal being to improve student outcomes for our most vulnerable population. During the PDs the staff continues to work on collaborating with a focus on teaching and social emotional strategies. And, because this was uninterrupted time it allowed the staff the opportunity to focus on developing engaging lessons and activities centered on the essential elements of student engagement. The visible learning consultant was unable to be secured.

Action 5.2 was partially implemented and continues to progress with students being encouraged to increase autonomy and take ownership of their education. Student engagement strategies still continue to be an avenue to form meaningful relationships with students. The Teacher Tutor was fully implemented and provided academic support in ELA and Math. The use of data collection and responding to the needs of students were critical to the success of this action. Also, the Teacher Tutor was instrumental in the success of repeated reading strategies. The challenge of improving attendance remains a serious concern. Due to all students coming from outside the geographical attendance area, transportation remains an issue. Rafer will continue to connect with community partners and solicit feedback from parents to promote collaboration around improving attendance. And there is continued evidence of growth in academics and improvement in socio-emotional areas directly related to increased attendance rates.

Action 5.3 were partially implemented with field trips and assemblies provided for students to connect them to real world experiences. The field trips served as a way to discuss content before the trip and led to academic discussions after the trip. There was a spark of curiosity when students were interacting with community members who came on campus for assemblies.

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 2025-2026 LCAP Goal 5 was $90,148. The estimated actual expenditures for 2025-2026 LCAP Goal 5 is $1,201. This is a difference of $88,948. The substantive differences were in the following actions:

Action 5.1 Material difference in planned funding and estimated actual expenditures was due to not being able to secure a consultant.

Action 5.2 The material difference between the planned budget and estimated actual spending occurred because the teacher tutor position was supported through alternative resources, specifically utilizing Learning Recovery Emergency Block Grant funding.

Action 5.3 Material difference in planned funding and estimated actual expenditures was due to the lack of anticipated guest speakers, field trips and assemblies.

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

The school made some progress in working toward the focused goal and can be attributed to each action's effectiveness at Rafer as demonstrated by the following data:

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

The rate of fully credentialed teachers at Rafer Johnson was maintained at 100% in 2024-25 as was the percentage of not yet fully credentialed (out-of-field) teachers at 0% as evidenced by local monitoring data.

Priority 2a: Standards Implementation

Rafer Johnson continues to sustain teacher participation in professional development opportunities (85% of staff attending) to build teacher capacity to implement new engagement strategies, creating an environment for continuous improvement, and the implementation of effective evidence-based teaching practices (Action 5.1-Professional Learning to build capacity). The site reports evidence of strategy implementation in 75% of the classrooms, an indicator of the need to continue monitoring and on-going support are essential in the coming school year but also and indication of the effectiveness of the action.

Priority 5a: Attendance Rates

The following student subgroups decreased in percentage points for attendance from 2024-25 to 2025-26 as evidenced by the district's progress monitoring.

All Students: -2.4

SED: -2.4

Homeless: -0.2

Attendance rates declined slightly from 2024–25 to 2025–26 for All Students (-2.4 percentage points), Socioeconomically Disadvantaged students (-2.4 percentage points), and Homeless students (-0.2 percentage points), as evidenced by district progress monitoring data. The decline indicates a continued need for targeted attendance supports, student engagement strategies (Action 5.2-Student Engagement strategies), and family outreach efforts to improve consistent daily attendance. An indication the action is somewhat effective and needs to be implemented in order to make the greatest impact on student attendance.

Priority 5b: Chronic Absenteeism Rates

The following student subgroups decreased in percentage points for chronic absenteeism from 2024-25 to 2025-26 as evidenced by the Fall California Dashboard.

All students: declined by -7.5 percentage points

SED: declined by -7.8 percentage points

SWD: declined by -3.2 percentage points

AA: declined by -3.8 percentage points

HISP: declined by -12.6 percentage points

Rafer Johnson demonstrated improvement in chronic absenteeism across all reported student groups, with the largest decline occurring among Hispanic students (-12.6 percentage points). The data reflects positive outcomes and effectiveness associated with the school's efforts to provide students with experiences that connect learning to practical applications and results in reduced chronic absenteeism (Action 5.3-Real-World relevance and experiences).

In summary, Rafer Johnson Community Day School has demonstrated a strong commitment to educator quality and student success by maintaining 100% fully credentialed teachers. The school achieved 75% classroom implementation of new engagement strategies following high staff participation (85%) in professional development, though continued monitoring remains a priority to ensure consistent application. While a slight decline in attendance for All Students (-2.4), Socioeconomically Disadvantaged (-2.4), and Homeless students (-0.2) suggests a persistent need for targeted supports, the school achieved significant success in reducing chronic absenteeism. Rates fell for All Students by 7.5 percentage points, for SED students by 7.8 points, and most notably for Hispanic students by 12.6 points. These improvements are attributed to the effectiveness of real-world relevance and experiential learning strategies (Action 5.3), which will continue to be a cornerstone of the school's efforts to improve student engagement and outcomes.

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: No change

Target Outcomes: No change

Actions: Changes to actions were made as a result of the analysis of data and both successes and challenges with implementations as follows:

Action 5.1 was revised to expand training opportunities, workshops, conferences, and institutes focus on improving student attendance, social emotional learning, visible learning, professional learning communities and support of the MTSS teams, with an expectation attendees will share and aling learning to meet student needs.

Action 5.3 was revised to provide students to visit universities which will be incorporated into classroom instruction by teachers as part of the authentic learning experiences students need to be exposed to.

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. All staff will have the opportunity to attend trainings, workshops, conferences and institutes that focus on attendance, social emotional learning, visible learning, professional learning communities and MTSS teams. All staff that attend conferences will be expected to share the learnings from the conferences. ● Materials, supplies, substitute costs, books, extra time, consultant costs, conference costs	$138,348	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	$112,916	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, university tours, 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 speakers, transportation, field trip costs, books	$30,000	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 in 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 in 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 in 2025-26 LCAP**	$0	No

Insert or delete rows, as necessary.

Goal 6 Equity Multiplier (Roosevelt) [2026-2027]

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 3 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.

The 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 a continued strength in building relationships with families and decreasing overall chronic absenteeism targeted support for English Learners remains a critical area of need. To address this, Roosevelt's goal continues to integrate 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 ELA and Orange in Math. The school must take urgent, data-driven action to close achievement gaps for this subgroup.

Persistent Chronic Absenteeism: Absenteeism continues to affect the All students subgroup with learning time, especially for vulnerable groups like English Learners (Orange), SED (Red), and Hispanic (Red), 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	92.1% participation 2025-26	99% participation 2026-27	+92.1
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: 93.1% SED: 93.1% Foster Youth: Not Applicable Homeless: 92.3% 2025-26	All Students:96% SED: 95% Foster Youth: 92% Homeless: 93% 2026-27	All Students:-0.4 SED:-0.3 Foster Youth:N/A Homeless:+1.6
6.3	Chronic Absenteeism Rates **Source:** CA Dashboard Local Priority: 5B	N/A	All Students 23.2% SED 23.2% Foster Youth N/A Homeless 36.4% **Y1 Baseline 2024-25**	All Students 24.2% SED 24.9% Foster Youth N/A Homeless 50% 2025-2026	All Students 18.2% SED 18.2% Foster Youth N/A Homeless 31.4% 2026-27	All Students +1% SED +1.7% Foster Youth N/A Homeless +13.6%

6.4	Average Distance from Standard (DFS) on CAASPP for ELA **Source:** CA Dashboard State Priority: 4A	N/A	All Students -49 EL -76.5 2024-25 **Y1 Baseline 2024-25**	All Students -42 EL -78.6 2025-26	All Students -39 EL -75.6 2026-27	All Students +7 EL -2.1
6.5	Average Distance from Standard (DFS) on CAASPP for Math **Source:** CA Dashboard State Priority: 4A	N/A	All Students -85.5 English Learners -110.1 2024-25 **Y1 Baseline** **2024-25**	All Students --73.6 English Learners -88.2 2025-26	All Students -70.0 English Learners -85.2 2026-27	All Students +11.7 English Learners +21.9
6.6	Percent of EL's making progress towards English Proficiency **Source:** CA Dashboard State Priority: 4E	N/A	38.9% 2024-25 **Y1 Baseline** **2024-25**	52.6% 2025-26	60.6% 2026-27	+13.7%

Insert or delete rows, as necessary.

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

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 2025-2026 LCAP Goal 6 was $478,917. The estimated actual expenditures for 2025-2026 LCAP Goal 6 is $168,799. This is a difference of $310,118. 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 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

Based on the analysis of an available state and local data the following is a reflection of the effectiveness of specific actions that resulted in progress towards goal 6:

Action 6.1, 6.7 , & 6.8 The combination of these actions were to improve staff capacity in increasing student engagement during instruction through the PLC collaboration as evidence in an increase teacher participation in professional development and CA Dashboard increased in ELA All Students by 7 points and Math All students by 11.7 points and for ELPI students was increased by 13.7%.

Action 6.2 Roosevelt's goal for attendance continues to be challenging, and has not been met at this time. This we have 93.4% attendance which is a decrease in attendance in comparison from the 24-25 to 25-26 school year. The ineffectiveness highlights the need to revise the language to implement new strategies to reduce chronic absenteeism to improve attendance.

Action 6.3 Roosevelt provided intervention and tutoring support throughout the year school which improve outcomes in STAR ELA and STAR Math in levels 1 to level 2 as well as CA Dashboard increased in ELA All Students by 7 points and Math All students by 11.7 points and for ELPI students was increased by 13.7%. The effectiveness highlights the need to continue to monitor student academic progress.

Action 6.4 Roosevelt teachers provided access to extracurricular activities and clubs to all students to enrich learning experiences. CA Dashboard increased in ELA All Students by 7 points and Math All students by 11.7 points and for ELPI students was increased by 13.7%. The effectiveness highlights the need to continue to monitor student academic progress.

Action 6.5 & 6.6 Roosevelt teachers focused on making instructional relevant, interactive, and sparked learning for students with the integration of technology and real world connections. CA Dashboard increased in ELA All Students by 7 points and Math All students by 11.7 points and for ELPI students was increased by 13.7%. The effectiveness highlights the need to continue to monitor student academic progress.

Administration will continue to facilitate workshops and training sessions aimed at integrating the 5 C's of student engagement and RIGOR Unveiled strategies into teaching practices for teachers and support staff.

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 2025 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: Change to the goal was made to reflect a 3 point dfs increase for both ELA and Mathematics for the all student's group, English Learners and students performing in the Red performance level based on the California Dashboard.

Metric: No changes

Target Outcomes: Changes to metrics are as follow:

Metric 6.4 the ELA target outcome was revised from -66.5 to -75.6 dfs based on the current performance for the EL student subgroup.

Metric 6.5 for English Learners (EL's) student subgroup target outcome was revised from -100.1 to -85.2 dfs based on analysis of two year's of student performance data in CAASPP for Math. The All Students subgroup target outcome was revised from -75.5 dfs to -70 dfs for Math.

Metric 6.6 for Percent of EL's making progress towards English Proficiency target outcome was revised from 46.9% to 60.6% based on analysis of two year's of student performance data as reported in the California Dashboard.

Actions: Changes to actions were made as a result of the analysis of data and both successes and challenges with implementations as follows:

Action 6.1 was revised to provide teachers additional professional development in combination with conferences and book studies to increase teacher efficacy with implementation of evidence-based strategies. In addition providing teachers opportunities to conduct observations and engage in academic conferences for reflection, evaluation and consistency of strategy implementation in classrooms.

Action 6.2 was revised to include implementation of strategies to improve academic achievement and attendance.

Action 6.4 was revised to include additional practices to improve literacy outcomes by engaging students in extracurricular programs.

Action 6.6 was revised to expand student opportunities for learning beyond the classroom and add standards aligned field trips to reinforce ELA, Math, and Science concepts with real-world applications and experiences.

Action 6.8 was revised to include PLC practices for teacher communication and collaboration to improve instruction for English Learners and struggling students and strategies for teachers to receive the needed support and training.

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 Consultants will lead professional development with teachers. Staff will increase learning through conferences and site led PD in combination with with book studies to increase efficacy and learn about evidence-based strategies that support student needs and classroom instruction for extended learning. Continue with book studies including "Confronting the Crisis of Engagement" and "Rigor Unveiled" by Douglas Reeves, Nancy Frey, and Douglas Fisher, guided by the administrator to deepen understanding of effective engagement strategies for new and existing 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	$385,636	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. Teachers will implement strategies from Rigor Unveiled and teach levels of engagement to students to support their needs with the expected outcome of improving academic achievement and attendance. ● Materials, supplies, substitute costs, books, extra time, consultant costs, student incentives	$70,763	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	$393,926	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. To improve literacy outcomes, the school will cultivate a culture of independent reading by equipping every classroom with a diverse range of leveled texts and novel sets and implement extracurricular programs that promote student literacy. This initiative integrates Accelerated Reader (AR) for grades K–5 to monitor fluency and comprehension, supported by both physical and virtual libraries with supplemental reading resources to enhance content knowledge. The Library Media Assistant will provide hands-on support in book selection and program management, creating a comprehensive ecosystem that fosters both skill development and a lifelong love for reading. ● Materials, supplies, substitute costs, books, extra time, incentives, online resources, salary and benefits	$144,000	No
6.5	Integration of technology	Administration and Teachers will update classroom technology to enhance student engagement in the digital age for students, providing more interactive and accessible learning experiences. Develop podcasts, interactive presentations, and online resources to make learning more interactive and accessible. ● Materials, supplies, extra time, consultant costs, student incentives, technology, online resources	$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. Field trips will be planned to reinforce ELA, Math, and Science concepts aligned to content standards to provide real-world leanring experiences. ● Guest speaker costs, transportation, materials, supplies, supplemental curriculum, extra time costs	$120,500	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, substitute costs, extra time costs	$45,000	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. Teachers will use Professional Learning Communities (PLCs) for collaborative planning and data analysis, focusing on formative assessment, language development in core content, and early literacy interventions to improve instruction for English Learners and struggling students. The Leadership Team (leaders and support staff) will meet monthly to analyze student data, monitor SPSA goals, and plan PD. The team will review Common Formative Assessments (CFAs) for rigor, share best practices, and receive leadership training. ● Materials, supplies, extra time costs	$57,115	No

Insert or delete rows, as necessary.

Goal 7 Equity Multiplier (Stella Hills) [2026-2027]

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: 23% African American: 20.5% Hispanic: 22.6% English Learners: 7.9% Socioeconomically Disadvantaged: 23.1% Students with Disabilities 7.7% 2025-26	All Students: 29.4% African American: 25.8% Hispanic: 27.9% English Learners: 20.9% Socioeconomically Disadvantaged: 29.5% Students with Disabilities 12.9% 2026-27	All Students: +3.6 African American: +4.6 Hispanic: +4.7 English Learners: -3.0 Socioeconomically Disadvantaged: +3.7 Students with Disabilities +0.5

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: 10.9% African American: 5.3% Hispanic: 11.4% English Learners: 4.8% Socioeconomically Disadvantaged: 10.8% 2025-26 **Y1 Baseline** **Winter 2025** Students with Disabilities 1.4%	All Students: 24.3% African American: 21.9% Hispanic: 24.3% English Learners: 24.7% Socioeconomically Disadvantaged: 24.2% 2026-27 **Y1 Baseline** **Winter 2025** Students with Disabilities 6.4%	All Students: -3.4 African American: -6.6 Hispanic: -2.9 English Learners: -9.9 Socioeconomically Disadvantaged: -3.4 **Y1 Baseline** **Winter 2025** Students with Disabilities N/A

7.3	Percent of students meeting literacy expectations by the winter assessment period **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: 39.3% African American: 40% Hispanic: 38.6% English Learners: 16.7% Socioeconomically Disadvantaged: 40% Students with Disabilities N/A (0 students) 2025-26	All Students: 29.4% African American: 25.8% Hispanic: 27.9% English Learners: 20.9% Socioeconomically Disadvantaged: 29.5% Students with Disabilities 17.2% 2026-27	All Students: +9.2 African American: +20.9 Hispanic: +19.9 English Learners: +10.1 Socioeconomically Disadvantaged: +20 Students with Disabilities +0

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: -93.4 African American: -102.4 Hispanic: -92.5 English Learners: -102.7 Socioeconomically Disadvantaged: -93.6 Students with Disabilities -98.1 Fall 2025	All Students: -74.1 African American: -94.7 Hispanic:-58.3 English Learners: -87.0 Socioeconomically Disadvantaged: -77.0 Students with Disabilities -95.4 Fall 2026	All Students: -8.3 African American: +10.3 Hispanic: -17.2 English Learners: -3.7 Socioeconomically Disadvantaged: -7.6 Students with Disabilities +7.3

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: -112.9 African American: -127.4 Hispanic: -108.6 English Learners: -115.9 Socioeconomically Disadvantaged: -109.2 Fall 2025	All Students: -106.9 African American: -115.9 Hispanic: -96.8 English Learners: -102.6 Socioeconomically Disadvantaged: -109.2 Fall 2026	All Students: +11 African American: +6.5 Hispanic: +5.2 English Learners: -1 Socioeconomically Disadvantaged: +9.7

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: 94.1% African American: 92.4% Hispanic: 94.5% English Learners: 96.3% Socioeconomically Disadvantaged: 94.1% Homeless 92.1% 2025-26	March All Students: 96% African American: 96% Hispanic: 96% English Learners: 96% Socioeconomically Disadvantaged: 96% Homeless 96% 2026-27	All Students: +2.0 African American: +1.5 Hispanic: +3.2 English Learners: +1.5 Socioeconomically Disadvantaged: +1.1 Homeless +0.4

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: 9.4% African American: 17.7% Hispanic: 6.5% Socioeconomically Disadvantaged: 9.5% Homeless: 13% White: 8.5% 2025-26	All Students: 1.7% African American: 5.7% Hispanic: 1.7% Socioeconomically Disadvantaged: 1.8% Homeless: 4.2% 2026-27 White 5.1% 2026-27	All Students: +3.5 African American: +8.3 Hispanic: +1.4 Socioeconomically Disadvantaged: +3.7 Homeless: +4.8 White -0.6
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	41.0% Fall 2025	65% Fall 2026	+10.4

Insert or delete rows, as necessary.

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

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 to provide teams with PLC time to analyze data, however, leadership meetings could be more closely tied to instruction, and student ownership of data notebooks needs improvement.

Action 7.2 was partially implemented and intervention programs did not expand to math or additional grade levels as initially considered, and additional teacher tutors will be needed next year to increase support for 6th grade and targeted student groups.

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.

Action 7.5 was fully implemented and staff continued to coordinate assemblies to encourage students and families to engage students and families and create an inclusive and welcoming environment. Engagement from parents could be increased, Hispanic Heritage Month activities should be added, and welcome kits for new families need better distribution.

Action 7.6 continued to be 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 staff continued to work with community organizations including Community Action Partnership of Kern (CAPK) to give families access to community resources. There is a need to increase outreach and awareness to ensure all families are aware of and utilize available resources such as CAPK and Rosetta Stone.

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 2025-2026 LCAP Goal 7 was $747,485. The estimated actual expenditures for 2025-2026 LCAP Goal 7 is $245,645. This is a difference of $501,840. The substantive differences were in the following actions:

Action 7.2 (Reading, Math, and Language acquisition interventions) accounted for some of the material differences as a result of some planned purchases, such as welcome kits for new families and additional intervention programs for math, were budgeted but not fully

implemented, resulting in unspent funds. Although funds were allocated to hire an additional teacher tutor,the position was not filled, limiting the school's ability to expand interventions as planned.

Action 7.4 (Attendance initiatives) the school was unable to arrange as many field trips or authentic learning experiences for chronically absent students as planned resulting in substantive material differences.

Action 7.7 (Refine family and community engagement) Material differences in planned funding and estimated actual expenditures was due to parent engagement activities budgeted including the Hispanic Heritage Month events not being held as originally planned.

These differences reflect adjustments in priorities and implementation timing, highlighting areas where funds can be more effectively allocated next year.

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: All Students: (+0.7), Students with Disabilities (+7.3), White (+6.3), African American (+0.6)

Math: All Students: (0.5), Socioeconomically Disadvantaged (+0.7), Students with Disabilities (+7.5),African American: (+2.7),

The following group is no longer in RED Performance Level on the Fall 2025 California Dashboard

ELA: Students with Disabilities (ORANGE)

Math: Students with Disabilities (ORANGE)

Stella Hills currently has the majority of student subgroups in RED based on the Fall 2025 CA School Dashboard including:

ELA: All Students (-93.4), EL's (-102.7), SED (-93.6), AA (-102.4), HISP (-92.5)

Math: All Students (-112.9), EL's (-115.9), SED (-113.1), AA (-127.4), HISP (-108.6)

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

Based on the Fall 2025 California Dashboard the percent of students making progress toward English proficiency decreased by -14.5 percentage points from 55.6% in Fall 2024 to 41.0% in Fall 2025.

Priority 5a: Attendance Rates

Attendance Rates increased by 1.6 percentage points from 92.5% in 2024-25 to 94.1% in March of 2025-26.

Priority 5b: Chronic Absenteeism

Chronic absenteeims rates declined significantly from 37.2% in Fall 2024 to 28.2 in Fall 2025, a decline of 9 percentage points for the All Students subgroup. EL students also declined by 5.5 points, as did Homeless with a 28 point decline. African American students declinied by 2.5 points, Hispanic by 11.6 points, White by 4.2 points and Two or More Races by 33.3 points.

Actions 7.1 (Data Assessment to Determine Individual Student Needs) and 7.2 (Reading, Math, and Language Acquisition Intervention) focused on PLC collaboration, academic conferences, goal-setting sessions, intervention supports, tutoring, online programs, and additional Teacher Tutors to strengthen reading, mathematics, and language acquisition for African American, Hispanic, English Learner, and Socioeconomically Disadvantaged students. These actions demonstrated partial effectiveness, as several student groups made gains in Distance from Standard (DFS) on the Fall 2025 California Dashboard.

In ELA, slight gains were demonstrated by All Students (+0.7 DFS), Students with Disabilities (+7.3 DFS), White students (+6.3 DFS), and African American students (+0.6 DFS). In mathematics, gains were demonstrated by All Students (+0.5 DFS), Socioeconomically Disadvantaged students (+0.7 DFS), Students with Disabilities (+7.5 DFS), and African American students (+2.7 DFS). Additionally, Students with Disabilities improved from the RED performance level to ORANGE in both ELA and mathematics, indicating that targeted interventions, tutoring supports, PLC collaboration, and instructional strategies positively impacted student achievement for some student groups.

Despite these gains, the majority of student groups remained in the RED performance level in both ELA and mathematics, including English Learners, Socioeconomically Disadvantaged students, African American students, Hispanic students, and All Students. English Learners continued to demonstrate significant academic needs in both ELA (-102.7 DFS) and mathematics (-115.9 DFS). Additionally, the English Learner Progress Indicator (ELPI) declined by 14.5 percentage points, from 55.6% in Fall 2024 to 41.0% in Fall 2025, indicating that the existing language acquisition supports and English Learner intervention strategies implemented through Actions 7.1 (Data Assessment to Determine Individual Student Needs), 7.2 (Reading, Math, and Language Acquisition Intervention), and 7.6 (Building Educator Capacity) were not sufficiently effective in accelerating English language proficiency outcomes for English Learners.

Actions 7.3 (Hands-On Learning and Student Engagement Activities), 7.4 (Attendance Initiatives), 7.5 (Inclusive and Welcoming Environment), and 7.7 (Refine Family and Community Engagement) focused on student engagement, attendance initiatives, inclusive school climate, extracurricular activities, assemblies, field trips, positive messaging, family engagement, clothing and shoe closets, CAPK programs, Rosetta Stone supports, and community partnerships. These actions demonstrated effectiveness in improving attendance and reducing chronic absenteeism for several student groups. Attendance rates increased from 92.5% in 2024–25 to 94.1% in March 2025–26, suggesting that morning activities, attendance incentives, engagement opportunities, and family outreach strategies positively contributed to improved student attendance and school connectedness.

Chronic absenteeism data also demonstrated improvement for multiple student groups, with several groups showing “Declined” or “Declined Significantly” change levels, including reductions of -28 percentage points, -11.6 percentage points, -9 percentage points, and -8.7 percentage points. These outcomes suggest that attendance initiatives, family outreach, and student engagement activities implemented through Actions 7.3 (Hands-On Learning and Student Engagement Activities), 7.4 (Attendance Initiatives), and 7.7 (Refine Family and Community Engagement) were effective in reducing chronic absenteeism and improving student participation in school.

However, suspension data indicates that existing school climate and behavioral supports implemented through Actions 7.4 (Attendance Initiatives), 7.5 (Inclusive and Welcoming Environment), and 7.6 (Building Educator Capacity) were not consistently effective for all student groups. Several student groups remained in the Very High suspension category and demonstrated “Increased” or “Increased Significantly” change levels, with increases ranging from +2.5 to +13.1 percentage points. These results suggest that while engagement and attendance initiatives improved school connectedness and attendance outcomes, additional behavioral interventions, restorative practices, and social-emotional supports are needed to reduce suspension rates and improve school climate outcomes for high-need student groups.

Overall, the actions demonstrated effectiveness in improving attendance, reducing chronic absenteeism, and contributing to modest academic growth for some student groups; however, the data indicates that additional targeted academic interventions, stronger English Learner supports, and enhanced behavioral and social-emotional systems are needed to accelerate achievement and improve outcomes for student groups remaining in the RED performance level. The schools plan to revise action language to refine practices is intended to improve outcomes in all areas, especially to address the student groups with the greatest needs.

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 2025 California Dashboard data, local assessments, and feedback from educational partners. The school aims to enhance the plans actions that are more responsive, accelerate student achievement, and address equity gaps for all learners.

Goal: No change

Metric: No changes

Target Outcomes: Changes to metrics are as follow:

Metric 7.1 for Students with Disabilities (SWD) subgroup target outcome was revised from 29.5% to 12.9 % of students in grades 2nd-6th meeting Reading expectations by the winter assessment period in 2026-27 based on analysis of two year’s of student performance data in STAR Reading..

Metric 7.2 a baseline year was added for Students with Disabilities (SWD) subgroup of 1.4% percent of students in grades 2nd-6th meeting Math expectations by the winter assessment period for 2025-26 with a target outcome for improvement to 6.4% for SWD. Since it is it the first year of baseline the difference is reported as Not Applicable (N/A).

Actions: Changes to actions were made as a result of the analysis of data and both successes and challenges with implementations as follows:

Action 7.1 was revised to strengthen language to clearly identify data analysis, progress monitoring, intervention planning, student goal-setting, and Science of Reading professional development language that will be embedded as part of the PLC and academic conference structure.

Action 7.2 language was revised to build on the Tier 2 school practices and provide clarity of small-group instruction, additional Teacher Tutors, progress monitoring, conceptual mathematics support, evidence-based literacy and language acquisition strategies, and professional development aligned to identified student needs.

Action 7.3 was revised to describe the incorporation of enrichment programs, collaborative and experiential learning the school plans to provide along with the innovation lab to support students through real-world learning connections and the integration of the 5-C's instructional framework.

Action 7.4 was revised to include targeted supports for chronically absent students, expanded attendance incentives and engagement activities, basic needs supports, truancy intervention collaboration, and experiential learning opportunities designed to improve attendance and school connectedness.

Action 7.5 was revised to expand on the actions to strengthen school connectedness, family engagement, cultural awareness activities and the school's efforts to implement evidence-based practices to promote a more inclusive and welcoming school environment.

Action 7.6 was revised to expand professional development, coaching , collaboration, and evidence-based instructional training to improve teacher capacity and support for student achievement in ELA, mathematics, language acquisition, and social-emotional learning.

Action 7.7 was revised to strengthen language based on the need to expand family outreach, home visit implementation, bilingual communication supports, continued access to technology, and family learning opportunities to increase family participation, strengthen home-school partnerships, and support need to ensure student success.

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 based school initiatives including science of reading.. PLC teams will analyze assessment data, progress monitoring results, and classroom performance data to identify trends, determine individual student needs, and plan targeted instructional strategies and interventions for students requiring additional academic support. Academic conferences will include review of student progress, identification of skill gaps, monitoring of intervention effectiveness, and determination of appropriate academic supports for targeted student groups. Goal Setting Sessions: teachers will facilitate sessions to encourage students to set targets for improvement. Students will monitor their academic progress, reflect on learning goals, and build ownership of their academic growth through ongoing goal-setting activities and attendance incentives. ● Conference costs, consultant fees, extra time, materials, supplies, PD costs	$377,398	No

7.2	Reading, Math, and Language acquisition interventions	Teachers will provide Tier 2 interventions and targeted academic supports for African American, Hispanic, English Learner, Socioeconomically Disadvantaged students, and other students performing below grade-level standards through intervention supports, small-group instruction, and tutoring sessions focused on reading, mathematics, and language acquisition. Students will be identified using assessment data, classroom performance, progress monitoring, and teacher recommendations to ensure targeted support responsive to student needs. Administrators will hire three additional part-time Teacher Tutors (4 hours per day) to provide targeted academic intervention, mentoring, small-group instruction, and supplemental support in reading and mathematics for students performing below standard. Teacher Tutors will reinforce classroom instruction, support foundational skills and conceptual understanding, monitor student progress, and adjust supports based on student data. Teachers, academic coordinators, and tutoring staff will provide targeted instructional strategies, supplemental curriculum, online programs, differentiated instruction, progress monitoring, reteaching, and guided practice to strengthen reading comprehension, foundational literacy, mathematics skills, conceptual reasoning, and English language proficiency. Staff will collaborate regularly to analyze student data, strategically group students, and adjust interventions to improve student outcomes. Teachers will participate in professional development and coaching focused on evidence-based literacy instruction, Designated English Language Development (DELD) strategies, Science of Reading practices, and mathematics instructional strategies to strengthen intervention implementation and student achievement. Tutoring Sessions: assigned tutoring staff will conduct tutoring sessions focusing on ELA and Math to reinforce classroom instruction. ● Extra time, salary and benefits, online programs, supplemental curriculum, materials, supplies	$554,915	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 active involvement in learning. Teachers will provide hands-on and collaborative learning structures in all classrooms through the use of tables, electronic devices, interactive tools, group projects, collaborative problem-solving, simulations, science experiments, creative challenges, and other engaging standards-aligned activities that bring learning to life. Instruction will incorporate the 5-C's framework: Choice, Challenge, Collaboration, Control, and Connection to strengthen student ownership, teamwork, critical thinking, and engagement. Administration, support staff, and teachers will develop and implement the Innovation Lab to provide opportunities for hands-on, cross-curricular learning experiences that promote student engagement, creativity, problem-solving, and innovation. Staff will collaborate to integrate technology, manipulatives, and interactive resources to support enriched learning experiences across grade levels. ● Extra time, books, materials, supplies, equipment, transportation, consultants, student incentives/awards	$230,221	No

7.4	Attendance initiatives	Administration, the Attendance Team, support staff, teachers, and the FACE Liaison will implement attendance initiatives and supports for students who are chronically absent or at risk of becoming chronically absent to promote consistent attendance, strengthen student engagement, and increase school connectedness. Support staff and teachers will provide engaging morning activities to encourage students to arrive at school on time and begin the day positively. Students with perfect monthly attendance will receive recognition through the Golden Eagle Award program and earn “Gold” incentive items, including shirts, gear, and other school-related items, to reinforce positive attendance habits and motivate consistent attendance. Administration and the FACE Liaison will maintain clothing and shoe closets to provide essential clothing items and basic needs support for students in need to reduce barriers to school attendance. Administration will coordinate regularly with the Bakersfield Police Department (BPD) to support truancy interventions and attendance outreach efforts through scheduled truancy visits and community collaboration to improve student attendance and accountability. Teachers and support staff will organize field trips and experiential learning opportunities as attendance incentives to strengthen student engagement, provide real-world connections to learning, and encourage consistent school attendance and participation. ● Extra time, materials, supplies, student incentives, consultant, speakers, transportation, promotional costs, mileage	$335,000	No

7.5	Inclusive and welcoming environment	Administration, teachers, support staff, and the FACE Liaison will foster a positive, inclusive, and welcoming school environment that promotes cultural awareness, school connectedness, and meaningful relationships among students, families, and the community. All staff will provide positive messaging throughout the campus to encourage respect, inclusivity, empathy, collaboration, and a sense of belonging for all students and families. Staff will support family engagement through home visits, beginning-of-year meet-and-greet events, newsletters, announcements, and visual displays that highlight school values, diversity, and inclusive practices. Administration and support staff will organize assemblies, cultural celebrations, guest speakers, and interactive activities for Hispanic Heritage Month, Black History Month, and other events that reflect the diversity of the student body to strengthen cultural identity, appreciation, and community involvement. Administration and school staff will improve campus safety, accessibility, and welcoming environments through signage, murals, window graphics, landscaping, electronic marquees, Parent Center beautification, and campus enhancements designed to strengthen family engagement, communication, school pride, and student connectedness. ● Materials, supplies,, extra time, fees, consultant costs	$125,000	No

7.6	Building educator capacity	The following will be implemented to build educator and staff capacity. Administration and coaching support staff will provide professional development workshops for teachers focusing on evidence-based strategies for ELA including Science of Reading training, Math, language instruction, social -emotional learning and the practice of data-informed instructional practices across all content areas. Staff will be supported with practices for differentiating instruction through PLC collaboration in order to build stronger peer collaboration among staff and to improve student outcomes and strengthen instruction for diverse student needs. Administration and coaching support staff will provide teachers with ongoing mentoring, instructional resources, and online tools while facilitating collaborative opportunities such as PLC collaboration, peer observations, and feedback sessions. In addition, to effectively implement targeted interventions, analyze student data, and strengthen engagement strategies for English Learners and other identified student groups administrators and coaching support staff will facilitate professional learning opportunities to support new teacher learning. Administration and coaching support staff will provide ongoing Peaceful Playgrounds training to CPALs to support conflict resolution, social-emotional learning, positive student interactions, and school climate during recess and school activities. Teachers and staff will participate in conferences and workshops based on the Science of Reading training to strengthen literacy instruction, phonemic awareness, decoding, and evidence-based instructional practices. ● Extra time, materials, supplies, consultant, program costs, substitute costs, conference fees, travel	$460,000	No

7.7	Refine family and community engagement	Administration, teachers, support staff, and the FACE Liaison will implement family and community engagement initiatives to strengthen communication, build partnerships with families, and support student learning at home for students and families across diverse backgrounds. Administration and staff will organize and provide opportunities and resources for families, including CAPK-like family outreach programs, live and recorded parent classes, GED classes, Rosetta Stone language programs, and technology supports to increase family participation and strengthen communication between school and home. Parents will have opportunities to learn English to support their children's education, while staff will have opportunities to strengthen communication with English Learner families and newcomer students through Spanish language learning supports. Support staff will provide materials, technology, online program subscriptions, headphones with microphones, and devices for family participation and parent checkout to increase access to family engagement programs and educational resources. Administration and staff will provide home visit training and conduct regular home visits to strengthen relationships, increase family engagement, and support communication with families. Administration and support staff will build and maintain clothing and shoe closets to provide additional support and resources for families in need. ● Extra time, materials, supplies, online program program subscriptions, communication materials, technology devices, parent resources, family engagement supports	$35,000	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 in 2025-26 LCAP**	$0	No

Insert or delete rows, as necessary.

Goal 8 Equity Multiplier (McKinley) [2026-2027]

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.

Based on local district data available for 2024-25 rate of fully credentialed teachers at McKinley was 80%, compared to the district rate of 86%. Teachers not yet fully credentialed (out-of-field) was at 0.00%, compared to the district rate of 0.005%. 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
8.1	Chronic Absenteeism Rates **Source:** CA Dashboard Local Priority: 5B	N/A	All Students 26.5% AA 17% EL 21.8% HL 38.5% SWD 44.8% 2024-25 **Y1 Baseline** **Fall 2024**	All Students 27.6% AA 31.3% EL 24.1% HL 48.3% SWD 36.9% 2025-26	All Students 16.5% AA 7% EL 11.8% HL 28.5% SWD 34.8% 2026-27	All Students +1.1 AA +14.3 EL +2.3 HL +9.8 SWD -7.8

8.2	Average Distance from Standard (DFS) on CAASPP for ELA **Source:** CA Dashboard State Priority: 4A	N/A	All Students AA EL HISP SED HL 2024-25 **Y1 Baseline** **Fall 2024**	-85.9 -115.7 -92.1 -80.0 -85.1 -112.2	All Students AA EL HISP SED HL 2025-26	-74.5 -97.4 -71.9 -70.0 -74.8 -116.2	All Students AA EL HISP SED HL 2026-27	-82.9 -112.7 -89.1 -77.0 -82.1 -109.2	All Students AA EL HISP SED HL	+11.4 +18.3 +20.2 +10.0 +10.3 -4.0
8.3	Average Distance from Standard (DFS) on CAASPP for Math **Source:** CA Dashboard State Priority: 4A	N/A	All Students AA 2024-25 **Y1 Baseline** **Fall 2024**	-88.4 -111.8	All Students AA 2025-26	-92.5 -117.4	All Students AA 2026-27	-89.1 --114.4	All Students AA	-4.1 -5.5

8.4	Percent of students in grades 2nd-5th scoring at Level 3 or above in Reading **Source:** STAR Reading Local Priority:8	N/A	All Students AA EL HISP SED HL 2024-25 **Y1 Baseline** **Fall 2024**	21.8% 18.1% 14.9% 20.4% 21.1% 10.3%	All Students AA EL HISP SED HL 2025-26	26.8% 25.0% 6.7% 27.2% 27.4% 11.1%	All Students AA EL HISP SED HL 2026-27	31.8% 28.1% 24.9% 30.4% 31.1% 20.3%	All Students AA EL HISP SED HL	+5 +6.9 -8.2 +6.8 +6.3 +0.8
8.5	Percent of students in grades 2nd-5th scoring at Level 3 or above in Math **Source:** STAR Math Local Priority:8	N/A	All Students AA 2024-25 **Y1 Baseline** **Fall 2024**	19% 14.8%	All Students AA 2025-26	20.1% 13.3%	All Students AA 2026-27	29% 24.8%	All Students AA	+1.1 -1.5

8.6	Percent of: A. Fully Credentialed Teachers B. Out-of field teachers **Source:** Local District Data Local Priority: 1A	N/A	N/A	A. 80% B. 0.00% **2024-25** **Y1: Baseline**	A. 86% B. 0.00 2025-26	A. N/A B. N/A **2024-25** **Y1: Baseline**

Insert or delete rows, as necessary.

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

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 8.1 was fully implemented and home visits, attendance tracking, attendance sweeps were conducted on daily or weekly basis. Families and students were provided with mentors and support.

Action 8.2 was partially implemented and a result of PLC and RTI consultants not being obtained. Professional development for UFLI program and Thinking Maps implementation for teachers was provided throughout the year. Time 4 Change and Kingdom Activists were procured to provide goal setting and parent sessions to support students' attendance and academics. Instructional rounds also took place and continued until the last month of school.

Action 8.3 was partially implemented due to teacher tutors not being available to be hired and positions were unfilled. Due to staff not being readily available on weekends, student and parent Saturday workshop did not occur. Online programs were procured and utlilized throughout the school year.

Action 8.4 was fully implemented and parents were provided with goal setting sessions, received home visits, and the school site worked to build relationships with families.

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 2025-2026 LCAP Goal 8 was $680,813. The estimated actual expenditures for 2025-2026 LCAP Goal 8 is $172,285. This is a difference of $508,528. The substantive differences were in the following actions:

Action 8.1 (Attendance Interventions) - Material difference in planned funding and estimated actual expenditures was due to other available Title I, LCRST and LCFF funding resources used to recognize students for their achievement throughout the year.

Action 8.2 (Professional Development) - building teacher capacity - Material difference in planned funding and estimated actual expenditures was due to other available Title I, 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 8.3 (Academic Interventions) - Material difference in planned funding and estimated actual expenditures was due to other available Title I, 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. Tutoring was also provided by other funding measures.

Action 8.4 (Family Engagement) - Material difference in planned funding and estimated actual expenditures was due to other available Title I, and LCFF funding resources to build relationships with families and 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.

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

McKinley school has shown progress toward meeting the focused goal that can be attributed to each action's effectiveness as demonstrated by the following data:

Priority 4(a): Academic Performance

The average distance from standard for student subgroups from baseline year in the Fall of 2024 to Fall 2025 has shown the following increases in ELA.

All Students +11.4

AA +18.3

EL +20.2

HISP +10.0

SED +10.3

Although Homeless student experienced a decrease of -4.0 points from standard in the CAASPP assessment, they have increased in the percentage of students in grades 2nd-5th grade scoring at Level 3 or above. Thinking Maps consultant in Action 8.2(Professional Development) and Action 8.3(Academic Interventions) have been effective and the evidence of writing has improved schoolwide. It is planned to continue work with staff to increase teacher capacity in informative writing and supporting student goal setting. UFLI trainings

have proven to be effective as evidenced by the increase in STAR scores schoolwide. The following reflects the percentage points in growth from 2024-25 to 2025-26 of the percentage of students in grades 2nd-5th scoring at Level 3 or above in Reading on the STAR assessment.

All Students +5

AA +6.9

EL -8.2

HISP +6.8

SED +6.3

HL +0.8

Although students have shown improvement in ELA, academic performance in mathematics has shown the consistent growth as evidenced by the average distance from standard for All students who declined by 4.1 points and African American students who declined by 5.5 points. This was consistent with STAR math assessments as well with a decrease in the percentage of students scoring at Level 3 or above decline for African American students by 1.5 points although the All Students group increased by 1.1 points.

Action 8.1 (Attendance Interventions) continue to be effective in the school's effort to get students to school to access all of the available supports being provided on campus that have resulted in improved outcomes for those students who are in school daily. Online programs continue to be effective for student engagement.

Action 8.4 (Family Engagement) was determined to be effective with the implementation of goal setting sessions with parents to support students and providing a comprehensive approach to family engagement to ensure families have the tools,resources and support to actively engage in their child's success.

The cohesive implementation of these actions have been effective in starting the upward trend for academic achievement. Involving parents, students and teachers in collaboration and with the right supports will ensure they all feel supported and can only lead to continued success.

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 school site 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 2025 California Dashboard data, local assessments, and feedback from educational partners to enhance the school's plan responsiveness, accelerate student achievement, and address equity gaps for all learners.

Goal: No changes

Metrics: Change to Metrics by adding Metric 8.6 to include baseline data and target outcomes for fully-credentialed teachers (80%) and out-of-field teachers (0%) which is 6% lower when compared to the district's average.

Target Outcomes: Changes to target outcomes for Metrics 8.3 and 8.5 based on student performance from baseline year 2024-25 to 2025-26. Changes to reflect a reasonable growth target by the end of the second year of data collection.

Actions: No changes

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. 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.	$59,971	No

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,	$128,029	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.	$303,372	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.	$5,000	No

Insert or delete rows, as necessary.

Goal 9 Equity Multiplier (William Penn) [2026-2027]

Goal # 9	Description	Type of Goal
Goal 9	Hispanic, SED, and All student subgroups currently in the very low RED Performance level, will increase by 3 points towards standard in ELA based on the Fall 2026 California Dashboard. In addition, by February 2027, Hispanic, SED and All student subgroups will show 5% growth from Fall to Winter as measured by the STAR Assessment.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school's need to improve academic outcomes for Hispanic, Socioeconomically Disadvantaged (SED), and All students led William Penn Elementary to identify the need to address academic gaps through targeted interventions, culturally responsive supports, family engagement and the need to progress monitor student improvement. Addressing the underperformance in English Language Arts (ELA) the school will strengthen Tier 1 instruction and systems for all students with particular focus on meeting the needs of Hispanic and SED student groups. Priority to address both attendance and academic achievement will result in academic achievement across the entire school population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Average Distance from Standard (DFS) on CAASPP for ELA **Source:** CA Dashboard State Priority: 4A	N/A	N/A	All Students -74.5 HISP -74.4 SED -74.1 **Y1 Baseline** **Fall 2025** 2025-26	All Students -71.5 HISP -71.4 SED -71.1 2026-27	All Students N/A HISP N/A SED N/A **Y1 Baseline** **Fall 2025**
9.2	Percent of students in grades 2nd-5th scoring at Level 3 or above in Reading **Source:** STAR Reading Local Priority:8	N/A	N/A	All Students 32.1% HISP 35.2% SED 33.3% **Y1 Baseline** **Fall 2025** 2025-26	All Students 37.1 % HISP 40.2% SED 38.3% 2026-27	All Students N/A HISP N/A SED N/A 2025-26 **Y1 Baseline** **Fall 2025**

Insert or delete rows, as necessary.

Goal 9 Equity Multiplier (William Penn) Analysis for [2025-2026]

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 2025-2026

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 2025-2026

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

Not Applicable Baseline Year 2025-2026

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 2025-2026

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

9.1	Professional Development	Consultants will support administrators, instructional coaches, certificated teachers, intervention specialists, and instructional aides in providing evidence-based literacy instruction, targeted interventions, and supplemental academic supports to Hispanic students, socioeconomically disadvantaged students, and other students performing below grade-level standards to improve English Language Arts achievement, foundational literacy skills, and writing proficiency. Certificated teachers, instructional aides, intervention specialists, instructional coaches, and school leaders serving African American, English Learners, Long-Term English Learners (LTELs), Hispanic, Homeless, Socioeconomically Disadvantaged students, Students with Disabilities, White students, and other students performing below grade-level standards will participate in job-embedded coaching, Professional Learning Communities (PLCs), collaboration and instructional planning time, UFLI literacy implementation, structured writing instruction, small-group intervention, classroom modeling, progress monitoring, and professional development. Professional development and instructional support will focus on differentiation, academic language development, phonemic awareness, phonics, decoding, fluency, comprehension, writing instruction, and intervention strategies to strengthen Tier I instruction and targeted academic supports. Teachers, instructional coaches, and school leaders will participate in targeted conferences, consultation services, and professional development focused on literacy instruction, brain-based learning strategies, differentiated instruction, intervention systems, and supports for high-need student groups, with participants providing turnkey training and implementation support schoolwide. ● consultants, materials, substitutes, extra time, coaching support, intervention resources, conferences, and professional development	$158,474	No

9.2	Targeted Academic Interventions	Intervention specialists, teachers, instructional aides, and tutors will provide Hispanic, Socioeconomically Disadvantaged (SED), and underperforming students with evidence-based literacy interventions. These services include push-in and pull-out support, structured small-group instruction, and targeted training in phonics, decoding, fluency, comprehension, and writing. Participation in literacy engagement activities like Project Read AI, the UFLI Small Group Portal, ELA focused field trips, and goal-setting sessions aims to strengthen academic motivation and foundational skills. Targeted students will be identified through benchmark assessments, STAR Reading data, and ongoing progress monitoring, with instructional tools like manipulatives and supplemental resources ensuring equitable access to grade-level standards. School leaders and educators will engage in job-embedded coaching, Professional Learning Communities (PLCs), and book studies focused on culturally responsive teaching and structured literacy. Staff will utilize UFLI Teacher Tools and participate in ongoing data review cycles to refine Tier I instruction and ensure the implementation of evidence-based practices with fidelity. ● Instructional supports, including manipulatives, guided reading tools, supplemental literacy resources, field trips and transportation, online resources, salaries, extra-time, instructional books, PD books	$118,122	No

9.3	Family Engagement	The Family and Community Engagement Liaison (FACE), classroom teachers, and school staff will provide Hispanic families, Socioeconomically Disadvantaged (SED) families, and families of students performing below grade-level standards with goal-setting sessions, literacy workshops, ongoing communication, and evidence-based family literacy supports to strengthen English Language Arts (ELA) achievement, reading fluency, comprehension, attendance, and academic engagement. Families will participate in personalized goal-setting sessions, home reading routines, shared reading activities, phonics and decoding support, and literacy workshops designed to strengthen family involvement in student learning and support literacy development at home. School staff will provide multilingual literacy materials, phonics resources, guided reading supports, home reading logs, family workshops, weekly family check-ins, and ongoing progress updates to support implementation of literacy strategies and strengthen school-family partnerships for identified student groups. Teachers and staff will monitor participation in workshops, family engagement activities, home reading routines, and student literacy growth through benchmark assessments, STAR Reading data, classroom performance, and family feedback to adjust supports and improve student outcomes. ● Extra-time, multilingual literacy materials, phonics resources, home reading supports, family literacy workshops, books and supplies (resources aligned to support literacy)	$37,000	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$126,618,888	$16,531,131

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
41.42%	0%	$0	41.42%

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 in 2025-26 LCAP**	**DELETED ACTION in 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, including the additional coordinator 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.	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.

	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.		

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	**DELETED ACTION for 2026-27 LCAP**	**DELETED ACTION for 2026-27 LCAP**	**DELETED ACTION for 2026-27 LCAP**

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	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.

	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.		

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 and custodians. 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 at all four locations. 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 in 2025-26 LCAP**	**DELETED ACTION in 2025-26 LCAP**

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	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).

	4.1% Foster Youth, 2.6% Socioeconomically Disadvantaged 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	**DELETED ACTION for 2026-27 LCAP**	**DELETED ACTION for 2026-27 LCAP**	**DELETED ACTION for 2026-27 LCAP**

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) ● Clerical Staff (3) ● Family and Community Engagement (FACE) Liaison (1)	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**	● Progress Monitoring System 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 Care 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, including clerks, will monitor specific academic progress, attendance, and behavior markers. Liaisons will 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 - 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 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. 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 include extra time for teachers, intervention teachers, campus supervisors, custodians, instructional materials, student supplies, curriculum, clerical staff, and all other costs for operation These actions are provided individually for English Learners and Newcomers/Immigrant students who show a need for additional support in their language acquisition. These supports offered LEA-wide will work towards closing the achievement gap as students strengthened their English Language acquisition.	This action will be measured for effectiveness by monitoring the progress of English Learner progress towards language acquisition using Metric 1.8 & (Rate of Reclassified English Learners) 1.9.

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 2026-27 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 2026-27 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 15 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 15 Students
Staff-to-student ratio of certificated staff providing direct services to students	Grades TK-8th Staff to Student Ratio = 1 Staff to 19 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 14 Students

2026-27 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	305,699,579	126,618,888	41.419%	0.000%	41.419%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$130,056,070.00	$36,150,765.00	$1,322,187.00	$45,471,320.00	$213,000,342.00	$169,768,603.00	$43,231,739.00

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	$3,088,810.00	$0.00	$3,088,810.00				$3,088,810.00	
1	1.2	SPSA Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$27,640,574.00	$7,398,761.00	$20,175,200.00			$14,864,135.00	$35,039,335.00	
1	1.3	Centralized Technical School Support	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$2,107,252.00	$254,192.00	$108,354.00			$2,253,090.00	$2,361,444.00	
1	1.4	Assistant Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Except: Penn, Rafer, Downtown	ongoing	$7,581,183.00	$0.00	$7,581,183.00				$7,581,183.00	
1	1.5	Curriculum & Instruction Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,888,698.00	$536,477.00	$565,887.00	$770,947.00		$2,088,341.00	$3,425,175.00	
1	1.6	Instructional Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,271,127.00	$26,385.00	$2,297,512.00				$2,297,512.00	
1	1.7	Multilingual Education Programs and Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$1,730,966.00	$906,428.00	$888,328.00			$1,749,066.00	$2,637,394.00	

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	$3,890,062.00	$341,278.00	$3,751,340.00		$480,000.00		$4,231,340.00	
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	$3,402,027.00	$0.00	$3,402,027.00				$3,402,027.00	
1	1.10	Executive Development Program (NCEE)-Deleted	All	No			All Schools		$0.00	$0.00				$0.00	$0.00	
1	1.11	Administrative Leadership Institute (ALI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$75,000.00	$75,000.00				$75,000.00	
1	1.12	Professional Learning-Certificated Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$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	$12,936,135.00	$3,389,222.00	$202,631.00			$16,122,726.00	$16,325,357.00	
1	1.14	Professional Learning Special Education Certificated	Students with Disabilities	No			All Schools	ongoing	$78,263.00	$27,483.00				$105,746.00	$105,746.00	
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	$4,247,987.00	$5,925,706.00	$10,173,693.00				$10,173,693.00	
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	$628,943.00	$2,180,393.00	$2,291,636.00			$517,700.00	$2,809,336.00	
1	1.18	Upgraded Libraries and Classroom Libraries	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$945,753.00	$573,009.00			$372,744.00	$945,753.00	
1	1.19	Extended Learning Program (ELP) Academies	All	No			All Schools	ongoing	$1,954,204.00	$7,570,499.00		$6,429,150.00		$3,095,553.00	$9,524,703.00	
1	1.20	Gifted and Talented Education (GATE)	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: See	ongoing	$1,273,767.00	$89,144.00	$1,362,911.00				$1,362,911.00	

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	$5,847,452.00	$217,401.00	$6,064,853.00				$6,064,853.00	
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	$3,022,039.00	$1,022,354.00	$4,044,393.00				$4,044,393.00	
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	$321,339.00	$975,785.00	$1,297,124.00				$1,297,124.00	
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	$214,490.00	$482,492.00	$696,982.00				$696,982.00	
1	1.25	Intervention Tutoring Support Program	All	No			All Schools	ongoing	$3,910,438.00	$0.00		$3,910,438.00			$3,910,438.00	
1	1.26	Summer Academies - Deleted	All	No			All Schools		$0.00	$0.00				$0.00	$0.00	
1	1.27	National Youth Sports Program (NYSP)	All	No			All Schools	ongoing	$0.00	$172,083.00				$172,083.00	$172,083.00	
1	1.28	Students Experiencing Homelessness and Foster Care Management	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$844,929.00	$435,952.00	$427,907.00			$852,974.00	$1,280,881.00	
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	$1,857,032.00	$622,461.00	$10,000.00			$2,469,493.00	$2,479,493.00	
1	1.30	English Learners Tutoring - Multilingual Education Programs	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	ongoing	$10,000.00	$0.00	$10,000.00				$10,000.00	

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
					s)											
1	**1.31**	Teacher Intervention Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All schools, except Downtown	ongoing	$7,707,490.00	$0.00	$7,707,490.00				$7,707,490.00	
1	**1.32**	Teacher Tutors	All	No			Specific Schools: See Appendix D	ongoing	$781,670.00	$0.00		$781,670.00			$781,670.00	
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	
1	**1.34**	Career & Technical Education	All	No			Specific Schools: See Appendix I	ongoing	$505,312.00	$336,875.00			$842,187.00		$842,187.00	
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	$5,991,528.00	$330,000.00	$6,321,528.00				$6,321,528.00	
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	$1,339,012.00	$78,149.00	$1,417,161.00				$1,417,161.00	
2	**2.4**	Behavior Intervention Specialists (BIS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All schools, except Downtown	ongoing	$10,294,579.00	$48,698.00	$10,343,277.00				$10,343,277.00	
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	$3,404,582.00	$40,800.00	$3,445,382.00				$3,445,382.00	

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	2.6	Youth Service Specialists (YSS)	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: See Appendix G	ongoing	$3,306,280.00	$62,540.00	$2,784,954.00	$583,866.00			$3,368,820.00	
2	2.7	School Psychologists, Behavioral Health Therapists & Speech and Language Pathologists	All	No			All Schools	ongoing	$8,822,013.00	$44,280.00		$8,866,293.00			$8,866,293.00	
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	$8,969,746.00	$117,329.00	$441,939.00	$8,645,136.00			$9,087,075.00	
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	$4,365,908.00	$406,364.00	$4,772,272.00				$4,772,272.00	
2	2.12	Restorative Classroom Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: See Appendix F	ongoing	$1,902,645.00	$0.00	$1,902,645.00				$1,902,645.00	
2	2.13	Rafer Johnson School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$955,111.00	$33,500.00	$988,611.00				$988,611.00	
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	All	No			All Schools		$0.00	$0.00				$0.00	$0.00	

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	**2.16**	Sports Programs	All	No			All Schools									
2	**2.17**	Student Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,882,595.00	$1,265,818.00	$6,148,413.00				$6,148,413.00	
2	**2.18**	Custodians	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All schools, except Downtown	ongoing	$3,892,162.00	$0.00	$3,892,162.00				$3,892,162.00	
2	**2.19**	Electronic Sports in 4th-8th	All	No			All Schools	ongoing								
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	$4,446,572.00	$1,064,961.00	$5,511,533.00				$5,511,533.00	
3	**3.2**	Parent Education	All	No			All Schools	ongoing	$617,057.00	$190,612.00				$807,669.00	$807,669.00	
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	$113,630.00	$0.00	$113,630.00				$113,630.00	
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	$1,123,509.00	$514,870.00	$1,638,379.00				$1,638,379.00	
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	$2,063,712.00	$0.00	$2,063,712.00				$2,063,712.00	
3	**3.6**	Parent Center at Martin Luther King Jr. Elementary	All	No					$0.00	$0.00		$0.00			$0.00	
4	**4.1**	Data Assessment to determine individual student needs	All	No			Specific Schools: Emerson		$0.00	$0.00		$0.00			$0.00	

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	$434,776.00	$267,132.00		$701,908.00			$701,908.00	
4	**4.3**	Hands-on Learning and student engagement activities	All	No			Specific Schools: Emerson	ongoing	$55,000.00	$263,248.00		$318,248.00			$318,248.00	
4	**4.4**	Building capacity of educators	All	No			Specific Schools: Emerson	ongoing	$175,000.00	$463,050.00		$638,050.00			$638,050.00	
5	**5.1**	Professional Learning to build capacity	All	No			Specific Schools: Rafer Johnson	ongoing	$84,060.00	$54,288.00		$138,348.00			$138,348.00	
5	**5.2**	Student engagement strategies	All	No			Specific Schools: Rafer Johnson	ongoing	$97,916.00	$15,000.00		$112,916.00			$112,916.00	
5	**5.3**	Real-World relevance and experiences	All	No			Specific Schools: Rafer Johnson	ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
5	**5.4**	Real-World relevance and experiences-Deleted	All	No			Specific Schools: Rafer Johnson		$0.00	$0.00		$0.00			$0.00	
5	**5.5**	Monitoring and evaluation-Deleted	All	No			Specific Schools: Rafer Johnson		$0.00	$0.00		$0.00			$0.00	
5	**5.6**	Communication and collaboration-Deleted	All	No			Specific Schools: Rafer Johnson		$0.00	$0.00		$0.00			$0.00	
6	**6.1**	Professional Learning to build capacity	All	No			Specific Schools: Roosevelt	ongoing	$120,685.00	$264,951.00		$385,636.00			$385,636.00	
6	**6.2**	Student engagement	All	No			Specific Schools: Roosevelt	ongoing	$0.00	$70,763.00		$70,763.00			$70,763.00	
6	**6.3**	Intervention and tutoring	All	No			Specific Schools: Roosevel	ongoing	$243,926.00	$150,000.00		$393,926.00			$393,926.00	

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	$14,000.00	$130,000.00		$144,000.00			$144,000.00	
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	$3,000.00	$117,500.00		$120,500.00			$120,500.00	
6	**6.7**	Monitoring and evaluation	All	No			Specific Schools: Roosevelt	ongoing	$45,000.00	$0.00		$45,000.00			$45,000.00	
6	**6.8**	Communication and collaboration	All	No			Specific Schools: Roosevelt	ongoing	$15,000.00	$42,115.00		$57,115.00			$57,115.00	
7	**7.1**	Data Assessment to determine individual student needs	All	No			Specific Schools: Stella Hills	ongoing	$105,000.00	$272,398.00		$377,398.00			$377,398.00	
7	**7.2**	Reading, Math, and Language acquisition interventions	All	No			Specific Schools: Stella Hills	ongoing	$374,915.00	$180,000.00		$554,915.00			$554,915.00	
7	**7.3**	Hands-on learning and student engagement activities	All	No			Specific Schools: Stella Hills	ongoing	$50,000.00	$180,221.00		$230,221.00			$230,221.00	
7	**7.4**	Attendance initiatives	All	No			Specific Schools: Stella Hills	ongoing	$15,000.00	$320,000.00		$335,000.00			$335,000.00	
7	**7.5**	Inclusive and welcoming environment	All	No			Specific Schools: Stella Hills	ongoing	$0.00	$125,000.00		$125,000.00			$125,000.00	
7	**7.6**	Building educator capacity	All	No			Specific Schools: Stella	ongoing	$130,000.00	$330,000.00		$460,000.00			$460,000.00	

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	$35,000.00		$35,000.00			$35,000.00	
7	**7.8**	Monitoring and evaluation-DELETED	All	No			Specific Schools: Stella Hills		$0.00	$0.00		$0.00			$0.00	
8	**8.1**	Attendance Interventions	All	No			Specific Schools: McKinley Elementary		$15,000.00	$44,971.00		$59,971.00			$59,971.00	
8	**8.2**	Professional Development	All	No			Specific Schools: McKinley		$43,000.00	$85,029.00		$128,029.00			$128,029.00	
8	**8.3**	Academic Interventions	All	No			Specific Schools: McKinley		$243,329.00	$60,043.00		$303,372.00			$303,372.00	
8	**8.4**	Family Engagement	All	No			Specific Schools: McKinley		$2,500.00	$2,500.00		$5,000.00			$5,000.00	
9	**9.1**	Professional Development	All	No			Specific Schools: William Penn		$40,000.00	$118,474.00		$158,474.00			$158,474.00	
9	**9.2**	Targeted Academic Interventions	All	No			Specific Schools: William Penn		$61,122.00	$57,000.00		$118,122.00			$118,122.00	
9	**9.3**	Family Engagement	All	No			Specific Schools: William Penn		$9,000.00	$28,000.00		$37,000.00			$37,000.00	

2026-27 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
305,699,579	126,618,888	41.419%	0.000%	41.419%	$130,056,070.00	0.000%	42.544 %	**Total:**	$130,056,070.00
								LEA-wide Total:	$84,513,310.00
								Limited Total:	$4,224,819.00
								Schoolwide Total:	$41,317,941.00

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	$3,088,810.00	
1	**1.2**	SPSA Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,175,200.00	
1	**1.3**	Centralized Technical School Support	Yes	LEA-wide	Low Income	All Schools	$108,354.00	
1	**1.4**	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Except: Penn, Rafer, Downtown	$7,581,183.00	
1	**1.5**	Curriculum & Instruction Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$565,887.00	
1	**1.6**	Instructional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,297,512.00	
1	**1.7**	Multilingual Education Programs and Supports	Yes	Limited to Unduplicated	English Learners	All Schools	$888,328.00	

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	$3,751,340.00	
1	1.9	Library Media Assistants, Library Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,402,027.00	
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	$202,631.00	
1	1.15	Technology for Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,173,693.00	
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	$2,291,636.00	
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	$1,362,911.00	
1	1.21	Dual Immersion, Multilingual Education Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Stiern, Voorhies, Harris	$6,064,853.00	
1	1.22	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,044,393.00	
1	1.23	Project Lead the Way	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Appendix C	$1,297,124.00	

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	$696,982.00	
1	1.28	Students Experiencing Homelessness and Foster Care Management	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$427,907.00	
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 - 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	Specific Schools: All schools, except Downtown	$7,707,490.00	
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,321,528.00	
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	$1,417,161.00	
2	2.4	Behavior Intervention Specialists (BIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools, except Downtown	$10,343,277.00	
2	2.5	Associate School Social Workers (ASSW)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,445,382.00	
2	2.6	Youth Service Specialists (YSS)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: See Appendix G	$2,784,954.00	
2	2.8	Social Emotional Learning Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$441,939.00	
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$364,194.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
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	$4,772,272.00	
2	2.12	Restorative Classroom Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Appendix F	$1,902,645.00	
2	2.13	Rafer Johnson School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$988,611.00	
2	2.14	Student Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,694.00	
2	2.17	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,148,413.00	
2	2.18	Custodians	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools, except Downtown	$3,892,162.00	
3	3.1	Family and Community Engagement (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,511,533.00	
3	3.3	Community-Based English Tutoring (CBET)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$113,630.00	
3	3.4	Digital Platforms and Community Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,638,379.00	
3	3.5	Office assistants at each School Site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,063,712.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$204,264,727.00	$180,269,821.00

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	$3,385,245.00	$3,336,421
1	**1.2**	SPSA Support	Yes	$35,469,361.00	$32,494,546
1	**1.3**	Centralized Technical School Support	Yes	$2,145,547.00	$1,768,090
1	**1.4**	Assistant Principals	Yes	$7,523,912.00	$7,496,902
1	**1.5**	Curriculum & Instruction Supports	Yes	$3,182,674.00	$3,149,562
1	**1.6**	Instructional Support Services	Yes	$2,053,069.00	$2,039,104
1	**1.7**	Multilingual Education Programs and Supports	Yes	$1,932,476.00	$2,162,177
1	**1.8**	New Teacher Development Support	Yes	$4,189,769.00	$4,091,604
1	**1.9**	Library Media Assistants, Library Technicians	Yes	$3,296,664.00	$3,311,101
1	**1.10**	Executive Development Program (NCEE)-Deleted	No	$0	$0
1	**1.11**	Administrative Leadership Institute (ALI)	Yes	$326,153.00	$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)
1	1.12	Professional Learning- Certificated Support Staff	Yes	$25,000.00	$0
1	1.13	Professional Learning- Certificated Teachers	Yes	$17,528,550.00	$6,855,981
1	1.14	Professional Learning Special Education Certificated	No	$278,379.00	$0
1	1.15	Technology for Teaching and Learning	Yes	$7,191,066.00	$7,256,055
1	1.16	Science Technology Engineering and Math (STEM) Resources	Yes	$420,000.00	$375,604
1	1.17	Online Learning Systems and Resources	Yes	$2,781,579.00	$2,619,271
1	1.18	Upgraded Libraries and Classroom Libraries	Yes	$770,915.00	$1,250,638
1	1.19	Extended Learning Program (ELP) Academies	No	$8,925,978.00	$8,748,802
1	1.20	Gifted and Talented Education (GATE)	Yes	$1,325,840.00	$1,319,256
1	1.21	Dual Immersion, Multilingual Education Programs	Yes	$5,540,278.00	$5,476,901
1	1.22	Visual and Performing Arts (VAPA)	Yes	$3,496,114.00	$3,548,614
1	1.23	Project Lead the Way	Yes	$1,292,933.00	$1,191,328
1	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	Yes	$905,179.00	$761,289

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	$1,797,083.00	$1,548,824
1	1.26	Summer Academies	Yes	$1,060,021.00	$902,405
1	1.27	National Youth Sports Program (NYSP)	No	$0	$128,499
1	1.28	Students Experiencing Homelessness and Foster Case Management	Yes	$1,025,635.00	$1,079,666
1	1.29	Coordination of Supplemental Programs	Yes	$3,303,949.00	$4,357,527
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Yes	$427,582.00	$335,698
1	1.31	Teacher Intervention Specialists	Yes	$7,837,864.00	$7,831,202
1	1.32	Teacher Tutors	No	$654,550.00	$346,589
1	1.33	Virtual Enterprise Junior Ventures	No	$64,498.00	$15,203
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	Yes	$5,647,008.00	$5,526,902
2	2.2	Student Activities and Activity Clubs	Yes	$100,000.00	$67,269
2	2.3	MTSS Supports and Resources	Yes	$1,442,158.00	$1,411,055
2	2.4	Behavior Intervention Specialists (BIS)	Yes	$10,130,244.00	$10,069,456
2	2.5	Associate School Social Workers (ASSW)	Yes	$3,419,368.00	$3,384,906

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	$2,651,552.00	$2,579,300
2	2.7	School Psychologists & Behavioral Health Therapists	No	$6,892,754.00	$6,780,258
2	2.8	Social Emotional Learning Professional Learning	Yes	$6,081,518.00	$369,200
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	Yes	$364,194.00	$322,900
2	2.10	Healthy Youth	Yes	$469,314.00	$348,424
2	2.11	Regional Comprehensive School Based Health Clinics	Yes	$7,352,755.00	$7,296,444
2	2.12	Restorative Classroom Specialists	Yes	$1,834,767.00	$1,799,802
2	2.13	Rafer Johnson School	Yes	$1,007,070.00	$949,598
2	2.14	Student Leadership	Yes	$95,694.00	$0
2	2.15	Foster Youth-Deleted	Yes	$0	$0
2	2.16	Sports Programs	Yes	$872,726.00	$811,452
2	2.17	Student Safety	Yes	$7,273,902.00	$7,188,450
2	2.18	Custodians	Yes	$3,757,320.00	$3,826,421

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	$449,152.00	$159,211
3	3.1	Family and Community Engagement (FACE)	Yes	$5,318,593.00	$5,229,450
3	3.2	Parent Education	No	$820,442.00	$436,642
3	3.3	Community-Based English Tutoring (CBET)	No Yes	$134,773.00	$112,955
3	3.4	Digital Platforms and Community Applications	Yes	$1,623,900.00	$1,599,101
3	3.5	Office assistants at each School Site	Yes	$2,047,727.00	$2,075,204
3	3.6	Parent Center at Martin Luther King Jr. Elementary	Yes	$1,433,287.00	$1,400,104
4	4.1	Data Assessment to determine individual student needs	No	$55,000.00	$0
4	4.2	Reading, Math, and Language Acquisition Interventions	No	$474,776.00	$108,791
4	4.3	Hands-on Learning and student engagement activities	No	$125,834.00	$200
4	4.4	Building capacity of educators	No	$233,672.00	$29,537
5	5.1	Professional Learning to build capacity	No	$30,901.00	$1,201
5	5.2	Student engagement strategies	No	$54,248.00	$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)
5	5.3	Real-World relevance and experiences	No	$5,000.00	$0
5	5.4	Real-World relevance and experiences-Deleted	No	$0	$0
5	5.5	Monitoring and evaluation-Deleted	No	$0	$0
5	5.6	Communication and collaboration-Deleted	No	$0	$0
6	6.1	Professional Learning to build capacity	No	$105,000.00	$33,256
6	6.2	Student engagement	No	$15,000.00	$0
6	6.3	Intervention and tutoring	No	$232,439.00	$110,501
6	6.4	Extracurricular activities or clubs	No	$31,131.00	$0
6	6.5	Integration of technology	No	$14,855.00	$0
6	6.6	Real-World relevance and experiences	No	$30,000.00	$0
6	6.7	Monitoring and evaluation	No	$15,000.00	$0
6	6.8	Communication and collaboration	No	$35,492.00	$25,042
7	7.1	Data Assessment to determine individual student needs	No	$91,983.00	$0
7	7.2	Reading, Math, and Language acquisition interventions	No	$305,490.00	$158,172

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	**7.3**	Hands-on learning and student engagement activities	No	$71,324.00	$57,403
7	**7.4**	Attendance initiatives	No	$88,688.00	$21,537
7	**7.5**	Inclusive and welcoming environment	No	$5,000.00	$0
7	**7.6**	Building educator capacity	No	$175,000.00	$0
7	**7.7**	Refine family and community engagement	No	$10,000.00	$8,533
7	**7.8**	Monitoring and evaluation	No	$0	$0
8	**8.1**	Attendance Interventions	No	$42,500.00	$0
8	**8.2**	Professional Development	No	$177,216.00	$49,300
8	**8.3**	Academic Interventions	No	$424,467.00	$122,985
8	**8.4**	Family Engagement	No	$36,630.00	$0

2025-26 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)
123,389,793	$130,588,400.00	$128,015,707.00	$2,572,693.00	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	$3,385,245.00	$3,336,421		
1	1.2	SPSA Support	Yes	$20,471,163.00	$19,614,263		
1	1.3	Centralized Technical School Support	Yes	$106,938.00	$99,452		
1	1.4	Assistant Principals	Yes	$7,523,912.00	$7,496,902		
1	1.5	Curriculum & Instruction Supports	Yes	$333,515.00	$292,104		
1	1.6	Instructional Support Services	Yes	$2,053,069.00	$2,039,104		
1	1.7	Multilingual Education Programs and Supports	Yes	$546,548.00	$539,152		
1	1.8	New Teacher Development Support	Yes	$3,709,769.00	$3,799,202		
1	1.9	Library Media Assistants, Library Technicians	Yes	$3,296,664.00	$3,311,101		
1	1.11	Administrative Leadership Institute (ALI)	Yes	$75,000.00	$0		
1	1.12	Professional Learning-Certificated Support Staff	Yes	$25,000.00	$0		
1	1.13	Professional Learning-Certificated Teachers	Yes	$187,637.00	$168,202		
1	1.15	Technology for Teaching and Learning	Yes	$7,191,066.00	$7,256,055		

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	1.16	Science Technology Engineering and Math (STEM) Resources	Yes	$420,000.00	$375,604		
1	1.17	Online Learning Systems and Resources	Yes	$2,145,952.00	$2,077,496		
1	1.18	Upgraded Libraries and Classroom Libraries	Yes	$573,009.00	$476,101		
1	1.20	Gifted and Talented Education (GATE)	Yes	$1,325,840.00	$1,319,256		
1	1.21	Dual Immersion, Multilingual Education Programs	Yes	$5,540,278.00	$5,476,901		
1	1.22	Visual and Performing Arts (VAPA)	Yes	$3,496,114.00	$3,548,614		
1	1.23	Project Lead the Way	Yes	$1,292,933.00	$1,191,328		
1	1.24	P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy	Yes	$905,179.00	$761,289		
1	1.26	Summer Academies	Yes	$886,392.00	$902,405		
1	1.28	Students Experiencing Homelessness and Foster Case Management	Yes	$165,000.00	$240,000		
1	1.29	Coordination of Supplemental Programs	Yes	$10,000.00	$7,500		
1	1.30	English Learners Tutoring and Saturday Academies - Multilingual Education Programs	Yes	$10,000.00	$9,699		
1	1.31	Teacher Intervention Specialists	Yes	$7,837,864.00	$7,831,202		
2	2.1	Cafeteria and Playground Activity Leaders (CPALS)	Yes	$5,647,008.00	$5,526,902		
2	2.2	Student Activities and Activity Clubs	Yes	$100,000.00	$67,269		
2	2.3	MTSS Supports and Resources	Yes	$1,442,158.00	$1,411,055		

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	2.4	Behavior Intervention Specialists (BIS)	Yes	$10,130,244.00	$10,069,456		
2	2.5	Associate School Social Workers (ASSW)	Yes	$3,419,368.00	$3,384,906		
2	2.6	Youth Service Specialists (YSS)	Yes	$2,066,413.00	$2,024,500		
2	2.8	Social Emotional Learning Professional Learning	Yes	$356,125.00	$344,200		
2	2.9	Social Emotional Learning Curriculum (SEL Toolbox)	Yes	$364,194.00	$322,900		
2	2.10	Healthy Youth	Yes	$469,314.00	$348,424		
2	2.11	Regional Comprehensive School Based Health Clinics	Yes	$7,352,755.00	$7,296,444		
2	2.12	Restorative Classroom Specialists	Yes	$1,834,767.00	$1,799,802		
2	2.13	Rafer Johnson School	Yes	$1,007,070.00	$949,598		
2	2.14	Student Leadership	Yes	$95,694.00	$0		
2	2.15	Foster Youth-Deleted	Yes	$0	$0		
2	2.16	Sports Programs	Yes	$872,726.00	$811,452		
2	2.17	Student Safety	Yes	$7,273,902.00	$7,188,450		
2	2.18	Custodians	Yes	$3,757,320.00	$3,826,421		
2	2.19	Electronic Sports in 4th-8th	Yes	$449,152.00	$159,211		
3	3.1	Family and Community Engagement (FACE)	Yes	$5,318,593.00	$5,229,450		
3	3.3	Community-Based English Tutoring (CBET)	Yes	$12,596.00	$11,505		
3	3.4	Digital Platforms and Community Applications	Yes	$1,623,900.00	$1,599,101		
3	3.5	Office assistants at each School Site	Yes	$2,047,727.00	$2,075,204		

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	**3.6**	Parent Center at Martin Luther King Jr. Elementary	Yes	$1,433,287.00	$1,400,104		

2025-26 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)
294,995,054	123,389,793	1.023%	42.851%	$128,015,707.00	0.000%	43.396%	$0.00	0.000%

2026-2027 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
William Penn		

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, 1.34
ELA	English Learner	1	1.25, 1.34
ELA	Foster Youth	1	1.25, 1.28, 1.32, 1.34
ELA	Homeless	1	1.25, 1.28, 1.32, 1.34
ELA	Socioeconomically Disadvantaged	1	1.25, 1.32, 1.34
Math	Foster Youth	1	1.28, 1.32, 1.34
Math	Homeless	1	1.28, 1.32, 1.34
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, 1.34
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, 1.34

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, 1.34
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, 1.34
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, 1.34
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, 1.34
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 Gifted and Talented Education (GATE)

Bessie Owens

Chipman

Stiern

Appendix C:

Action 1.23 Project Lead the Way

Chavez
Casa Loma
Downtown
Fremont
Garza
Harding
Horace Mann
Hort
King
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 P.R.O.U.D (Powerful, Resilient, Outstanding, Unique, and Determined) Academy

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 Teacher Tutors

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

Appendix F:

Action 1.33 Virtual Enterprise Junior Ventures
Action 2.10 Healthy Youth
Action 2.12 Restorative Classroom Specialist

Emerson
Cato
Chipman
Compton
Curran
Lincoln
Sequoia
Sierra
Stiern
Washington

Appendix G:

Action 2.6 Youth Service Specialist (YSS)

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

Appendix H:

Action 2.19 Electronic (E-Sports) in 4th - 8th

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]).
    - 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 of 15 students.
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
    - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the

requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) 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.
    - **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:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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.
    - 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).
    - 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.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - 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.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff

providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or***

improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small

School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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).