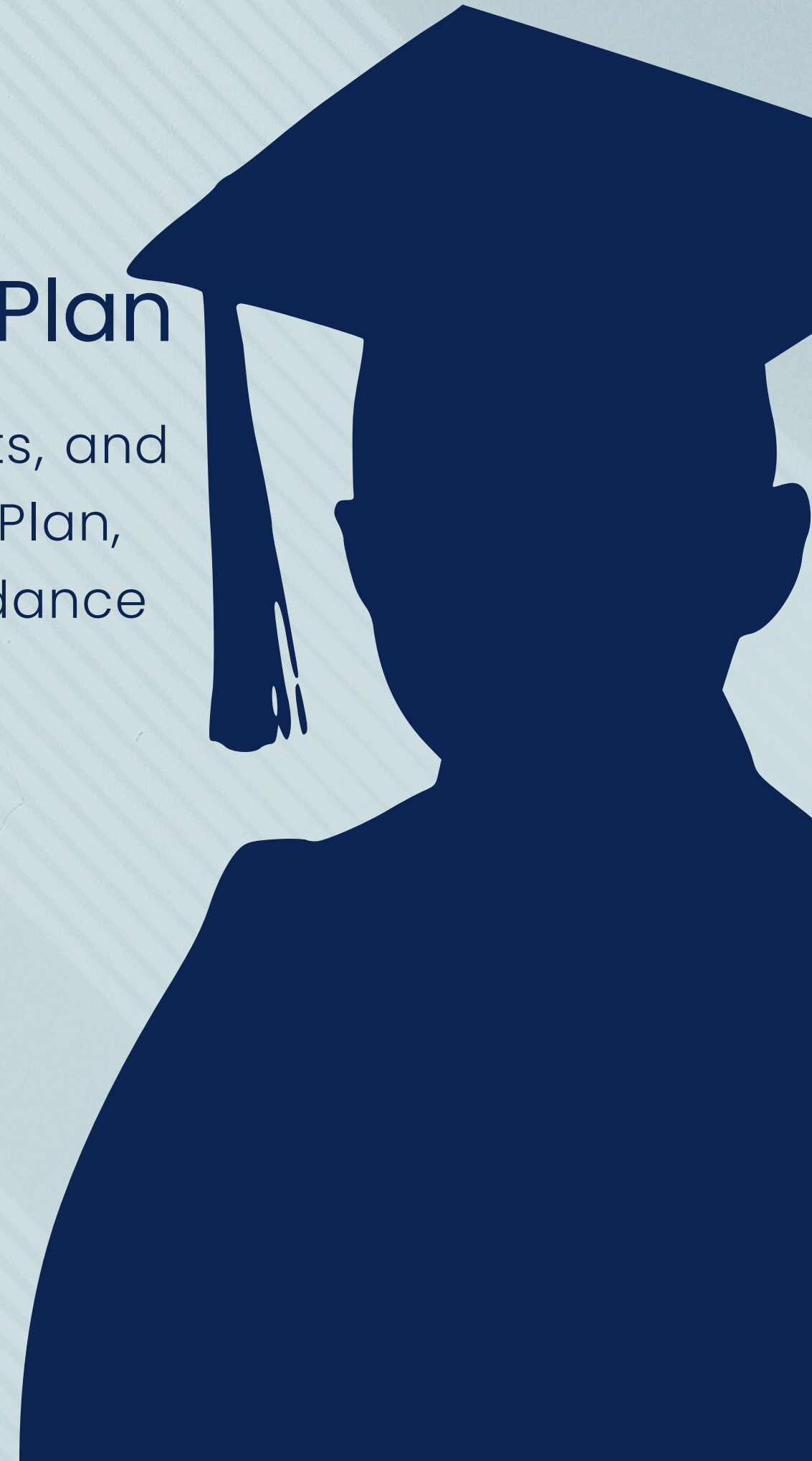# BAKERSFIELD CITY SCHOOL DISTRICT

Revision of the

2021-2024 Local Control and Accountability Plan

2020-2021 Local Control Funding Formula Budget Overview for Parents, and Annual Update for the 2019-2020 Local Control and Accountability Plan, and Annual Update of the 2020-2021 Learning Continuity and Attendance Plan, and 2021-2022 Local Control and Accountability Plan

Approved by the Board of Education on February 22, 2022

BAKERSFIELD CITY SCHOOL DISTRICT · "WHERE THE CHILD COMES FIRST"

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bakersfield City School District
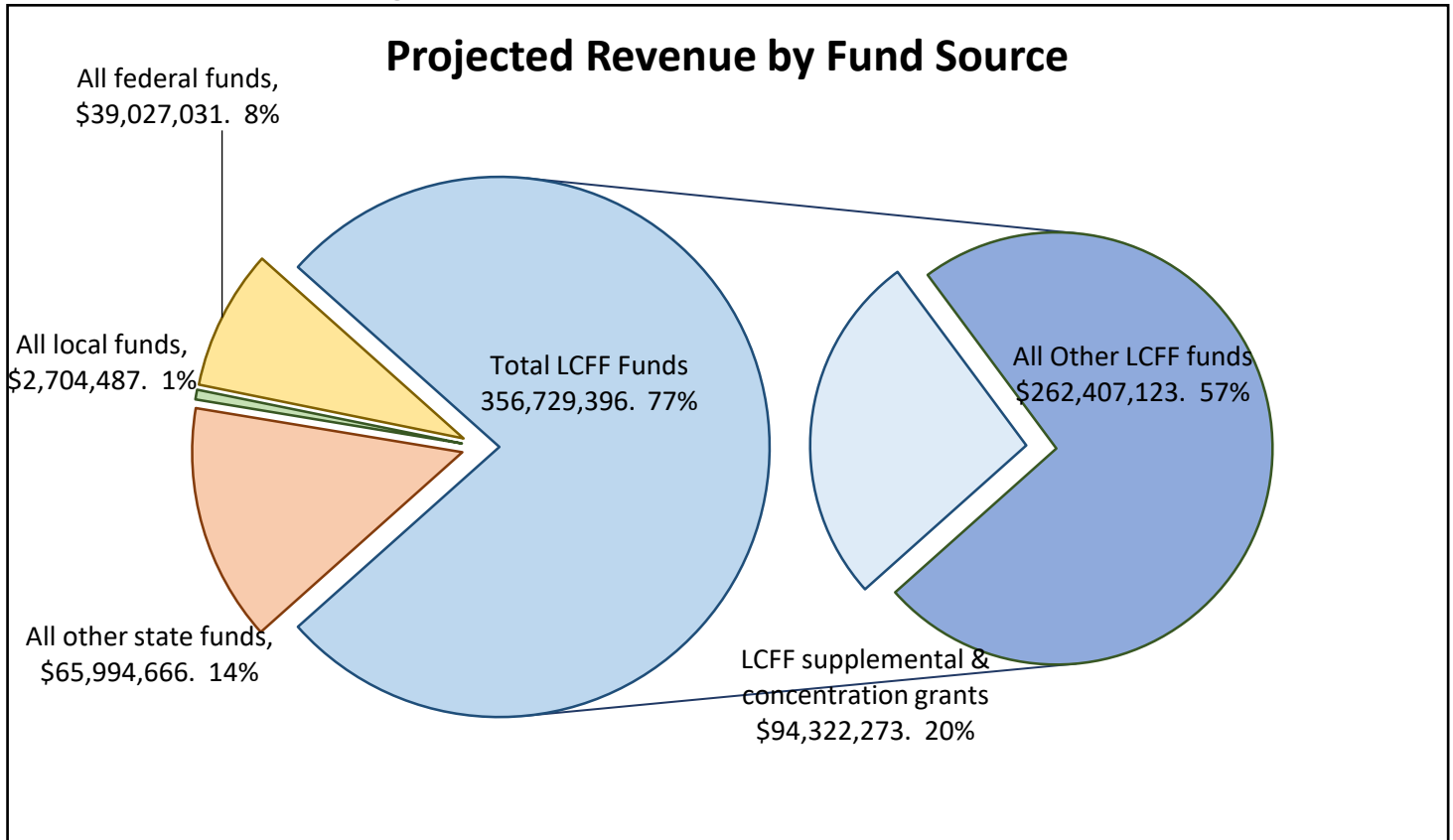
CDS Code: 15-63321-00000000

School Year: 2021–22

LEA contact information: Rocio Munoz

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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $39,027,031. 8%

All local funds, $2,704,487. 1%

Total LCFF Funds 356,729,396. 77%

All other state funds, $65,994,666. 14%

All Other LCFF funds $262,407,123. 57%

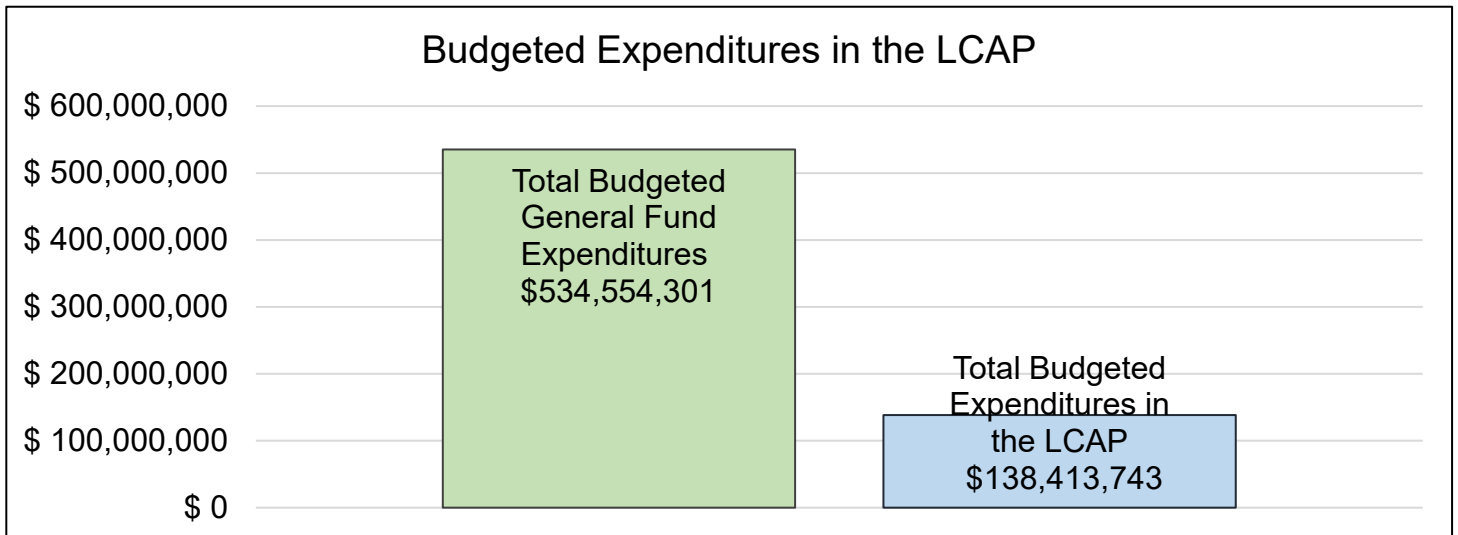LCFF supplemental & concentration grants $94,322,273. 20%

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

The total revenue projected for Bakersfield City School District is $464,455,580.00, of which $356,729,396.00 is Local Control Funding Formula (LCFF), $65,994,666.00 is other state funds, $2,704,487.00 is local funds, and $39,027,031.00 is federal funds. Of the $356,729,396.00 in LCFF Funds, $94,322,273.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures $534,554,301	
	Total Budgeted Expenditures in the LCAP $138,413,743

Chart y-axis: $0 to $600,000,000 in increments of $100,000,000

This chart provides a quick summary of how much Bakersfield City School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bakersfield City School District plans to spend $534,554,301.00 for the 2021–22 school year. Of that amount, $138,413,743.00 is tied to actions/services in the LCAP and $396,140,558.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
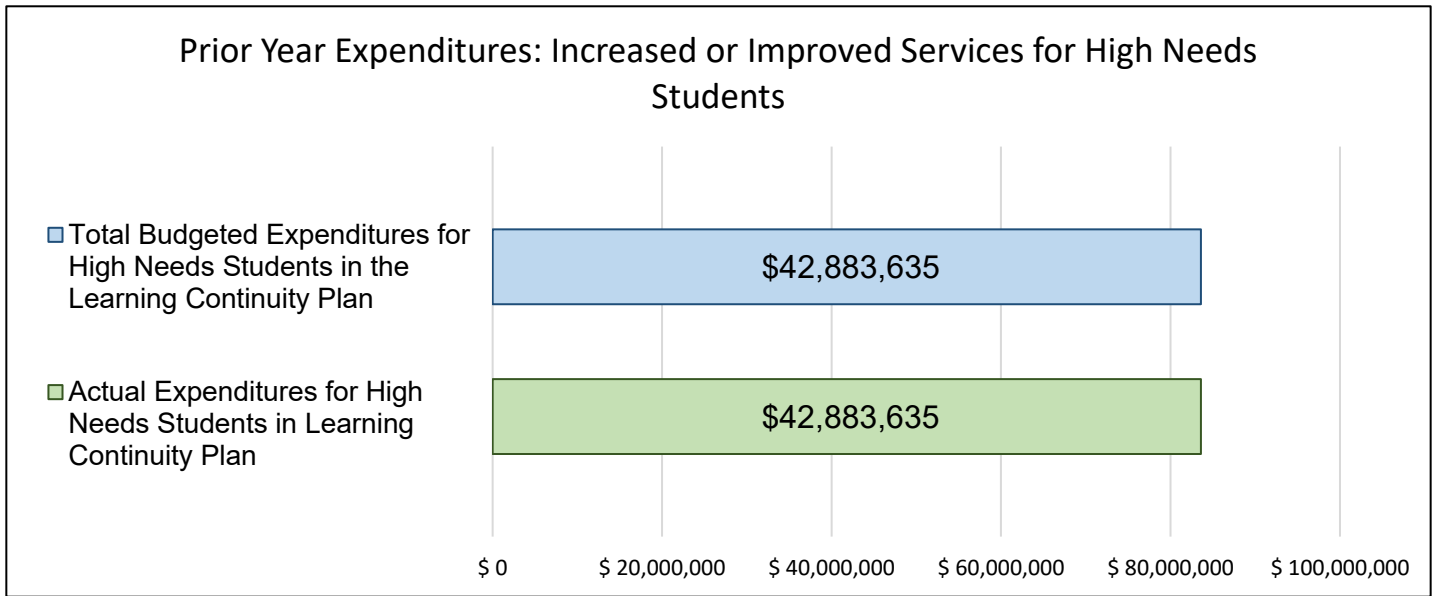
General Fund operating costs which include: salary and benefits for teachers, general administration, pupil services, custodial and maintenance services, human resources, business support services, special education services, instructional materials and costs necessary to respond to the COVID-19 pandemic.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Bakersfield City School District is projecting it will receive $94,322,273.00 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 $109,456,510.00 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 2020–21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$42,883,635
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$42,883,635

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000 $ 80,000,000 $ 100,000,000

This chart compares what Bakersfield City School District budgeted last year in the Learning Continuity Plan 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.

In 2020–21, Bakersfield City School District's Learning Continuity Plan budgeted $42,883,635.00 for planned actions to increase or improve services for high needs students. Bakersfield City School District actually spent $42,883,635.00 for actions to increase or improve services for high needs students in 2020–21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bakersfield City School District	Mark Luque, Deputy Superintendent	luquem@bcsd.com (661) 631-4743

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 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)

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
(4a.) ELA Scores ● 5 Points Below Level 3 in 2019 (medium status level)	4a. ELA Scores 36.1 Points Below Standard based on the 2019 Dashboard
(4a.) Mathematics Scores ● 25 Points Below Level 3 in 2019 (medium status level)	4a. Mathematics Scores 72.8 Points Below Standard based on the 2019 Dashboard

(4d.&e.) English Learner Progress
   ● California has transitioned from the CELDT to the ELPAC, therefore the Dashboard does not have an EL Progress indicator available.
   ● The ELPAC results were as follows:
      ○ Level 4 - Well Developed 27.1%
      ○ Level 3 - Moderately Developed 36.6%
      ○ Level 2 - Somewhat Developed 21.9%
      ○ Level 1 - Beginning Stage 14.4%
      ○ 17.5% of students were reclassified in 2018.
Goals: 75% of EL students will make progress and 15% of students will be reclassified.
	4d. & e.
	2019 Dashboard ELPAC Results were as follows:
	   ● Level 4- Well Developed 10.5%
	   ● Level 3 - Moderately Developed 37.2%
	   ● Level 2 - Somewhat Developed 36.0%
	   ● Level 1 - Beginning Stage 16.3%
	
	For the year 2019-2020 14.7% of EL students were reclassified according to Dataquest

(2a.) Teacher Professional Development on Implementing Common Core State Standards ● 100% of teachers have access to professional learning and have fully implemented CCSS.	2a. 100% of teachers had access to professional learning and fully implemented CCSS.
(1a.) Teachers appropriately assigned and fully credentialed for assignment. ● 95% of teachers are fully credentialed and appropriately assigned.	1a. 99.5% of teachers are fully credentialed and appropriately assigned, as determined by the district report from CALSAAS.
(1b.) Student access to standards-aligned materials. ● 100% of students have standard-aligned materials.	1b.

	100% of students have access to standard-aligned materials as determined by the Williams textbook sufficiency report.
(7a.b.c.) Students enrolled in all required areas of broad coursework, including unduplicated students and students with exceptional needs. ● 100% of students are enrolled in all required areas of broad coursework. 100% of all students are enrolled in P.E. 100% of 3rd-5th grade students are enrolled in VAPA, including English learners and unduplicated pupils.	7 (a, b, c) 100% of all students are enrolled in P.E. 100% of students are enrolled in all required areas of broad coursework 100% of 3rd-5th grade students have access to VAPA, including English learners and unduplicated pupils.
(1c.) School facilities maintained in good repair. ● 100% of school sites have "good" or "exemplary" on Facilities evaluation.	1c. 100% of school sites have an Overall rating of "Good" or "Exemplary" based on the Facilities Inspection Tool (FIT) report for 2019-2020.
(8a.) Student performance in STEM courses ● 90% of students have a grade of A or B in STEM courses	8a. 64.76% of students in STEM Courses have a grade of A or B
(2b.) Implementation of the State Board of Education adopted content and performance standards for all pupils, including EL students, and provision of designated and integrated ELD strategies. ● 100% of schools will implement the State Board of Education adopted content and performance standards for all pupils, including EL students, and will provide designated and integrated ELD strategies.	2b. 100% of schools implemented the State Board of Education adopted content and performance standards for all pupils, including EL students, and provided designated and integrated ELD strategies according to standards aligned lesson plans.
(4b.) Academic Performance Index - N/A (4c.) Percentage of pupils completing a-g or CTE program - N/A (4f.) Percentage of pupils passing AP Exam - N/A (4g.) Percentage of pupils who participate in the CSU Early Assessment Program (EAP) for high school juniors - N/A ● N/A	4b. Not applicable 4c. Not Applicable 4f. Not Applicable 4g. Not Applicable

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 Continue class size reduction 28:1 in grades 4-6 and 29:1 in grades 7-8.	$3,318,383 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $1,530,296 Supplemental and Concentration 3000-3999: Employee Benefits	$2,415,888 Concentration 1000-1999: Certificated Personnel Salaries $1,111,558 Supplemental and Concentration 3000-3999:Employee Benefits Total $3,527,446
Action 2 - Continue allocation of funds to forty-three (43) school sites based on percentages of unduplicated pupil counts at each site, to support services to meet the needs of targeted student populations. Specific actions for each school are included in the individual school's School Plan for Student Achievement (SPSA). School site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans. School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students.	$5,033,498 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $3,402,352 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $4,211,155 Supplemental and Concentration	$4,246,103 Supplemental and Concentration 1000-1999: Certificated Salaries $3,149,353 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $3,665,045 Supplemental and Concentration

	3000-3999: Employee Benefits $2,704,101 Supplemental and Concentration 4000-4999: Books And Supplies $1,853,349 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits $2,604,176 Supplemental and Concentration 4000-4999: Books and Supplies $1,192,509 Supplemental and Concentration 5000-5999:Services and Operating Expenditures Total $14,857,186
Action 3 - Continue allocation of funds to eligible schools based on free and reduced pupil counts to meet the needs of schoolwide and targeted students.	$6,685,100 Title I 1000-1999: Certificated Personnel Salaries $556,217 Title I 2000-2999: Classified Personnel Salaries $2,774,900 Title I 3000-3999: Employee Benefits	$6,177,224. Title I 1000-1999: Certificated Personnel Salaries $520,716 Title I 2000-2999: Classified Personnel Salaries $2,656,028 Title I 3000-3999:Employee Benefits

	$854,203 Title I 4000-4999: Books And Supplies $468,958 Title I 5000-5999: Services And Other Operating Expenditures $407,084 Title I 7000-7439: Other Outgo	$1,203,487 Title I 4000-4999: Books and Supplies $301,167 Title I 5000-5999: Services and Other Operating Expenses $389,825 Title I 7000-7439: Other Outgo Total $11,248,447
Action 4 - Continue to provide centralized technical assistance for school sites.	$197,148 Title I 1000-1999: Certificated Personnel Salaries $251,341 Title I 2000-2999: Classified Personnel Salaries $268,734 Title I	$172,729 Title I 1000-1999: Certificated Salaries $87,390 Title I 2000-2999: Classified Personnel Salaries $58,534 Title I

3000-3999: Employee Benefits	3000-3999 Employee Benefits
$20,447 Title I 4000-4999: Books And Supplies	$42,112 Title I 4000-4999: Books and Supplies
$59,622 Title I 5000-5999: Services And Other Operating Expenditures	$3,183 Title I 5000-5999: Services and Other Expenses
$28,623 Title I 7000-7439: Other Outgo	$13,066 Title I 7000-7439 Other Outgo
$4,448 LCFF Supplemental and Concentration 2000-2999: Classified Personnel Salaries	$0 LCFF Supplemental and Concentration 2000-2999: Classified Personnel Salaries
$3,578 LCFF Supplemental and Concentration 3000-3999: Employee Benefits	$0 LCFF Supplemental and Concentration 3000-3999:Employee Benefits
	Total $377,014

Action 5 - Continue to provide a data management system to support data analysis at the classroom, school, and district level. Provide teachers with materials to create formative assessments.	$198,221 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration 5000-5999: Services and Other Operating Expenses $124,092
Action 6 - Continue clerical support and professional learning for teachers and instructional coaches throughout the summer and school year on K-8 CCSS ELA/ELD, Math, Next Generation Science Standards, History/Social-Studies, and K-2 balanced literacy strategies, like Guided Reading to strengthen the instructional team's capacity to deliver Good First Instruction.	$2,776,678 Title I 1000-1999: Certificated Personnel Salaries $587,846 Title I 3000-3999: Employee Benefits $577,000 Title I 4000-4999: Books And Supplies $720,238 Title I 5000-5999: Services And Other Operating Expenditures $167,357 Title I 7000-7439: Other Outgo	$721,081 Title I 1000-1999: Certificated Personnel Salaries $291,419 Title I 3000-3999:Employee Benefits $0 Title I 4000-4999: Books and Supplies $61,600 Title I 5000-5999: Services and Other Operating Expenses $12,676 Title I

		7000-7439:Other Outgo
	$421,710 Title II 1000-1999: Certificated Personnel Salaries	$467,795 Title II 1000-1999: Certificated Personnel Salaries
	$88,095 Title II 3000-3999: Employee Benefits	$98,289 Title II 3000-3999: Employee Benefits
	$18,302 Title II 7000-7439: Other Outgo	$20,322 Title II 7000-7439: Other Outgo
	$91,902 Supplemental and Concentration 3000-3999: Employee Benefits	$73,935.58 Supplemental and Concentration 3000-3999: Employee Benefits
	$70,707 Supplemental and Concentration 3000-3999: Employee Benefits	$84,544 Supplemental and Concentration 3000-3999: Employee Benefits
		Total 1,831,662

Action 7 - This action has been discontinued/moved. The services are now included in Action 6.	N/A	N/A
Action 8 - Continue to provide professional learning on leadership topics such as: lesson observation protocol, teaching & learning framework, content standards for all subjects, research-based instructional practices, culturally responsive teaching methods, through a Multi-Tiered System of Supports to build leadership capacity through monthly Administrative Leadership Institutes.	$3,432 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $1,147 Supplemental and Concentration 3000-3999: Employee Benefits $44,000 Supplemental and Concentration 4000-4999: Books And Supplies $82,990 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$21,302 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $4,092 Supplemental and Concentration 3000-3999: Employee Benefits $0 Supplemental and Concentration 4000-4999: Books and Supplies $ 5,994 Supplemental and Concentration 5000-5999: Services and Other Expenditures Total: $31,388
Action 9 - Continue to provide specialized professional learning on K-8 CCSS ELA/ELD, Balanced Literacy and Math throughout the year to build special	$360,072	$79,660

education teacher capacity for strengthening instructional alignment to meet the needs of unduplicated pupils (approximately 90% of total special education students).	Title II 1000-1999: Certificated Personnel Salaries $75,586 Title II 3000-3999: Employee Benefits $35,000 Title II 4000-4999: Books And Supplies $16,897 Title II 5800: Professional/Consulting Services And Operating Expenditures	Title II 1000-1999: Certificated Personnel Salaries $15,613 Title II 3000-3999: Employee Benefits $11,546 Title II 4000-4999: Books and Supplies $25,852 Title II 5800: Professional/Consulting Services And Operating Expenditures Total $132,671.00
Action 10 - Continue to provide additional support for Special Education instruction with five Academic Coaches, four Program Specialists, two Behavior Health Specialists, one Professional Development Program Manager and one Program Specialist for principally unduplicated pupils (approximately 90% of total special education students).	$1,004,493 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries	$839,623 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries

	$111,054 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $511,164 Supplemental and Concentration 3000-3999: Employee Benefits $6,000 Supplemental and Concentration 4000-4999: Books And Supplies $10,790 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$87,395 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $354,211 Supplemental and Concentration 3000-3999:Employee Benefits $2,134 Supplemental and Concentration 4000-4999:Books and Supplies $11,568 Supplemental and Concentration 5000-5999: Services and Other Operating Expenses Total $1,294,931
Action 11 - Discontinued.	N/A	N/A
Action 12 - This action has been discontinued/moved. The services are now included in Action 6.	N/A	N/A
Action 13 - Continue to provide a GATE program for gifted students and provide professional learning for current and future GATE teachers throughout the academic year on differentiating instruction aligned to the CCSS for ELA/ELD	$467,814	$315,146 Supplemental and Concentration

and Math, to meet the needs of principally unduplicated pupils (approximately 90% of total GATE students).	Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $70,060 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $198,282 Supplemental and Concentration 3000-3999: Employee Benefits $43,285 Supplemental and Concentration 4000-4999: Books And Supplies $24,417 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries $77,458 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $175,247 Supplemental and Concentration 3000-3999:Employee Benefits $24,662 Supplemental and Concentration 4000-4999: Books and Supplies $48,641 Supplemental and Concentration 5000-5999: Services and Other Expenditures Total $ 641,154
Action 14 - Continue to provide professional learning to teachers throughout the academic year on Google Apps for Education to support the integration of technology into daily instruction using a tiered system for professional learning.	$265,060	$306,670 LCFF Supplemental and Concentration

Continue to provide all students with instruction in keyboarding, digital research, and safety computer skills.	LCFF Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $55,372 LCFF Supplemental and Concentration 3000-3999: Employee Benefits $177,000 LCFF Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	1000-1999: CertificatedPersonnel Salaries $60,107 LCFF Supplemental and Concentration 3000-3999: Employee Benefits $22,976 LCFF Supplemental and Concentration 5000-5999: Services and Other Operating Expenditures Total $389,753
Action 15 - This action has been discontinued.	N/A	N/A
Action 16 - Continue to provide instructional coaches, specialists and other resources to support teachers in utilizing research based strategies to engage English Learners within and across all content areas.	$493,836 Title III 1000-1999: Certificated Personnel Salaries $1,000 Title III 2000-2999: Classified Personnel Salaries $188,533 Title III	$378,719 Title III 1000-1999: Certificated Personnel Salaries $0 Title III 2000-2999: Classified Personnel Salaries $149,245

	3000-3999: Employee Benefits	Title III 3000-3999: Employee Benefits
	$46,095 Title III 4000-4999: Books And Supplies	$31,230 Title III 4000-4999: Books and Supplies
	$99,546 Title III 5000-5999: Services And Other Operating Expenditures	$11,833 Title III 5000-5999: Services and Other Expenditures
	$16,580 Title III 7000-7439: Other Outgo	$20,500 Title III 7000-7439: Other Outgo
	$50,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
		Total $591,527

Action 17 - Continue to provide teachers on special assignment, instructional coaches and specialists to support targeted intervention for under-performing student subgroups.	$516,632 Title II 1000-1999: Certificated Personnel Salaries $235,586 Title II 3000-3999: Employee Benefits $28,099 Title II 5000-5999: Services And Other Operating Expenditures $28,013 Title II 7000-7439: Other Outgo $915,027 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $400,853 Supplemental and Concentration 3000-3999: Employee Benefits	$317,763 Title II: 1000-1999: Certificated Personnel Salaries $144,389 Title II 3000-3999: Employee Benefits $767 Title II: 5000-5999 Services and Other Operating Expenditures $16,619 Title II 7000-7439: Other Outgo $341,928 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $ 172,222. Supplemental and Concentration

	$42,920 Supplemental and Concentration 4000-4999: Books And Supplies $3,402 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits $805 Supplemental and Concentration 4000-4999: Books and Supplies $2,196 Supplemental and Concentration 5000-5999: Services and other operating expenses Total $996,689
Action 18 - This action has been discontinued.	N/A	N/A
Action 19 - Continue to provide a monitoring system for reclassified fluent-English proficient (RFEP) students and progress monitoring for English learners. Provide online instructional content lessons for differentiated instruction at 25 school sites.	$167,647 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$211,960 Supplemental and Concentration 5000-5999: Services and Operating Expenses
Action 20 - Continue to provide professional learning to junior high/middle schools on the new ELD supplemental materials to build capacity for meeting the language needs of English Learner students.	$68,486 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$103,413 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures

Action 21 - Continue to provide multilingual education programs in the District, including the Dual Language Program at Harris Elementary, Voorhies Elementary School and Stiern Middle School, professional learning and instructional materials, and input from the District Multilingual Education Committee.	$636,457 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $300,070 Supplemental and Concentration 3000-3999: Employee Benefits $171,206 Supplemental and Concentration 4000-4999: Books And Supplies $69,051 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$712,911 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $307,308 Supplemental and Concentration 3000-3999: Employee Benefits $46,389 Supplemental and Concentration 4000-4999: Books and Supplies $10,567 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $1,077,175.00
Action 22 - Continue the Kern Urban Teacher Residency Program with California State University Bakersfield (CSUB) to increase the number of foreign language-authorized teachers, grow Dual Language program within BCSD, and	$123,670 Other	$117,065 Other

increase the number of qualified teaching candidates in the areas of science and math.	1000-1999: Certificated Personnel Salaries Teacher Residency Expansion Grant $25,835 Other 3000-3999: Employee Benefits Teacher Residency Expansion Grant $6,870 Other 5000-5999: Services And Other Operating Expenditures Teacher Residency Expansion Grant $143,625 Other 7000-7439: Other Outgo Teacher Residency Expansion Grant $366,250 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Teacher Residency Expansion Grant $22,945 Other 3000-3999: Employee Benefits Teacher Residency Expansion Grant $7,892 Other 5000-5999: Services And Other Operating Expenditures Teacher Residency Expansion Grant $0.00 Other 7000-7439: Other Outgo Teacher Residency Expansion Grant $372,855 Supplemental and Concentration

	$76,512 Supplemental and Concentration 3000-3999: Employee Benefits $50,000 Supplemental and Concentration $560,375 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries $65,514 Supplemental and Concentration 3000-3999: Employee Benefits $0 Supplemental and Concentration $103,448.00 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $689,719.00
Action 23 - Continue to provide a Coordinator for Curriculum & Instruction, and an Instructional Specialist, to oversee STEM project-based learning educational opportunities, NGSS, and the Kern Urban Teacher Residency partnership with CSUB.	$127,743 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries	$142,412 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries

$26,701 Supplemental and Concentration 3000-3999: Employee Benefits $1,058 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures $112,373 Title II 1000-1999: Certificated Personnel Salaries $44,857 Title II 3000-3999: Employee Benefits $5,997 Title II 5000-5999: Services And Other Operating Expenditures $5,860 Title II 7000-7439: Other Outgo	$27,913 Supplemental and Concentration 3000-3999: Employee Benefits $0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures $114,708 Title II 1000-1999 Certificated Personnel Salaries $42,781 Title II 3000-3999: Employee Benefits $378 Title II 5000-5999: Services and other Operating Procedures $5,667 Title II

		7000-7439: Other Outgo Total: 333,859
Action 24 - Continue to provide an abbreviated two days of the summer professional learning to first and second year teachers on K-8 CCSS ELA/ELD (1 day) and Math (1 day) as part of New Teacher Orientation.	$52,655 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $11,000 Supplemental and Concentration 3000-3999: Employee Benefits	$0 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $0 Supplemental and Concentration 3000-3999: Employee Benefits
Action 25 - Continue to support the Induction, Intern and other New Teacher Programs by providing teachers with on-going, individualized and intensive professional learning in both content and pedagogy.	$884,092 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $111,859 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $276,006 Supplemental and Concentration	$1,007,972 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $89,295 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $315,313 Supplemental and Concentration

	3000-3999: Employee Benefits	3000-3999:Employee Benefits
	$29,129 Supplemental and Concentration 4000-4999: Books And Supplies	$16,278.00 Supplemental and Concentration 4000-4999: Books and Supplies
	$37,452 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$12,942.00 Supplemental and Concentration 5000-5999: Services and Other Expenses Total: 1,441,800
Action 26 - Continue to provide three Program Specialists to support the District's Induction and Intern Program and one new Program Specialist to provide support to veteran teachers.	$415,511 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $170,528 Supplemental and Concentration 3000-3999: Employee Benefits $1,512 Supplemental and Concentration	$442,874 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $172,294 Supplemental and Concentration 3000-3999:Employee Benefits $1,512 Supplemental and Concentration

	5000-5999: Services And Other Operating Expenditures	5000-5999: Services and Other Expenditures Total $616,680
Action 27 - Continue to provide additional support and professional learning to teachers in their first three years after earning their clear credential, to be phased in over a three-year period.	$34,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $7,103 Supplemental and Concentration 3000-3999: Employee Benefits $20,697 Supplemental and Concentration 4000-4999: Books And Supplies	$0 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $0 Supplemental and Concentration 3000-3999: Employee Benefits $12,124 Supplemental and Concentration 4000-4999: Books And Supplies Total: $12,124
Action 28 - Continue Accelerated Reader with STAR Reading and STAR Math at all schools, and Achieve 3000 at all schools, to provide students with differentiated learning to support a culture of literacy and numeracy.	$1,012,632 Title I 5000-5999: Services And Other Operating Expenditures $36,353 Title I	$1,012,632 Title I 5000-5999 Services and Other Operating Expenses $36,353 Title I

	7000-7439: Other Outgo $1,260,659 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	7400-7439:Other Outgo $751,731 Supplemental and Concentration 5000-5999: Services and Other Operating Expenditures Total $1,800,716.00
Action 29 - Continue to upgrade library collections and library spaces district-wide with culturally responsive reading materials that promote reading by students. Staff school libraries with library media technicians/library media assistants.	$11,546 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $1,221,635 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $1,292,555 Supplemental and Concentration 3000-3999: Employee Benefits $215,000 LCFF Supplemental and Concentration	$14,414 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $1,161,905 Supplemental and Concentration 2000-2999:Classified Personnel Salaries $1,039,160 Supplemental and Concentration 3000-3999: Employee Benefits $49,580

	4000-4999: Books And Supplies $42,169 LCFF Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures $107,775 LCFF Supplemental and Concentration 6000-6999: Capital Outlay	LCFF Supplemental and Concentration 4000-4999 Books and Supplies $157,053 LCFF Supplemental and Concentration 5000-5999: Services and other operating expenditures $22,412 LCFF Supplemental and Concentration 6000-6999: Capital Outlay Total $2,444,524.00
Action 30 - Continue to maintain culturally responsive classroom libraries district-wide while also providing classroom teachers instructional resources to support small group guided reading instruction.	$75,000 Supplemental and Concentration 4000-4999: Books And Supplies	$86,155 Supplemental and Concentration 4000-4999: Books And Supplies
Action 31 - Discontinued - the District curriculum lab will no longer be funded with Supplemental and Concentration LCFF funds.	N/A	N/A
Action 32 - Continue to provide targeted, supplemental learning opportunities for academically at-risk students, including instructional aides.	$175,000 Title I 1000-1999: Certificated Personnel Salaries	$88,970 Title I 1000-1999:Certificated Personnel Salaries

$5,000 Title I 2000-2999: Classified Personnel Salaries $38,931 Title I 3000-3999: Employee Benefits $385,000 Title I 4000-4999: Books And Supplies $25,882 Title I 5000-5999: Services And Other Operating Expenditures $22,610 Title I 7000-7439: Other Outgo $802,992 Supplemental and Concentration 2000-2999: Classified Personnel Salaries	$4,504 Title I 2000-2999 Personnel Classified Salaries $20,212 Title I 3000-3999: Employee Benefits $12,182 Title I 4000-4999: Books and Supplies $0 Title I 5000-5999:Services and Operating Expenditures $4,519 Title I 7000-7439:Other Outgo

	$81,650 LCFF Supplemental and Concentration 3000-3999: Employee Benefits	$604,679 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $89,261 LCFF Supplemental and Concentration 3000-3999: Employee Benefits Total $824,327
Action 33 - Continue to provide National Youth Sports Program for identified at-risk students.	$115,968 Title I 5000-5999: Services And Other Operating Expenditures $4,164 Title I 7000-7439: Other Outgo	$72,176 Title I 5000-5999: Services And Other Operating Expenses $2,591 Title I 7000-7439: Other Outgo Total $74,767.00
Action 34 - Provide Summer Learning programs to accelerate academic achievement for at-risk and unduplicated students.The programs will be expanded to reach more low-performing students district-wide.	$198,602 Supplemental and Concentration	$0 Supplemental and Concentration

	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
	$496,416 Supplemental and Concentration	$0 Supplemental and Concentration
	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
	$132,268 Supplemental and Concentration	$0 Supplemental and Concentration
	3000-3999: Employee Benefits	3000-3999: Employee Benefits
	$266,038 Other	$0 Other
	1000-1999: Certificated Personnel Salaries Low-Performing Students Block Grant	1000-1999: Certificated Personnel Salaries Low-Performing Students Block Grant
	$56,640 Other	$0 Other
	3000-3999: Employee Benefits Low-Performing Students Block Grant	3000-3999: Employee Benefits Low-Performing Students Block Grant
	$63,600 Other	$0 Other
	4000-4999: Books And Supplies	

	Low-Performing Students Block Grant $13,867 Other 7000-7439: Other Outgo Low-Performing Students Block Grant	4000-4999: Books And Supplies Low-Performing Students Block Grant $0 Other 7000-7439: Other Outgo Low-Performing Students Block Grant
Action 35 - Provide support for Magnet Programs, After School Programs, and the launch of Extended Learning Academies at all schools to provide project-based learning opportunities through four modules: Science, Technology, Engineering and the Arts, to meet the needs of principally unduplicated pupils.	$1,084,849 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $663,664 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $772,649 Supplemental and Concentration 3000-3999: Employee Benefits $162,553 Supplemental and Concentration	$966,571 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $599,860 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $1,252,645 Supplemental and Concentration 3000-3999: Employee Benefits $152,871

	4000-4999: Books And Supplies	Supplemental and Concentration
		4000-4999: Books and Supplies
	$1,579,914 Supplemental and Concentration	
	5000-5999: Services And Other Operating Expenditures	$1,126,168 Supplemental and Concentration
		5000-5999:Services And Other Operating Expenses
	$361,959 Title IV	
	1000-1999: Certificated Personnel Salaries	$667,310 Title IV
		1000-1999:Certificated Salaries
	$152,816 Title IV	
	3000-3999: Employee Benefits	$226,787 Title IV
		3000-3999: Employee Benefits
	$1,220,029 Title IV	
	4000-4999: Books And Supplies	$339,554 Title IV
		4000-4999: Books and Supplies
	$418,722 Title IV	
	5000-5999: Services And Other Operating Expenditures	$37,225 Title IV
		5000-5999 Services and Other Expenses
	$77,312	

	Title IV 6000-6999: Capital Outlay	$45,624 Title IV 6000-6999: Capital Outlay Total $5,414,615
Action 36 - Continue to provide a comprehensive visual and performing arts program at all elementary and middle school/junior high schools.	$1,410,103 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $91,751 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $733,463 Supplemental and Concentration 3000-3999: Employee Benefits $276,092 Supplemental and Concentration	$1,179,587 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $77,163 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $554,071 Supplemental and Concentration 3000-3999: Employee Benefits $199,079 Supplemental and Concentration

	4000-4999: Books And Supplies $116,550 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	4000-4999: Books and Supplies $39,585 Supplemental and Concentration 5000-5999: Services and Other Operating expenditures Total $2,049,485.00
Action 37 - Continue to provide project-based art curriculum in partnership with the Bakersfield Museum of Art for 5th grade students at thirty elementary school sites.	$141,445 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
Action 38 - Continue to provide all 4th grade students access to view a musical theater performance.	$28,024 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
Action 39 - Continue STEM project-based learning for grades 5-6 at 13 elementary schools (Project Launch) and at all junior high/middle schools in order to prepare students for 21st Century College and Career readiness skills.	$230,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $3,458 Supplemental and Concentration	$56,944 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $0 Supplemental and Concentration

	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
	$48,450 Supplemental and Concentration 3000-3999: Employee Benefits	$10,124 Supplemental and Concentration 3000-3999:Employee Benefits
	$561,135 Supplemental and Concentration 4000-4999: Books And Supplies	$4,419 Supplemental and Concentration 4000-4999:Books and Supplies
	$415,626 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$42,661 Supplemental and Concentration 5000-5999:Services and Operating Expenditures Total $114,148.00
Action 40 - This action has been discontinued/moved. The services are now included in Action 39.	N/A	N/A
Action 41 - Continue to provide additional allocations to middle school/junior high schools for STEM materials to be used in each core Science course to embed Next Generation Science Standards implementation.	$200,000 Supplemental and Concentration 4000-4999: Books And Supplies	$13,528 Supplemental and Concentration 4000-4999: Books And Supplies

Action 42 - Continue to provide supplemental instructional materials to support and strengthen instruction aligned to CCSS for ELA and Math and NGSS for Science.	$165,440 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $34,560 Supplemental and Concentration 3000-3999: Employee Benefits	$515,407 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $99,717 Supplemental and Concentration 3000-3999: Employee Benefits Total $615,124
Action 43 - Continue to provide staff and equipment to support technology needs at all school sites.	$1,195,602 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $700,373 Supplemental and Concentration 3000-3999: Employee Benefits $5,307,226 Supplemental and Concentration 4000-4999: Books And Supplies	$874,719 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $661,375 Supplemental and Concentration 3000-3999: Employee Benefits $624,794 Supplemental and Concentration 4000-4999: Books And Supplies

	$756,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$28,900 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total: 2,189,788.

Action 44 - Continue to provide identification, transportation, tutoring, monitoring and case management of homeless students through the District's McKinney-Vento program.	$6,000 Title I 1000-1999: Certificated Personnel Salaries $158,483 Title I 2000-2999: Classified Personnel Salaries $137,924 Title I 3000-3999: Employee Benefits $6,547 Title I 4000-4999: Books And Supplies $10,801 Title I 5000-5999: Services And Other Operating Expenditures $11,479 Title I 7000-7439: Other Outgo	$5,800 Title I 1000-1999: Certificated Personnel Salaries $162,635 Title I 2000-2999: Classified Personnel Salaries $137,646 Title I 3000-3999: Employee Benefits $9,135 Title I 4000-4999: Books And Supplies $2,570 Title I 5000-5999: Services And Other Operating Expenditures $11,409 Title I 7000-7439: Other Outgo

		Total $329,195
Action 45 - Continue to provide transportation services for Foster Youth to their school of origin to provide students with educational stability and continuity of services.	$100,000 Supplemental and Concentration 7000-7439: Other Outgo	$149,735 Supplemental and Concentration 7000-7439: Other Outgo
Action 46 - Discontinued.	N/A	N/A
Action 47 - Continue the NISL Executive Development Program to strengthen leadership skills for current and aspiring principals.	$166,950 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$133,625 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
Action 48 - Continue to provide a Coordinator and two Educational Technology Analysts for Educational Technology, Data and Assessment.	$145,033 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $116,800 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $123,918 Supplemental and Concentration 3000-3999: Employee Benefits	$138,351 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $120,561 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $113,737 Supplemental and Concentration 3000-3999: Employee Benefits

	$15,000 Supplemental and Concentration 4000-4999: Books And Supplies $1,058 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$0 Supplemental and Concentration 4000-4999: Books And Supplies $882 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $373,531.10
Action 49 - This action has been discontinued.	N/A	N/A
Action 50 - Continue to provide a universal assessment tool for early literacy for all elementary schools.	$30,000 Title I 5000-5999: Services And Other Operating Expenditures $1,077 Title I 7000-7439: Other Outgo	$24,155 Title I 5000-5999: Services And Other Operating Expenditures $861 Title I 7000-7439: Other Outgo Total $25,055
Action 51 - This action has been discontinued/moved. The services are now included in Action 28.	N/A	N/A

Action 52 - Continue to provide Vice Principals for larger schools (over 650 students) to strengthen instructional practices, promote parental participation, and reduce chronic absenteeism and suspension rates.	$4,266,892 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $1,293,635 Supplemental and Concentration 3000-3999: Employee Benefits $23,088 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$4,238,340 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $1,427,870 Supplemental and Concentration 3000-3999: Employee Benefits $17,150 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $ 5,683,360
Action 53 - Continue contract with an information services firm to support K-2 Literacy data analysis, ELL program evaluation, and access research reports to utilize best practices in education.	$101,218 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$374,885 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
Action 54 - Continue to provide additional staff for targeted support at five identified Focus Schools to help accelerate student achievement.	$1,154,771 Supplemental and Concentration	$1,161,573 Supplemental and Concentration 1000-1999:

	1000-1999: Certificated Personnel Salaries	Certificated Personnel Salaries
	$473,361 Supplemental and Concentration 2000-2999: Classified Personnel Salaries	$469,208 Supplemental and Concentration 2000-2999: Classified Personnel Salaries
	$825,957 Supplemental and Concentration 3000-3999: Employee Benefits	$788,354 Supplemental and Concentration 3000-3999: Employee Benefits
	$49,200 Supplemental and Concentration 4000-4999: Books And Supplies	$19,250 Supplemental and Concentration 4000-4999: Books And Supplies
	$1,368 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$7,472 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
		Total $ 2,445,857
Action 55 - Continue to provide a data dashboard and reporting system.	$78,346 Supplemental and Concentration	$66,150 Supplemental and Concentration

	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Action 56 - Continue to provide a web-based Parent Portal through a new Student Information System.	$20,680 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $4,320 LCFF Supplemental and Concentration 3000-3999: Employee Benefits	$0 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $0 LCFF Supplemental and Concentration 3000-3999: Employee Benefits
Action 57 - Continue to provide an Achievement Academy program to close the achievement gap by providing STEAM-focused learning, cultural field trips and other extracurricular activities for African-American students in grades 4-8.	$92,940 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $179,939 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $79,418 Supplemental and Concentration	$0 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $0 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $0 Supplemental and Concentration

	3000-3999: Employee Benefits	3000-3999: Employee Benefits
	$270,796 Supplemental and Concentration 4000-4999: Books And Supplies	$0 Supplemental and Concentration 4000-4999: Books And Supplies
	$328,807 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$8,100 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures

Total $8,100 |
| **Action 58** - Continue to coordinate and integrate the following state and federal programs to benefit eligible students and increase student learning:
• State preschool services at 17 campuses
• School Readiness
• Migrant Region 21
• Teacher training
• After School Education and Safety (ASES) | $91,749 Title II 5000-5999: Services And Other Operating Expenditures

$3,294 Title II 7000-7439: Other Outgo

$19,387 Title III 4000-4999: Books And Supplies | $59,357 Title II 5000-5999: Services And Other Operating Expenditures

$2,130 Title II 7000-7439: Other Outgo

$2,165 Title III |

		4000-4999: Books And Supplies
	$17,700 Title III 5000-5999: Services And Other Operating Expenditures	$0.00 Title III 5000-5999: Services And Other Operating Expenditures
	$1,331 Title III 7000-7439: Other Outgo	$48 Title III 7000-7439: Other Outgo
	$2,379,852 Other 1000-1999: Certificated Personnel Salaries Migrant	$1,784,481 Other 1000-1999: Certificated Personnel Salaries Migrant
	$385,000 Other 1000-1999: Certificated Personnel Salaries School Readiness	$47,286 Other 1000-1999: Certificated Personnel Salaries School Readiness
	$3,929,242 Other 1000-1999: Certificated Personnel Salaries State Preschool	$3,716,639 Other 1000-1999: Certificated Personnel Salaries State Preschool
	$5,197,419 Other	

	1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) $310,000 Other 1000-1999: Certificated Personnel Salaries ASES Kids Code Grant	$4,751,311 Other 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) $50,845 Other 1000-1999: Certificated Personnel Salaries ASES Kids Code Grant Total $10,414,262

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Actions/Services were implemented as planned up to the date of the schools closures in March 2020 as a result of the COVID-19 pandemic. Beginning in April 2020 efforts were directed toward responding to the needs of teachers, students, staff, and families as the district transitioned into distance learning.

The Bakersfield City School District implemented the necessary steps to address and have targeted support staff to assist with the development of online resources and curriculum for continued student learning as a result of the school closures including developing distance learning packets, distribution of instructional materials and learning packets. Staff also supported the efforts to ensure students had access to technology to be able to access the online resources developed for learning. Parents and students were provided with a hotline number, in the event they had questions regarding the online resources, chromebooks, wi-fi devices, and to answer questions of connectivity. Teachers at the school sites were available to support students with packets and parents received calls if a child had not yet picked up their device to access materials. Through the (Multi-Tiered System of Supports (MTSS) process team, staff provided parents the needed resources for students who needed Social Emotional support.

The Bakersfield City School District provided opportunities for professional development immediately after students were expected to receive the first set of instructional packets in preparation for virtual instruction. The district supported the transition for teachers with the opportunity to work towards Google Certification Level 1 or Level 2 and began providing professional development on Google Classroom and all of the applications used for delivery of instruction such as Google Slides, Forms, Docs, and Drive. During the summer, teachers were able to receive additional support on all of the features of zoom and access the teacher resources for online curriculum, videos, and digital resources available for students. All district parent, staff, and administrative meetings were held virtually via zoom as we transitioned from in person meetings to online due to the California Department of Health Safety Protocols put in place across the state.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LCAP actions/services in Goal 1 have been successfully implemented and have contributed to the improvement of the district's performance over the past three years of implementation as evidenced by growth in student performance in the local and state indicators.

The Bakersfield City School District was successfully making progress towards improvement in Academic Achievement prior to the pandemic and school closures, as evidenced by the increase of 4.3 points in the 2019 Fall California Dashboard for ELA and a maintained status with an increase of 0.3 points in Mathematics:

2018 ELA 41.1 points below standard	2018 Mathematics 74 points below standard
2019 ELA 36.1 points below standard	2019 Mathematics 72.8 points below standard

In addition 14.7% of EL students reclassified in 2019-2020 is above the state's average of 13.8% for the same year and an indication of the gains being made by BCSD as a result of the effective implementation of the actions and services to achieve the goal. Based on the local monitoring systems the district has implemented, school sites can see the improvement on a monthly basis and adjust the planned actions to meet the needs of students who are most in need or most at-risk.

In the 2019-2020 school year the greatest challenges were those encountered as a result of the pandemic and adjusting to provide instruction for students in a virtual environment when not all students had the access to the necessary resources. The challenge of providing teachers the needed support for them to be able to deliver instruction and being able to monitor student learning when they were not physically present with the teacher. Another challenge was not fully implementing the National Youth Sports Program due to the closure of the CSUB campus as a result of the pandemic, however, efforts were made to reach out to students to stay engaged in the online activities and services provided to students to continue learning during the summer break. Implementation of any music

program for students in grades 3rd-5th was vastly limited to online lessons and no performances in person, due to the district closures and Kern County's identification in the Purple Tier and a limited number of students returning to in-person instruction in phases.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
(5a.) Attendance Rates ● 96.4% in 2020	5a. Based on the 2019-20 CALPADS EOY 3 data report ATT120 Bakersfield City School District had Attendance Rates: 97.27%
(5b.) Chronic Absenteeism Rates ● 12.5% in 2020	5b. Based on the 2019-20 CALPADS EOY 3 Report 14.1 Bakersfield City School District had Chronic Absenteeism Rates: 11.80%
(6a.) Suspension Rates ● 1.5% in 2020	6a. Based on the 2019-20 CALPADS EOY Report 7.10 Bakersfield City School District had Suspension Rates: 1.39%

(6b.) Pupil Expulsion Rates • 0.14% in 2020	6b. Based on the 2019-20 CALPADS EOY Report 7.10 Bakersfield City School District had Pupil Expulsion Rates: 0.015%
(6c.) Annual California Healthy Kids Survey • School Connectedness 5th grade 69% • Caring Adult Relationships 5th grade 72% • Feel Safe at School 5th grade 77% • School Connectedness 7th grade 59% • Caring Adult Relationships 7th grade 61% • Feel Safe at School 7th grade 64%	6c. Based on the Fall 2019 California Healthy Kids Survey 5th Grade • School Connectedness 65% • Caring Adult Relationships 69% • Feel Safe at School 67% 7th Grade • School Connectedness 59% • Caring Adult Relationships 61% • Feel Safe at School 60%
(5c.) Middle School Dropout Rates • None	5c. Based on the 2020-21 Fall 1 CALPADS Report 1.14 Drop-Outs report there were a total of 34 students.
(5d.) High School Dropout Rates - N/A (5.e.) High School Graduation Rates - N/A	5d. N/A 5e. N/A

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 - Continue to provide for organizational play activities, intramural sports, and an equitable distribution of Campus Supervisors and Cafeteria/Playground Activity Leaders at all schools to promote positive peer relations and reduce the frequency of problem behaviors occurring outside of classrooms.	$236,690 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries	$274,480 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $3,001,205

| | $2,793,950
Supplemental and Concentration
2000-2999: Classified Personnel Salaries

$1,028,260
Supplemental and Concentration
3000-3999: Employee Benefits

$496,776
Supplemental and Concentration
4000-4999: Books And Supplies

$405,876
Supplemental and Concentration
5000-5999: Services And Other Operating Expenditures

$22,000
LCFF Supplemental and Concentration
6000-6999: Capital Outlay | Supplemental and Concentration
2000-2999: Classified Personnel Salaries

$964,202
Supplemental and Concentration
3000-3999: Employee Benefits

$240,953
Supplemental and Concentration
4000-4999: Books And Supplies

$179,463
Supplemental and Concentration
5000-5999: Services And Other Operating Expenditures

$0
LCFF Supplemental and Concentration
6000-6999: Capital Outlay

Total $4,660,303 |

Action 2 - Continue to partner with community organizations and local law enforcement to support a safe and positive climate at all schools, with a focus on reducing truancy and chronic absenteeism, and the provision of direct mentoring services within the District's MTSS framework.	$400,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$280,998 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
Action 3 - Continue to provide an alternative to suspension program at junior high and middle schools that holds students accountable for their behavior through the utilization of restorative practices.	$796,436 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $354,724 Supplemental and Concentration 3000-3999: Employee Benefits	$847,580 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $271,383 Supplemental and Concentration 3000-3999: Employee Benefits Total $1,118,963
Action 4 - Continue to provide a Coordinator and Clerk to coordinate, train and monitor implementation of tiered intervention programs within the PBIS framework.	$134,136 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $44,728 Supplemental and Concentration 2000-2999: Classified Personnel Salaries	$117,658 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $14,552 Supplemental and Concentration 2000-2999: Classified Personnel Salaries

	$76,036 Supplemental and Concentration 3000-3999: Employee Benefits $5,000 Supplemental and Concentration 4000-4999: Books And Supplies $6,058 Services and Other I Concentration 5000-5999: Services And Other Operating Expenditures	$48,523 Supplemental and Concentration 3000-3999: Employee Benefits $0 Supplemental and Concentration 4000-4999: Books And Supplies $2,142 Services and Other I Concentration 5000-5999: Services And Other Operating Expenditures Total $182,875
Action 5 - Continue to operate four regional Comprehensive School-Based Health Clinics to provide prevention and treatment services for the medical, mental health, vision and dental needs of students.	$1,136,307 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $963,704 Supplemental and Concentration 2000-2999: Classified Personnel Salaries	$1,139,381 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $868,336 Supplemental and Concentration 2000-2999: Classified Personnel Salaries

	$1,045,729 Supplemental and Concentration 3000-3999: Employee Benefits $161,200 Supplemental and Concentration 4000-4999: Books And Supplies $87,364 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$814,277 Supplemental and Concentration 3000-3999: Employee Benefits $107,460 Supplemental and Concentration 4000-4999: Books And Supplies $48,946 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total: $2,978,400
Action 6 - Continue to provide a Community Day School alternative education program at Rafer Johnson School for students needing a smaller, more restrictive environment, and a transitional class at Hills Elementary School, to address intensive social-emotional concerns impacting behavior and attendance.	$337,631 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $177,448 Supplemental and Concentration 2000-2999: Classified Personnel Salaries	$347,986 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $71,921 Supplemental and Concentration 2000-2999: Classified Personnel Salaries

	$315,288 Supplemental and Concentration 3000-3999: Employee Benefits $20,000 Supplemental and Concentration 4000-4999: Books And Supplies $15,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$172,225 Supplemental and Concentration 3000-3999: Employee Benefits $17,121 Supplemental and Concentration 4000-4999: Books And Supplies $15,127 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total: $624,380
Action 7 - Continue to provide forty-three Behavioral Intervention Specialists to deliver services for students needing on-going intensive behavioral support.	$2,224,866 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $1,643,032 Supplemental and Concentration 3000-3999: Employee Benefits	$2,502,014 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $1,608,682 Supplemental and Concentration 3000-3999: Employee Benefits

	$15,000 Supplemental and Concentration 4000-4999: Books And Supplies $21,467 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$12,476 Supplemental and Concentration 4000-4999: Books And Supplies $43,662 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total: 4,166,834
Action 8 - Provide twelve additional psychologists to provide intensive direct support for Tier 3 of PBIS.	$1,390,150 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $499,837 Supplemental and Concentration 3000-3999: Employee Benefits $4,278 Supplemental and Concentration 4000-4999: Books And Supplies	$1,421,772 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $386,487 Supplemental and Concentration 3000-3999: Employee Benefits $0 Supplemental and Concentration 4000-4999: Books And Supplies

	$11,640 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$8,408 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $1,816,667.00
Action 9 - Continue to provide six Youth Services Specialists to support Tier 2 and Tier 3 PBIS, particularly Foster Youth and African American students.	$627,954 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $398,099 Supplemental and Concentration 3000-3999: Employee Benefits $14,000 Supplemental and Concentration 4000-4999: Books And Supplies $75,390	$560,799 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $388,488 Supplemental and Concentration 3000-3999: Employee Benefits $9112 Supplemental and Concentration 4000-4999: Books And Supplies $40,917

	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $999,316
Action 10 - Continue to provide nine Associate School Social Workers to increase capacity of the School Attendance Review Board (SARB) which assists schools in addressing students with high rates of chronic absenteeism.	$742,111 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $436,232 Supplemental and Concentration 3000-3999: Employee Benefits $7,500 Supplemental and Concentration 4000-4999: Books And Supplies	$733,930 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $605,641 Supplemental and Concentration 3000-3999: Employee Benefits $43,581 Supplemental and Concentration 4000-4999: Books And Supplies Total $1,383,152
Action 11 - Continue to provide professional learning, on-site coaching, consultation and support for Behavioral Intervention Specialists and school support staff to ensure culturally responsive and strong implementation of PBIS for all tiers.	$392,670 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries	$373,086 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries

	$153,378 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $339,244 Supplemental and Concentration 3000-3999: Employee Benefits $33,000 Supplemental and Concentration 4000-4999: Books And Supplies $47,350 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$116,521 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $191,549 Supplemental and Concentration 3000-3999: Employee Benefits $13,641 Supplemental and Concentration 4000-4999: Books And Supplies $44,727 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $739,524
Action 12 - Continue to provide parent learning opportunities on strategies for parenting challenging youth targeted to parents of students needing Tier 2 or Tier 3 PBIS supports.	$101,623 Supplemental and Concentration 2000-2999: Classified Personnel Salaries	$35,405 Supplemental and Concentration 2000-2999: Classified Personnel Salaries

	$33,946 Supplemental and Concentration 3000-3999: Employee Benefits $39,486 Supplemental and Concentration 4000-4999: Books And Supplies	$10,062 Supplemental and Concentration 3000-3999: Employee Benefits $34,065 Supplemental and Concentration 4000-4999: Books And Supplies Total $79,532
Action 13 - Continue to provide and expand professional learning in Crisis Prevention Institute's Non-Violent Crisis Intervention (CPI) to build capacity for effectively de-escalating crisis situations.	$202,487 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $42,299 Supplemental and Concentration 3000-3999: Employee Benefits	$95,800 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $18,776 Supplemental and Concentration 3000-3999: Employee Benefits Total $114,576
Action 14 - Continue to provide professional learning in building positive relationships and cultural responsiveness for all staff to promote the value of diversity and create a more welcoming climate and culture.	$48,459 Supplemental and Concentration	$46,969 Supplemental and Concentration

	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
	$12,474 Supplemental and Concentration 3000-3999: Employee Benefits	$9,313 Supplemental and Concentration 3000-3999: Employee Benefits
	$13,573 Supplemental and Concentration 4000-4999: Books And Supplies	$9,640 Supplemental and Concentration 4000-4999: Books And Supplies
	$3,756 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$12,648 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures

Total $78,570 |
Action 15 - This action has been discontinued/moved. The services are now included in Action 14.	N/A	N/A
Action 16 - This action has been discontinued.	N/A	N/A
Action 17 - Continue to provide and maintain security cameras at school sites and on buses.	$1,005,500 Supplemental and Concentration 4000-4999: Books And Supplies	$0 Supplemental and Concentration 4000-4999: Books And Supplies

	$337,260 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$150,025 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $150,025
Action 18 - This action has been discontinued.	N/A	N/A
Action 19 - This action has been discontinued/moved. The services are now included in Action 1.	N/A	N/A
Action 20 - This action has been discontinued/moved. The services are now included in Action 1.	N/A	N/A
Action 21 - Implement Social-Emotional Learning curriculum districtwide with staff in grades Pre-K, TK and K.	$73,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $15,251 Supplemental and Concentration 3000-3999: Employee Benefits $40,000 Supplemental and Concentration	$33,659 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $6,597 Supplemental and Concentration 3000-3999: Employee Benefits $198,902 Supplemental and Concentration

		4000-4999: Books And Supplies $150,842 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies $77,375 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $316,533
Action 22 - Continue to provide a Coordinator to promote and maintain a safe school environment for all students, staff and community throughout the District.		$106,199 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $35,166 Supplemental and Concentration 3000-3999: Employee Benefits $1,500 Supplemental and Concentration 4000-4999: Books And Supplies $6,058	$109,166 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $34,842 Supplemental and Concentration 3000-3999: Employee Benefits $175 Supplemental and Concentration 4000-4999: Books And Supplies $4,890 Supplemental and Concentration

	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
		Total $149,073

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All 2019-2020 Goal 2 actions/services were implemented and have contributed to the improvement of the district's performance in accordance with the LCAP plan. The district adjusted services as needed to account for the school closures in March 2020 as a result of the COVID-19 pandemic. The Bakersfield City School District directed its efforts toward responding to the needs of teachers, students, staff and families in preparation for distance learning. Professional learning transitioned to a virtual format as a result of the school closures. All services to support a safe environment on campus and in a virtual learning environment continued without interruption.

The district transitioned necessary changes to the roles and responsibilities of staff including campus supervisors, activity leaders, community partners and the services provided to families, clerical staff, health staff, behavior & intervention support staff, psychologists, youth services specialists, associate school social workers, in its efforts to continue with the actions and services and the delivery in a virtual format.

Bakersfield City School District supported staff by providing opportunities for professional development to continue the delivery of student and family services, in a new virtual format. In addition, BCSD continued, through the MTSS process, to identify students who were most impacted with the transition to a virtual format and had challenges related to Social Emotional needs and daily engagement.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions/services for LCAP Goal 2 have been successfully implemented and have contributed to the improvement of the district's performance over the past three years of implementation as evidenced by growth in student performance in the local and state indicators.

Bakersfield City School District was successfully making progress towards improvement in the district's school climate indicators and pupil engagement.

Based on the 2019 California Dashboard comparisons from 2017-18 to 2019-20 state indicators for Conditions and Climate indicate the following:

Suspension Rate:

2019-2020	1.4%
2018-2019	2.1%
2017-2018	2.3%

The "All" students group showed a reduction in suspension rate of (-0.2%) and has a current status of 2.1 % in comparison to the state's 3.4% suspension rate.

Expulsion Rate: 2017-2020				
Academic Year	**Cumulative Enrollment**	**Total Expulsions**	**Unduplicated Count of Students Expelled**	**Expulsion Rate**
2019-20	33,656	5	5	0.01%
2018-19	33,741	20	20	0.06%
2017-18	33,278	26	26	0.08%

Chronic Absenteeism Rate:

CHRONIC ABSENTEEISM RATES (source: Dataquest at cde.ca.gov)			
Academic Year	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2019-20	33,656 students	N/A*	N/A*
2018-19	33,741 students	3,826	11.7%
2017-18	33,278 students	4,866	14.9%

* Based on the 2019-2020 BCSD Districtwide Progress Monitoring, as of March 9, 2020, the Chronic Absenteeism rate was at or about **11.2%.** All indicators of progress indicating the success of actions/services towards improvement prior to the pandemic and school closures are evidenced by all metrics.

In the 2019-2020 school year the greatest challenges were those encountered as a result of the pandemic and adjusting the provide social emotional services and monitoring of engagement for all students due to the challenges of student access to the necessary resources. The challenge of not being able to connect with students in person, impacted student engagement and the staff's ability to continue to build relationships with students. In addition, the limitations of making home visits added another barrier in the district's ability to continue to provide parents the learning opportunities on strategies on how to best parent challenging youth in Tiers 2 and Tier 3 of the PBIS support system. SEL staff was challenged to continue to provide professional learning for Behavior Intervention Specialists with on-site coaching, and consultation and support for school staff, as a result of school closures, and employees directed to work from home.

Additional challenges were not being able to continue to provide services to support Tier 2 and Tier 3 PBIS students in person, especially unduplicated students and students most at-risk due to school closures. Also providing students with the appropriate tools and strategies to deal with the trauma associated with the impact and the uncertainty of the pandemic.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Parents strongly agree or agree that they feel welcome at their student's school, as indicated on the annual Parent Survey. ● 91.1%	Due to COVID-19 Pandemic the Parent Survey was not administered in 2019. District was not yet set up with Parent Square and students did not have technology at home.
(3b.)Parents strongly agree or agree that their school provides regular opportunities for parents to participate, as indicated on the annual Parent Survey. ● 90.7%	Due to COVID-19 Pandemic the Parent Survey was not administered in 2019. District was not yet set up with Parent Square and students did not have technology at home.
(3a.) Increase in number of parents participating in the annual Parent Climate Survey. ● Increase by 1,000 surveys to 16,683 surveys	Due to COVID-19 Pandemic the Parent Survey was not administered in 2019. District was not yet set up with Parent Square and students did not have technology at home.
(3a.) Increase in number of parents providing input in making decisions for district and school sites by completing the LCAP Parent Survey. ● Increase by 50 surveys to 228 surveys	1,774 LCAP Parent surveys were completed prior to the school closures for the 2019-2020 school year, an increase of 1,546.
(3b&c). Promote participation of parents, including parents of unduplicated pupils and pupils with special needs. ● Increase by 50 graduates to 450 graduates	Based on the number of parent graduates through Parent University, 386 out of 997 registered for the 2019-2020 school year. Total number of graduates for 2019-20: 350

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 - Continue to provide a Coordinator, Instructional Specialist, and District support staff, provide FACE Liaisons at each school site, and deploy resources to support 34 Parent Resource Centers throughout the District and build the capacity of parents and families to support student learning at all school sites, by providing services including: African-American Parent Advisory Committees to involve and engage parents, families, students, educators and community members in order to meet the needs of students. Monthly engagement meetings at each school site for family and community members to ask questions and receive information from site staff and principals. Quarterly family education trainings at each school site focused on equipping parents and families with skills and information to support student learning in the home. Monthly family and community newsletters at each school site to improve communication regarding activities and services provided to students and families by the school and district. A Parents As Leaders (PAL's) program, including a PAL's Volunteer Program to train parents for volunteering in the school and classroom, and a PAL's Ambassador Program to assist the FACE Liaisons with involving parents in their child's school.	$240,676 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $1,231,580 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $954,936 Supplemental and Concentration 3000-3999: Employee Benefits $606,737 Supplemental and Concentration 4000-4999: Books And Supplies $187,888 Supplemental and Concentration	$118,243 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $1,188,549 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $991,886 Supplemental and Concentration 3000-3999: Employee Benefits $416,496 Supplemental and Concentration 4000-4999: Books And Supplies $27,919 Supplemental and Concentration

	5000-5999: Services And Other Operating Expenditures $165,237 LCFF Supplemental and Concentration 6000-6999: Capital Outlay	5000-5999: Services And Other Operating Expenditures $4,021 LCFF Supplemental and Concentration 6000-6999: Capital Outlay Total $2,747,114
Action 2 - Continue to provide District-level staff and resources to facilitate the District Advisory Council (DAC), District English Language Advisory Committee (DELAC), Migrant Regional Advisory Committee (RAC), and other programs such as, Parent University, Now We're Cooking, Summer Parent Academy, Saturday Parent Classes, and other parent education classes and events.	$15,950 Title I 1000-1999: Certificated Personnel Salaries $230,110 Title I 2000-2999: Classified Personnel Salaries $162,209 Title I 3000-3999: Employee Benefits $154,285 Title I 4000-4999: Books And Supplies	$0 Title I 1000-1999: Certificated Personnel Salaries $202,639 Title I 2000-2999: Classified Personnel Salaries $140,453 Title I 3000-3999: Employee Benefits $346 Title I 4000-4999: Books And Supplies

	$96,216 Title I 5000-5999: Services And Other Operating Expenditures $23,650 Title I 7000-7439: Other Outgo	$43,023 Title I 5000-5999: Services And Other Operating Expenditures $13,874 Title I 7000-7439: Other Outgo Total $400,335
Action 3 - Continue to provide a Community-Based English Tutoring program of adult English language instruction to parents.	$10,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $83,204 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $50,519 Supplemental and Concentration 3000-3999: Employee Benefits	$17,160 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $50,015 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $37,364 Supplemental and Concentration 3000-3999: Employee Benefits

		$3,215 Supplemental and Concentration 4000-4999: Books And Supplies
	$26,419 Supplemental and Concentration 4000-4999: Books And Supplies	
	$24,170 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$4,951 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $ 112,705
Action 4 - Continue to improve communication with parents via the District website and social media, parent-teacher collaboration, phone message system, and staff for communications and translation services.	$581,307 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $367,824 Supplemental and Concentration 3000-3999: Employee Benefits $51,627 Supplemental and Concentration 4000-4999: Books And Supplies	$537,772 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $295,247 Supplemental and Concentration 3000-3999: Employee Benefits $39,419 Supplemental and Concentration 4000-4999: Books And Supplies

	$198,738 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$100,637 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Total $973,075
Action 5 - Continue to provide an Office Assistant for principally unduplicated pupils at each school site to serve students and families and increase parent engagement.	$846,752 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $518,259 Supplemental and Concentration 3000-3999: Employee Benefits	1,387,150 Supplemental and Concentration 2000-2999: Classified Personnel Salaries $714,147 Supplemental and Concentration 3000-3999: Employee Benefits Total $ 2,101,297

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All 2019-2020 Goal 3 actions/services were implemented and have contributed to the improvement of the district's performance in accordance with the LCAP plan.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions/services for LCAP Goal 3 have been successfully implemented and have contributed to the improvement of the district's services, efforts to increase relationships with parents and strengthen the partnerships with teachers, staff, and principals to improve their capacity to partner with families. The progress prior to the school closures indicated increased services and access to resources for parents in the district's efforts to support student learning and development of parents skills and academic awareness in the home. Evidenced by improved student outcomes, increase in parent participation in district activities such as committees, parent university events, and the number of parents providing input through completion of surveys as one of the district's efforts to seek input in the development of the LCAP.

Bakersfield City School District was successfully making progress towards improvement in the district's school indicators for Parent and Family Engagement.

Based on the 2019 California Dashboard comparisons from 2017-18 to 2019-20 state indicators for Conditions and Climate indicate the following:

The "All" students group showed a reduction in suspension rate of (-0.2%) and has a current status of 2.1 % in comparison to the state's 3.4% suspension rate.

In addition, based on the parent feedback through the Parent Climate Survey there is evidence parents have reported having an overall positive experience in our district as increasing from 2017- to 2021. The district did see a decrease in opportunities for participation from 2018-19 to 2020-21 of -2% which can be attributed to the limited access parents had to school sites as a result of the school closures. The Bakersfield City School District continued with efforts to increase participation in a virtual format and experienced a higher percentage of parents participating than had been in previous years (committee participation).

 The challenges to the implementation of Goal 3 actions and services to ensure all parents and community members felt welcome and engaged in the learning process was brought on by the pandemic. The family and community engagement staff (FACE) encountered a number of parents and staff members needing support to increase their level of technology proficiency in order to provide services in distance learning format. Simultaneous learning occurred as FACE staff was being trained by staff in the Curriculum and Instruction department, while at the same time training parents on how to utilize technology and access the online platforms to support students.

The importance of consistent and timely communication was emphasized throughout the pandemic and added efforts by the FACE Liaisons proved to be essential and effective when they made personal phone calls, home visits, communicated through emails and answered hundreds of questions on the new FACE Hotline. Parents reached out to liaisons with numerous questions regarding technology, resources, and changes in communication systems (Parent Square) not in place to support parents in accessing school information and events.

The Bakersfield City School District parent engagement staff successfully addressed the challenges and will continue to provide parents the skills and resources virtually if necessary as they have determined this will become another tool to use in their efforts to increase the overall positive experience for parents and guardians in the district.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of a messaging system that allows for parent communication in languages other than English.	$85,000	$85,000	Yes
Internet Web Hosting costs	$90,000	$90,000	Yes
Renaissance Assessment and Learning Platform	$718,174	$718,174	No
Chromebooks, connectivity, earbuds, insurance, technology	$13,928,471	$13,928,471	No
Zoom licenses	$36,000	$36,000	No
Site staff to assist with distribution of materials (6 additional days)	$856,398	$856,398	No
3 Additional days for BETA staff planning, PD, preparation for instruction	$2,614,425	$2,614,425	No
PPE items (including plexiglass)	$2,000,000	$2,000,000	No
COVID Employee Testing	$1,000,000	$1,000,000	No
Custodial-increased hours	$1,000,000	$1,000,000	No
Signage for social distancing & visitor protocols	$150,000	$150,000	No

| Health Safety Related Expenses (hand soap, hand sanitizer, wipes, thermometers) | $850,000 | $850,000 | No |
| Hand washing station rentals (in-person instruction) | $500,000 | $500,000 | No |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

At this time the Bakersfield City School District has found no substantive differences between the planned actions for in-person instructional offerings and/or the budgeted expenditures. The district purchased the messaging system to increase communication with parents in a language they understand and continued to work with web hosting companies and agencies to support access to online programs, district systems and district websites. Students and schools made use of all online programs including Renaissance Learning to administer local assessments and purchase the necessary chromebooks and additional technology for students to safely return to in-person instruction. The district provided all employees with access to zoom to attend training, conduct meetings and safely communicate with parents and outside agencies. Staff assisted with distribution of materials for students as needed and teachers were compensated for planning time, professional learning, and time to deliver instruction to students. PPE items in accordance with California Department of Health Guidance for in-person instruction, COVID Employee testing costs, increased custodial costs for time, signage in preparation for social distancing & visitor protocols as well as all other health and safety expenses related to keeping students, staff, parents, and all other personnel safe were implemented.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Bakersfield City School District administered surveys, held student focus groups, and took feedback from staff during the year while students were engaged in distance learning. In addition, to determine the effectiveness of its preparation efforts for in-person instruction, the district administered and additional survey to collect feedback from parents on their sense of the district's efforts during the pandemic, the results from parents who responded to the Annual Parent Climate Survey seemed to be similar that of prior years with difference ranging from 1-5 percentage points. The results are as follows:

85% of respondents strongly agree or agree that the school has high expectations of their child/children

86.7% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, as indicated in the

88.4% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive

The district also received feedback from site administrators during cluster meetings, took questions and concerns and appropriately responded to the needs that arose as a result of in-person instructional offerings including the need for additional staff to support students during arrival and dismissal times as well as other tasks associated with bringing students back to school.

*Challenges: Kern County Public Health Department and the state guidelines were difficult to navigate as regulations were constantly being updated. The development of a Return to in-person task force provided us with the opportunity to gather data from our stakeholders including parents, community members, certificated and classified staff. Planning for and organizing classroom layouts and campus movement was difficult for some of our campuses due to their size and footprint. When developing the schedule to address in-person instruction in addition to distance learning, the task force recommended an am-pm schedule. This limited the time for teacher planning as well student access to synchronous instruction in both formats. A major challenge was addressing the middle school schedule due to the inability to mix students outside of stable groups.

*Success: We moved back to in-person instruction by grade level to ensure a seamless transition from digital learning to in-person learning.

Instructional Specialist Lesson Plan Development

Grade Level Roll out

SEL Resources for Back to School

Task Force

Access to different media (video, hands on, Supplemental resources)

Access to Electives Band/PLTW/Choir

Access to learning utilizing a variety of formats

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Behavioral Intervention Specialists	$1,797,570	$1,797,570	Yes
Youth Services Specialists	$1,146,662	$1,146,662	Yes
Associate School Social Workers	$1,263,955	$1,263,955	Yes
School Psychologists (9)	$1,993,699	$1,993,699	Yes
Wellness Center School Social Workers	$633,396	$633,396	Yes
Cafeteria and Playground Activity Leaders	$3,142,323	$3,142,323	Yes
Class Size Reduction Teachers (grades 4-8)	$3,429,458	$3,429,458	Yes
Library Media Specialists/Library Media Assts.	$2,922,626	$2,922,626	Yes
Provide additional staff for targeted support at six identified Focus Schools to help accelerate student achievement	$2,508,716	$2,508,716	Yes
Vice-Principals	$4,943,073	$4,943,073	Yes
Office Assistants	$1,376,253	$1,376,253	Yes
FACE Dept. and school site FACE staff/parent resource centers	$3,343,005	$3,343,005	Yes
Restorative Classroom Specialists	$1,229,074	$1,229,074	Yes
Ed Tech Specialist for teacher support during the instructional day	$52,499	$52,499	Yes
Virtual Education Technology Coordinator & Specialist to support distance learning PD	$308,770	$308,770	No
Provide additional staffing, materials and services to support a GATE Program at Owens Primary School and Owens Intermediate School	$786,034	$786,034	Yes
Provide multilingual education programs, including the Dual Language Program at Harris Elementary School, Voorhies Elementary School and Stiern Middle School	$1,614,717	$1,614,717	Yes

New Teacher Support to provide new teachers with support in the completion of credentialing programs	$1,340,015	$1,340,015	Yes
Technology support staff to continue assisting families & students with tech needs	$3,890,977	$3,890,977	Yes
Online data management systems (Schoolzilla/Hoonuit KIDS)	$78,346	$78,346	Yes
Provide STEAM focused learning, field trips, and extracurricular activities through the Achievement Academy (PROUD Academy) to close the achievement gap for low income African American students	$1,015,081	$1,015,081	Yes
PBIS Clerk and Coordinator	$279,024	$279,024	Yes
Operate four Wellness Centers consisting of staff, equipment and supplies to provide prevention and treatment services for the medical, mental health, vision and dental needs of students	$3,640,919	$3,640,919	Yes
Aeries Messaging System (Parent Square)	$85,000	$85,000	Yes
KCSOS Web Hosting/Internet	$90,000	$90,000	Yes
Chromebooks, Connectivity, earbuds, insurance, etc.	$13,928,471	$13,928,471	No
Zoom Licenses	$36,000	$36,000	No
Distance Learning student supplies/manipulatives for home	$923,790	$923,790	No
Staffing, materials and services to provide a Virtual Summer Academy (2020 Summer) for at-risk and unduplicated students	$124,762	$124,762	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and what was implemented as part of the distance learning program. All staffing remained unchanged to provide services with adjusted roles and responsibilities to meet the needs of students throughout the distance learning period when schools were closed and as the district transitioned back to in-person

instruction.Multilingual programs and staffing continued to operate at all campuses, technology staff was available to provide technical support for families with translation for families who needed assistance learning how to operate chromebook devices and "hotspots" to access wireless networks. Online data management systems were available to provide evidence of data results and student growth or areas of need. Field trips and extracurricular activities were limited to virtual settings as a result of closures and the county remaining in the Purple Tier for the majority of the school year.

Clerks, coordinators and wellness staff continued to provide the necessary support to allow students to enroll in school, assist with COVID-19 testing, guiding the health and safety practices implemented in the district and developing plans for staff to safely return to campuses in accordance with state guidance. The district maintained communication with parents by verifying which parents had no access and using available resources and staff to update the Parent Square contact information to increase the district's ability to keep parents informed of any changes. The district relied on online web/internet access to continue to serve, meet, and attend professional development throughout the school year through zoom meetings. All schools disseminated learning supplies for students as well as manipulatives to allow for engagement during distance learning. Teachers were provided with the support through virtual learning in preparation for distance learning during the school year. Training on online systems, Zoom, GoGuardian, Parent Square, Google classrooms and other essential tools to facilitate learning for students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Based on the districtwide reopening parent survey with a total of 21,204 responses from parents and guardians, 22.5% reported one of the challenges of returning to in-person was attributed to not being able to transport their children to and from school each day. When given the opportunity to respond to a model of instructional delivery between hybrid schedules (part distance learning and part in-person instruction) versus full distance learning, there was minimal difference between the two: 51.7% preferred a hybrid schedule compared to 48.3% who preferred full distance learning.

Return to School Task Force

*Challenges: Immense challenges existed throughout the pandemic, but none were bigger than leading through a pandemic. To ensure our district's leadership team had a full understanding of the effects of the pandemic, a Return to School Task Force Committee was formed in April, 2020, to discuss and develop ongoing response plans for our District.

*Successes: The Return to School Task Force allowed us to gather information from all of stakeholder groups within the organization which provided an opportunity to build clear and consistent vision, structures, and implementational practices. The Task Force allowed for navigating the nuances and acclimating the organization to the new context. It created an interdependent approach to ensuring an environment of learning, wellness,safety, and social emotional health.

Initial Pandemic Response and Shift to Remote Learning

*Challenges: The major challenges at the onset of the pandemic, and the resulting school closures, included our readiness to support student learning in a remote environment. Because we did not have a clear understanding of the length of the closure, our initial response to ensure students had access to meaningful learning included district developed grade level learning packets. These packets were developed and distributed in multiple cycles, and included teacher regular check-ins with students and families during the month of May.

1) April 18 - April 30: The ever-changing conditions of the pandemic at the onset required the District to plan for multiple scenarios, including the initial plan of shuttering schools for only a few weeks. BCSD was prepared for the initial closure and had developed 2 weeks of learning packets for all students in grades TK-8. Once it became clear that our schools would not reopen, our team continued to develop work packets to keep students engaged in meaningful grade level learning.

2) May 1 - Last Day of School: When it became clear that our District would not reopen before the end of the school year, BCSD adjusted our plans to ensure school sites and classroom teachers were engaging with students and families during the month of May, 2020. Teachers were making regular contact with families to check in and support students with completing their work packets. Schools developed schedules for parents and families to return completed packets in exchange for new packets.

*Successes: Through the initial process and sequence of our district closure, we did identify many successes across our schools. The perseverance of our staff, students and families shined bright during the initial closure. Our initial priorities in March, 2020, focused on clear and coherent communication with all stakeholders, and preparedness with instructional resources for students and families to ensure students would remain engaged in some meaningful learning while we awaited the ability to return to school prior to the end of the school year.

1) Before the effective closure date of all Kern County School Districts, BCSD began to develop multiple weeks of learning packets for all students in grades TK - 8. These packets included content standards that students had previously been taught, as a means to support successful practice while we remained in the initial phase of closure. Quickly, we became more aware that the closure would be prolonged, so our team continued the development of packets to support our schools through the end of the year.

2) Our staff responded positively and rose to the challenge of the pandemic and regularly engaged students and families throughout the month of May to support student learning. Our students had remote access to teachers and school support staff to assist them with any

academic or social emotional needs, and schools continually checked in with parents and students who were participating in the school site MTSS supports and services.

3) The level of communication from the district to stakeholders throughout the onset of the pandemic ensured consistency and clarity by all parties. Because the conditions changed so rapidly early on in the pandemic, we felt it was absolutely necessary to ensure parents and families were equipped with information to support their child(ren) to successfully navigate the end of the 2019-2020 school year.

Scheduling and the virtual learning platform

*Challenges: Ensuring student connectivity and equitable access to all students including but not limited to equipment repair, replacement, and ongoing technical assistance. Build the capacity of all stakeholders groups including parents, teachers, support staff and community partners. Designing the schedules based on the California Department of Education requirements while considering the developmental needs of our students within a virtual format was a challenge. Creating a system to monitor implementation of instructional schedule requirements such as the submission of lesson plans, student engagement and data capturing. Implementation of attendance protocols and procedures for students who were engaged full day, partial of failure to attend school. It was also difficult to support teachers in understanding how to navigate between asynchronous and synchronous time blocks.

*Successes: Common schedules ensured all students had access to instruction and time to access nutritional services. Training and tools developed to mitigate these challenges allowed us to build the capacity of our teachers with tools that will be valuable during distance learning and upon return to in-person instruction. New modes of communication established across departments to work in a cohesive model of instruction for students. The inclusion of zoom allowed quick access and sharing of information to travel throughout the organization and consistent messaging. Understanding of a shared vision established throughout the organization of the support needed by all the aforementioned stakeholders.

Opening of schools due to Tiers

*Challenges: The unpredictability of the case rates in Kern County made it difficult to plan for reopening. Further, the unpredictability of news reporting on COVID-19 created an ever changing opinion within our parent community regarding whether opening was the right thing to do. Our community was split and this ultimately impacted the design of hybrid learning schedules. The confusing nature of state guidance related to reopening and tiers also posed a challenge when designing learning hubs. The District reopened for special education self contained classes in late October only to close down as case rates shot up heading into the winter months. The confusing nature of the guidance provided in January regarding whether the District was actually considered open, or had opened, posed a challenge for explaining things to the community, and for planning purposes. Guidance regarding transportation from CDPH also proved a barrier as it limited the use of our school buses.

*Success: Surveying parents reading whether to open was a success as 72% of parents responded. The information from this survey allowed for clear decision making when designing and implementing a hybrid schedule. The collaboration between the Board, employee associations, parents, and administration ultimately supported a successful re-opening. The phased nature of our reopening was successful as it allowed for any concerns to be addressed early on without impacting other grade levels.

Final schedules for distance learning:

 *Challenges: Creating the final schedules for distance learning posed unique challenges including how to balance the synchronous and asynchronous time, ensuring the new structures maintained the classroom learning community, and securing the resources needed to implement the agreed upon schedule. The schedule posed challenges for the families as it required multiple instances of logging on and off throughout the day. Navigating zoom link(s), google classroom and consistent communication of any changes that were particular to individualized students. Middle School posed challenges of the same context coupled with the switching of periods throughout the day and not being able to see all students each day, which took a toll on the amount of effective learning instruction received by the students.

 *Success: Using the constructs of the Return to School Task force we implemented a Hybrid Return to School Task Force. The Task Force, composed of teachers, site level and district office administrators, and the information technology team, reviewed available schedules and created a recommended schedule. The schedule was then presented to the grade level District Advisory Committees for feedback. Overall, the success of the final schedule was the collective approach to design and implementation of a final schedule focused on meeting all stakeholder needs.

EdTech Center and all of the online resources and videos

 *Challenges: The EdTech Center was created in response to the need of our organization to provide support for teachers as the conditions within which instruction occurs continue to change in response to the pandemic. Few challenges arose in maintaining this high leverage resource.

 *Successes: Over the course of the the school year, the EdTech Center continued to be provide lessons, educational technology support, directions for ongoing formative and summative assessment assessment, tutorials for student use of technology, recorded training sessions, virtual learning substitute information, and guides focused on particular instructional elements such as asynchronous learning and cultural heritage.

Zoom and Google Classroom

 *Challenges:As we worked to ensure a virtual ecosystem where all stakeholder groups could communicate and collaborate, Zoom became the platform to facilitate virtual "face to face" interaction and Google Classroom became the platform where evidence of learning was exchanged. Ensuring access to Zoom for students and staff and solidifying systems to ensure security along with and building collective capacity to successfully leverage both tools arose as challenges during the initial stages of planning.

 *Successes: To ensure successful system wide use of Zoom, professional licenses were acquired and distributed to BCSD certificated and classified staff along with substitutes and students. Settings within Zoom were set to guarantee the security of meetings. Initial and follow up professional development opportunities, print and video resources, and ongoing office hours were

provided to ensure support was available as needed.Teachers consistently utilized Google Classroom to engage students in the learning and provide resources including the information for daily Zoom meetings. Teachers and staff successfully leveraged Zoom and Google Classroom to communicate student progress with families. Administrators and support staff utilized Zoom and Google Classroom to observe obstruction, facilitate coaching conversations, and provide ongoing collaboration and professional learning opportunities and resources.

Core program supplemental materials along with teacher developed lessons for English Language Development

*Challenges: Challenges for English Language Development has been able to ensure all of our EL's receive an optimal education during the pandemic. Language Acquisition is learned through social interaction and opportunity to practice authentic conversations with staff and other students; distance learning is not the best way our students can learn a second language.

*Successes: We had success in the professional development of our school site and district administrators on ELD pedagogy and had a great turn out due to the fact that the professional training was offered virtually and we were able to include many more staff to be trained. It has changed the way we might be able to conduct some professional development to ensure higher participation virutally.

Online resources procured: Achieve 3000, Smarty Ants, AR, Starfall, Mystery Science, BrainPop, MyOn, Freckle Math, Zingy, and WeVideo

*Challenges: While many of the resources outlined above were not new to teaching staff, providing comprehensive professional development was difficult due to the distance learning environment.

*Successes: Regular professional development as well as office hours were provided to support the implementation of the above programs during distance learning. Teaching staff now have access to many resources to address the learning needs of their students.

Implementation of adopted core instructional materials

*Challenges: One challenge we had with the implementation of the core curriculum was teacher access to the digital pieces. Some teachers were not familiar with the tools or how to use them.

*Successes: Teachers were provided with additional support in accessing digital resources. In addition, weekly lesson plans were developed in a virtual format based on pre identified essential standards.Teachers were familiar with lesson design elements to

build lessons that met the needs of the students. The support of the Curriculum and Instructional specialist leading the scope and sequence of key essential standards to be addressed along with sample lessons ensure consistency of program for our students.

Access to Devices and Connectivity

*Challenges: The initial distribution of hotspots to the students was delayed due to availability issues from the vendor. Once received another delay was caused by the hotspots being improperly set up by the vendor.

*Success: School, and F.A.C.E staff learned quickly and were able to assist students and families with many of the technical issues that arose. Without the support of these staff members, support of the distance learning model would not have been possible.

Pupil Participation and Progress

Virtual Learning Protocol : Synchronous & Asynchronous Time Accounting process to document daily participation of each pupil, each day, on which distance learning was provided.

*Challenges: The change in attendance procedures was an initial challenge in terms of staff understanding. The initial requirement of auditors to have a wet signature was also a challenge due to staff working remotely. Fear regarding home visits was an initial challenge as well. Another challenge was determining the whereabouts of students who did not enroll or disappeared from distance learning.

*Successes: The procedures for attendance were clearly articulated. New attendance codes were created and approved by our audit firm. This ultimately allowed for a clear understanding and successful implementation. The development, and auditor approval of, an electronic format for obtaining signatures further simplified the process. The development of a safe home visit protocol also proved very successful as it allowed teams of staff to re-engage students, record ren-engagement, and determine if students were still living in the area or had moved out of the area. The creation of attendance teams at sites to respond daily to student engagement allowed for high levels of attendance. Itinerant staff such as Youth Services Specialists and Associate School Social Workers were able to add an additional layer of response to our most challenged population, namely foster youth and homeless students. Notes regarding reengagement were easily added into the Aeries SIS system for tracking purposes.

Distance Learning Professional Development

Google Certifications

*Challenge: In an attempt to facilitate large scale professional learning at the onset of the pandemic all staff were required to become Level 1 & Level 2 Google Certified. The speed at which we worked to secure certification posed a challenge as it required a heavy cognitive lift given the rapidly changing context.

*Successes: Laid foundational understanding that online self paced courses of instruction with minimal support do not work well to meet the needs of our teachers and site support staff to have a facilitator of learning. The design of our ongoing professional development structure reflected the learning and we have facilitated all in house training and refinement of our structures. The hiring of the Virtual Learning Coordinator organization and skills derived from previous district wide implementation plans of large scale professional development was the single most success in our new PD plan, scope and sequence and the ability to remain agile, flexible and respond to the ever changing needs of our context.

Zoom, Go Guardian and Google Classroom PD

*Challenges: Ensuring all teachers, support staff, substitutes, and administration had access to professional learning in order to leverage Go Guardian and Google Classroom as a tool to monitor evidence of student thinking, provide timely feedback, and ensure engagement posed a challenge during the onset of Virtual Learning.

*Successes: The collective capacity of our organization to leverage Zoom, Go Guardian, and Google Classroom was built through ongoing support and consistent use over time. All teachers, support staff, and administrators were provided an initial professional learning opportunity prior to the beginning of the 20-21 school year. A customized Zoom Guide was created and disseminated to all staff via email. Ongoing professional learning opportunities were provided during the school day and after school to all staff. Professional development was provided to Substitutes during onboarding and ongoing office hours were provided each week. All staff had access to a customized website created to provide a variety of support including short videos and descriptions to assist in successful use of Zoom, Go Guardian, and Google Classroom.

AERIES Gradebook

*Challenges: As we shifted instruction to a virtual space, we also needed to shift the approach to monitoring and documenting evidence of student mastery of standards. AERIES Gradebook became the platform to do just this. However, the limited familiarity of some staff with this resource posed a challenge.

*Successes:To increase familiarity and support successful use of AERIES Gradebook, multiple professional learning opportunities and resources were provided. Beginner and advanced gradebook sessions were provided during Virtual Summer Institute and ongoing professional learning opportunities were provided for grade level spans. Additionally, professional learning opportunities were held over several months to build clarity around the use of rubric grading in grades K-2. Throughout the year, teachers utilized the AERIES Gradebook and accompanying AERIES Student and Parent portal to document and communicate student progress. Teachers also leveraged the progress report function of AERIES Gradebook to share with families using the communication tool "Parent Square.

Math/ELA, Science, PE, History, SEL, VAPA, Frog Street(PD)

*Challenges: The nature of planning and preparing to leverage curriculum to best build upon the strengths and meet the needs of our students also shifted. Curricular tools acquired for the purpose of in-person teaching did not seamlessly transfer to the virtual environment.

*Successes: In response to the need for curricular resources designed specifically for the virtual environment district specialists and teacher leadership teams designed daily lesson plans and accompanying instructional resources aligned with the California State Common Core State Standards and the CASEL Framework. Lesson plans and accompanying instructional tools in Math, ELA, Science, SEL, History, and PE were published weekly on our "Ed Tech Center" and were accessible to all staff. A cloud-based teaching resources for music students, including lessons, songs, videos aligned with the California Arts Standards for Public Schools. Professional learning opportunities were provided over the course of the year during and after the school day to build collective capacity in leveraging these resources. All professional development was recorded and published to the EdTech Center to ensure access to all staff.

Assigned two Technology Specialist & coordinator who supported teachers, students, parents

*Challenges: As stakeholder groups adjusted to the use of digital tools, the focus and frequency of ongoing support shifted considerably and continuously throughout the year. Ensuring data collection and strategic planning based on data posed a challenge initially.

*Successes: Grade level teacher advisory committees along with ongoing dialogue with Educational Services administrators provided actionable data to continuously customize support. Data collected was both qualitative and quantitative in nature and included collection methods such as surveys, focus groups, and individual interviews. Based on feedback, professional development sessions were held for teachers twice a week from October of 2020 until May of 2021 for a total of 153 professional development sessions with a 95% positive response rate. Additionally, weekly office hours were held for teachers and substitutes. Professional learning was provided by school sites, departments, and committees upon request. Weekly Virtual Learning Tip Tuesday

Videos were shared with all staff highlighting a classroom teacher and a tool or tip that proved helpful during virtual learning. Professional learning opportunities were also provided to our parents during the Parent University Virtual Learning Support For Families website in both English and Spanish along with the created and maintained. A Family Virtual Learning Guide was developed and sent to all families to support the launch of virtual learning in the 20-21 school year. A three pronged approach to providing initial and ongoing support for virtual substitute teachers was enacted. Virtual substitutes engaged in a beginning of the year training, monthly training for new and priority substitute teachers, and were provided a weekly opportunity to attend office hours for just in time support.

Staff Roles and Responsibilities and the new roles and responsibilities as a result of COVID-19:

BIS, YSS, ASW's, psychologists, behavioral health therapists, SSW's:

Challenges: Creating clarity around new roles and responsibilities was an initial challenge. Staff having to miss work due to illness or leave was a challenge as well.

Successes: Generally, transitioning to new roles and responsibilities was very successful. Early on, the Executive Director set a tone for flexibility that made adjustments moving forward fairly smooth. Each group "reinvented" their services to occur in either a virtual or safe home visit format. This allowed for services to continue to be provided despite physical distancing and other limitations. Ultimately the collaborative culture of these groups allowed for success.

Successes and Challenges with Bus Transportation Staff (drivers & monitors)

*Challenges: With staff distributed across all campuses, expectations for each subset of Drivers/Monitors varied widely. Staff missing work due to child care issues and other leaves left sites shorthanded at times.

*Successes: Drivers and Monitors were able to assist school sites with maintaining strict sanitization protocols and meal preparation and distribution, as well as delivering wifi enabled buses to strategic high-need locations.

Campus Supervisors and Cafeteria and Playground Activity Leaders (CPALs)

*Challenges: Creating clarity around new roles and responsibilities was an initial challenge. Staff having to miss work due to illness or leave was a challenge as well.

*Successes: Campus Supervisors and CPALs proved invaluable to lunch distribution activities. Also, these groups supported reengagement and home visit efforts throughout the year. Campus Supervisors also assisted in removing all the extra furniture from our classrooms in order to make way for physical distancing protocols. In addition, they were responsible for ensuring the proper distancing and mask wearing signage was present at all District locations. As we approached reopening, these staff work tirelessly to ensure signage and furniture were ready.

Supports for pupils with unique needs:

English Learners (ELs)

*Challenges: Challenges for our EL's have been to ensure our students would receive instruction that would increase their language acquisition and move our ELs at least on level towards proficiency. Some of our students learning English struggled to learn English in a virtual setting as language acquisition is learned best through social interaction and direct instruction.

*Successes: Our ELs and our families are resilient and are able to adapt. They learned how to use a variety of technology platforms to access curriculum. We now have ensured that our ELs have and will continue to have access to a viable curriculum by ensuring they have devices and connectivity. We are now prepared for continuity of services and learning in case our schools regressed to the initial situation at the onset of the current Pandemic.

Pupils with Exceptional needs

Special populations-Mod/Severe, Autism, HF Autism, SET, DHH, and PREK/K

*Challenges: The range of challenges for students in self-contained programs for students with significant needs relates, in most part, to the fact that students in these programs have unique and individualized needs that cannot be met in a total virtual environment. In particular students with autism present with many behaviors and communication deficits that cannot be supported effectively in a virtual classroom. Pre-K students are challenged as well with communication in a virtual setting.

*Successes: The successes are evident through teacher commitment and collaboration with the families of the students. All students were provided with the needed technology and ongoing support in accessing the learning. Teachers were able to assess student and family needs and provide accommodations including sensory and behavioral supplies taken to the home, training sessions for families in working with their child in a virtual setting and support in accessing community resources for the child and family

Pupils in foster care & McKinney-Vento Foster Department & Pupils who are experiencing homelessness

*Challenges: The most significant challenge during Virtual Instruction was having limited face to face contact with our homeless students and parents. Staff normally go into the home, school, and shelter settings to meet with our students and families to assess their needs. The nature of the McKinney Vento program requires outreach services in the way of face to face home visits, transportation, and the distribution of resources, school supplies, backpacks.

*Successes: The McKinney Vento Team developed new methods of connecting to homeless and foster families and providing necessary services and resources to ensure these students did not fall through the cracks. The team began connecting to foster and homeless families via phone during the summer of 2020 to ensure they had all Distance Learning materials, Chromebooks and hotspots. The team delivered all requested distance learning materials to families to ensure that students had everything they needed for virtual learning. Our team began delivering school meals to all homeless students lacking transportation and living in shelters and motels for the duration of the 2020-21 school year. The MKV team coordinated with the Bakersfield Homeless Shelter and took 35 identified homeless students shopping for summer clothes for summer learning and enrichment activities. We had to use new and creative ideas to do our jobs for the 2020-21 school year. By focusing on outreach and bringing the help and materials to them, we were able to connect with our students and families, and provide them with essential services. Staff also participated in Zoom meetings with other child welfare agencies discussing best interest issues for foster students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district purchased online programs including Achieve3000, Smarty Ants, myOn, Freckle Math, Star Fall, Mystery Science, Zingy, AR/STAR & Brain Pop to address learning loss at the onset of all school closures.	$2,492,197	$2,492,197	No

Students identified as Immigrant students were granted home-access through Rosetta Stone in order to continue to support language development during distance learning.	$28,750	$28,750	No
Students identified as English Language Learners attending Middle School/Junior High have extended access to English-3D curriculum virtually during distance learning.	$106,213	$106,213	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and/or budgeted expenditures. Actions to provide students access to online learning during the school closure continued and the district's efforts to expand the resources available for distance learning increased. Through collaboration and efforts to increase existing programs outside of the school setting provide students in Bakersfield City School District with the opportunity for English Language Learners identified as Immigrants, to access online language instruction in addition to the required designated ELD instruction and support being provided by classroom teachers through virtual learning. Students in Middle School/Junior High were also extended the access to the English 3D curriculum from home during distance learning in addition to attending in a virtual classroom to receive the mandatory ELD instruction from a qualified teacher. All students had access to Achieve3000, Smarty Ants, myOn, Freckle Math, StarFall, Mystery Science, Zingy, AR/STAR & Brain Pop to address learning loss at the onset of all school closures and for the remainder of the year regardless of whether students opted to return to in-person instruction at the end of the school year or remained in virtual learning.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Using available data STAR Reading, STAR Math, and Benchmark Assessments (BAS), the following outcomes indicate some learning loss as result of the impact due to school closures. Compared to 2019-2020 STAR reading Proficiency Rates for the Winter administrations there was a decrease of -3.5% compared to the 2020-21 school year. In mathematics there was a more significant decrease of -9.2%. There was however an increase in the participation counts compared to 2019-2020 with 16,048 students tested in Reading, and 17,651 tested in Math, in comparison to 2020-2021 with 21,312 tested in Reading and 22,033 tested in Math during the Winter administration.

2019-2020   STAR Reading Proficiency Rate (Winter) - 31.6%   STAR Math Proficiency Rate (Winter) - 46%

2020-2021   STAR Reading Proficiency Rate (Winter) - 28.1%   STAR Math Proficiency Rate (Winter) - 36.8%

In addition the administration of the 2021 ELPAC test for English Language learners decreased to 83.76% in comparison to a completion rate of over 95% in 2019.

Revisiting instructional units to ensure a well balanced learning plan is implemented to address the academic needs of students while simultaneously creating the time and space to provide the needed social emotional and mental health supports for students to be able to engage in learning

 *Challenges: During the 2020-2021 school year student engagement during distance learning. In addition, during distance learning it was difficult to properly assess students to determine learning needs.

 *Successes: All students received the necessary equipment to engage in distance learning. District instructional units were modified to address essential standards

Principals will monitor schedules to ensure that Designated English Development (dELD)is provided synchronously and asynchronously.

 *Challenges: Some of our challenges at the onset of going virtual was teacher preparation in certain platforms and being able to upload and create lessons electronically as well as engage students in lessons virtually. There was a need to ensure continuity of services for our ELs.

 *Successes: Principals were able to develop a schedule to ensure DELD was occurring during virtual and how during our hybrid schedule. One of our successes was that every school is now uploading a DELD lesson a month for our district to monitor DELD instruction. Our teachers have also become very savvy with technology and are able to scan and upload lesson plans with ease.

Each school site will provide evidence on a monthly basis of Designated English Language Development (dELD) that will include a lesson plan with corresponding student work as evidence.

 *Challenges: As we ensure dELD is occurring, monitoring is sometimes a difficult task due to time constraints. We may also have a delay in uploading lesson plans for monitoring purposes.

 *Successes: Our schools have been efficient in uploading the dELD lesson plans every month. We have a clerk in the EL Department that monitors and reminds staff when they are missing a lesson plan; schools appreciate the reminders.

School sites will have access to BrainPOP for English Learners with an embedded assessment to place students at their instructional level in language.

 *Challenges: We have purchased BrainPOP EL for our teachers to use with their students. We have provided opportunities for our teachers to attend but not all teachers have attended the training. The challenge is offering training at the end of the day when they

are not working with students, which means not all teachers will attend the training due to family commitments or being tired at the end of a day of working online.

*Success: The training offered for BrainPOP EL was additional support provided for teachers and an additional resource students identified as English Learners were able to access without limit from home during school closures. Teachers who attended the training and implemented the program consistently provided feedback to continue having access to the program and continue to give students the opportunity to have it as a resource for our ELs. The district identified there will be a need to address any impact to language acquisition for English learners that will require extra support both on campus and at home.

Every English learner will be monitored once a quarter through Ellevation. Teachers will submit a monitoring form every quarter for each English Learner outlining the support that will be provided for each English learner.

*Challenges: One of the biggest challenges is for schools that have a high number of ELs. Monitoring our EL's in schools with large numbers takes time and additional supports and resources to ensure they continue to make the needed progress and monitoring after being Reclassified.

*Successes: As result of the use of Ellevation school sites have successfully monitored ELs twice this year to get ready for the ELPAC administration and to ensure extra support was provided to students with additional tutoring after school.

Providing instructional staff with the essential standards documents that identify key learning concepts for each grade level as well as addressing prerequisites skills/concepts that may need to be retaught

*Challenges: Providing quality instruction through distance learning was difficult due to student engagement issues and a decreased number of minutes for instruction.

*Successes: District established essential standards document allowed teachers to provided focused instruction. Teachers were provided with weekly lesson plans based on the essential standards.

Conduct on-going informal and diagnostic assessments to determine learning loss

*Challenges: Conducting assessments, informal and diagnostic, was difficult in the virtual setting due to student engagement and distractions in the home environment. In addition, students may have received assistance from family members during assessments.

*Successes: STAR Early Literacy, Reading and Math participation rates increased this school year with over 95% of students completing the assessment.

Revisiting the assessment calendar to ensure the District is utilizing the most effective assessments to inform administrators and teachers of student progress

*Challenges: During the 20-21 school year due to limited time and the ability to use assessments that provide more in depth results it was difficult to gather multiple measures.

*Successes: Consistent implementation of the STAR Early Literacy, Reading and Math allowed teachers to monitor progress throughout the school year.

Developing a long-term multi-year plan to provide supplemental services targeting our Low Income, English Language Learners, Foster Youth, and Homeless students.

*Challenges: During the 20-21 school year it was difficult to provide supplemental services due to the pandemic and the distance learning environment. Moving forward into next year school sites will need to prioritize services as all students are in need of support in either mathematics or reading.

*Successes: Services for low income, English language learners, Foster Youth and Homeless students in a limited capacity were prioritized for any in person services available.

Transitional Kindergarten student progress will be measured using the Core Growth Inventory. The inventory will be completed four times a year and will measure developmentally appropriate skills in the areas of ELA, Math and ELD

*Challenges: Due to Core Growth being observational, the assessment had to be modified to fit the distance learning environment and not all sub tests were administered..

Second through eighth grade students will be assessed in the areas of ELA and ELD using STAR Reading (4 times a year). The BAS (Benchmark Assessment System) will be used at the discretion of site administration and the Multi Tiered System of Support team

*Challenges: The challenge of administering assessments online to students who are not physically present in front of the teacher was a challenge. When students were in the classroom, the teacher would be able to assist and facilitate the time while students were testing to encourage them to do their best. While in a zoom classroom the difficulty was the teacher speaking while they test, could sometimes be a distraction for other students. The same for students who were testing from home, the distractions from the home environment also impacted their ability to focus on assessments and sometimes, although well intended, parents would try to assist students while testing. Also having 100% of the students tested while some returned to in-person instruction and others remained virtual, was unobtainable for most of the school sites.

*Successes: Teachers were able to reflect and revise on the results of the data collection and administration began to develop learning loss mitigation strategies for next year. The access to student data indicated areas of need for both students and teachers in the areas of technology, curriculum, data analysis, standards implementation, effective instructional strategies for the various students including students identified as English Language Learners, Foster Youth, Homeless, and Students with Disabilities. As a result, there was increased communication across departments and schools about the strategies and needed areas of focus for the upcoming school year.

Third through fifth grade students progress in ELA will also be monitored through Achieve 3000Level Set three times a year

*Challenges: The initial challenges of technology and connectivity while students were in distance learning, made it difficult to monitor student progress and access by all grades. Testing 100% of the students was not viable for the current school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Monitor and support mental health and social and emotional well-being of pupils by integrating Social Emotional Learning (SEL) in the virtual classroom. Implemented check-ins and daily SEL Lessons. Teachers will use Toolbox & Second Step curriculum to build a student's understanding of mindfulness and reinforce SEL. Community building activities

*Challenges: Monitoring lessons taught was challenging due to the virtual nature of instruction. The virtual nature of school posed a challenge regarding maintaining relationships and community building. Based on educator feedback, many found it difficult to engage students in various SEL practices due to student "zoom fatigue." Lack of stable internet connection made it difficult for students to view Second Step videos and respond to whole class discussions.

*Successes: The SEL lessons and check-ins were hugely successful. Teacher and parent feedback through LCAP forums showed that not only were lessons being provided regularly across the district but appreciation and value was expressed by teachers and parents, particularly about the morning meeting structure. These provided check-ins on student's current emotional state, contained mindfulness activities, and community building activities that bridged the challenges of being virtual. These lessons were made freely available to the public and the district received thank you letters and cards from as far away as Toronto Public Schools in Canada about the use and helpfulness of these lessons. The continued use of the SEL lessons allowed teachers to build relationships outside of the traditional classroom.

Train teachers to use KIDCOPE to provide students with a method to identify social-emotional experiences that they may be experiencing and to understand how to manage stress. Students in TK-8th will immerse themselves in Classroom Circles (TK-2nd) and guide them through student self-reporting options (3rd-8th) of stress

*Challenges: KIDCOPE was administered in the Fall and showed that 75% of students had utilized maladaptive coping skills of wishful thinking and distraction with over half finding these strategies helpful. The lag between the assessment and reporting of results was a barrier. Results were tabulated through GoogleSheets and charts made for each school and teacher which took significant time to construct. Data could not verify that all teachers followed the social-emotional lessons provided.

*Successes: The KIDCOPE data provided valuable information to share with schools. It showed that 75% of students were using adaptive strategies to address stress. The strategies of Cognitive Restructuring, Positive Emotion Regulation, and Seeking Social Support were used most often with 50% of students experiencing help from these strategies. This illustrates effective application of SEL

instructional strategies and that those strategies have become a part of our students daily functioning. As a result of the data, individual lessons were created around all of the adaptive and maladaptive strategies in order to give teachers resources to address coping with stress.

Professional Development for virtual instruction, teachers attended sessions centered around Social and Emotional Learning, where teachers received lessons developed in collaboration with Behavior Intervention Specialists and support teams

*Challenges: Virtual Professional Development was made available to all teachers. Due to restrictions in teacher planning time, trainings were offered during scheduled duty times. Finding time to drop in for a workshop was difficult for teachers with an already overwhelming schedule. The length of time for the workshops was limited thus, decreasing the time available to ask in depth questions and or elaborate on content. Pre-pandemic teacher workshops were followed by on-site coaching from a district MTSS coach, providing virtual trainings made it difficult to follow-up and observe the work in action.

*Successes: The District MTSS team developed a professional development committee with teachers from various grade levels. Using their unique experience in teaching during a pandemic made it possible to create virtual supports for teachers in the areas of social emotional learning, engagement and classroom management. A document guide was developed with a plethora of resources and links for teachers to access. Teachers were able to view virtual supports by topic area and student behavior. The training guide was also accompanied by a series of training videos in each area. Training videos were a great way for teachers to get up to speed on any missed workshops. Over 550 teachers attended virtual professional development trainings during the pandemic.

Parents are encouraged to reach out to schools by communicating when there is a need for support. Through the MTSS process the team will review concerns expressed by staff, parents, as well as KIDCOPE findings to identify additional supports to best meet the needs of the students and or family

*Challenges: The District contracted reporting platform for bullying reporting and requesting support was either not needed or under utilized. The rules and regulations set forth from the California Department of Public Health (CDPH) and Cal-OSHA created challenges to provide services at periodic points during the year due to physical distancing and other requirements. But these were able to be overcome. Also, staff absences due to COVID-19 posed a challenge as the staff member was recovering.

*Successes:The MTSS process systems and structures continued strong functioning as evidenced by MTSS teams continued regular meetings and archived agendas. Agendas show discussion of student needs and supports offered. MTSS staff successfully adjusted to providing support virtually and through safe in-person home visits. Schools reviewed KIDCOPE findings and deployed lessons on needed topics as well as identified students to serve. AERIES SIS shows 13,244 completed intervention entries evidencing support provided ranging from re-engagement to individualized mental health support.

All parents will have access to support them during this challenging time to other important resources such as

Technology HOTLINE (631-4529) to address connectivity issues. Family & Community Engagement Liaisons (FACE) to assist with parent trainings and referrals to community resources. BCSD Website Links to SEL Resources online and accessible through the district's Social Media

> *Challenges: Getting parents used to calling for tech support posed a challenge for those not used to engaging with technology. Initially hotspot coverage was spotty in two areas within the district. SEL resources were readily available to parents via the district website however, the pandemic made it difficult to have daily face-to-face contact to support the resources with a follow-up.
>
> *Successes: Realignment of staff to support technology issues was very successful as gauged by the large volume of calls received requesting support that then waned as the year progressed. Further, for the first time we were able to offer support in Spanish. Additional hotspots were purchased from different providers in order to provide coverage to the areas the initial hotspots did not cover. The FACE department underwent a huge transformation to provide technical support and other resources to families. Our award winning FACE program moved online. Further, the district websites were maintained and available for support. ParentSquare allowed parents to reach out easily and request support.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

> **Provide services based on the student need with an emphasis on our low income, homeless, foster youth, and English Language Learners by maximizing all available staff through the MTSS process to guarantee the implementation of tiered strategies for reengagement of students. Teachers will document daily attendance within the first 30 minutes of instruction so that support staff assigned to follow-up through phone calls or home visitations**
>
> *Challenges: The rules and regulations set forth from the California Department of Public Health (CDPH) and Cal-OSHA created challenges to provide services at periodic points during the year due to physical distancing and other requirements. But these were able to be overcome. Also, staff absences due to COVID-19 posed a challenge as the staff member was recovering. Attendance and Chronic absenteeism data were tracking very similar to previous year data until Spring when schools reopened for in-person instruction in a hybrid format. The split of in-person and at-home students made it more difficult to engage and provide services.
>
> *Successes: The strong structures of school MTSS teams and a collaborative culture across the district led to maximizing available staff to make frequent home visits throughout the year. A safe home visit protocol was created in accordance with CDPH and Cal-OSHA rules. Further, the specific procedures for re-engagement and accounting within our SIS system ensured students received a phone call or visit when at risk for dis-engagement. The immediate entry of attendance data allowed site MTSS teams to mobilize and quick address re-engagement. Year to date attendance is 95.55% as of May 28. Through March attendance and chronic absenteeism data were trending on track with previous year data; quite a success given the challenges of engaging during virtual instruction. This data changed as schools re-opened in hybrid formats. AERIES SIS shows 13,244 completed intervention entries evidencing support provided ranging from re-engagement to individualized mental health support. Virtual Tier 2 supports were also available to students that required more intensified resources (e.g., 1:1, virtual social skills and or mentoring).

Parent Square to communicate with all families on the most recent updates that may have a potential impact on learning, and to ensure the dissemination of information reaches families in a timely format in the language they understand (English, Spanish, Tagalog, etc). Parents of students identified as English Language Learners in the student information system will have access to automatic translation of all electronic communication from their school sites and the district office. Parent portal through the student information system will provide parents weekly updates on attendance and grading for their child regardless of instructional format (in-person or virtual). Parents will be informed of their child's participation and assignments by having access to view student grades and assignments

*Challenges: Initially, signing up new parents for Parent Square was a challenge due to the virtual nature of interaction, lack of cell phones and email addresses for parents. Use of the Parent Portal was more challenging. Only 9,956 parents accessed the Parent Portal.

*Successes: Despite challenges, 96% of parents are identified as contactable through ParentSquare. Updates to student guides, safety plans and other protocols were all successfully sent through ParentSquare to give parents access to information immediately. further, the translation feature allowed for quick communication in multiple languages facilitating better communication. Parents of students with English Language Learners received all information in their primary language. Each teacher was able to provide weekly messages and progress notes for parents as well. Parents expressed through LCAP forums that the use of ParentSquare was particularly helpful to keep them up to date on information.

Identification of Students for the MTSS process. Support staff will provide targeted interventions through distance learning on the days students are accessing learning from home. Support staff will provide classroom teachers with high leverage practices to accelerate student learning

*Challenges: The rules and regulations set forth from the California Department of Public Health (CDPH) and Cal-OSHA created challenges to provide services at periodic points during the year due to physical distancing and other requirements. But these were able to be overcome. Also, staff absences due to COVID-19 posed a challenge as the staff member was recovering. While traditional student identification was more difficult as it related to academic needs, social-emotional and attendance related supports were easier for teams to identify. Accelerating learning proved a challenge as teachers adjusted to virtual instruction.

*Successes: Site MTSS teams maintained strong systems and structures throughout the year. Services were provided through breakout rooms and other virtual means, along with home visits both while students were in virtual classes and during asynchronous time. Staff spent most of their time engaging disengaged students as that emerged as the most evident concern needing support. Despite this need site staff were still able to engage in behavior interventions such as Check-In-Check-Out and Social Skills groups. As staff became more comfortable with virtual instruction both behavioral, social-emotional, and instruction strategies were shared through Tech-Tip Tuesday videos which highlight staff members in the field with exemplary practices. AERIES SIS shows 13,244 completed intervention entries evidencing support provided ranging from re-engagement to individualized mental health support.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The past year has demonstrated the strength of nutrition staff and highlighted the systems that responded to COVID-19 and its many unprecedented challenges addressing food insecurities was a major focus. The challenge of feeding students on average days was exacerbated as a result of the pandemic and a crisis to feed children and the community became one of the hurdles our school food programs faced. During this very real-time pandemic, school meals quickly found themselves on the frontlines serving emergency meals. From policy to meal service, the school meal system found itself quickly re-calibrating its infrastructure to feed our community's children. They had to approach the work with a rapid response at both the policy and meal distribution levels.

Making Meals Permissible

School Nutrition programming involves a number of policies. During the school year, the BCSD food program operates under the National School Lunch Program to serve breakfast and lunches. For after school activities, some schools offer snacks. During the summer, it operates under the Seamless Summer Program to provide meals at schools as well as off-school sites like recreation centers.

When school closures started, one of the initial challenges was serving school meals outside of schools. The solution to this was using the USDA's summer meal program to serve food. However, under regulations, those meals must be served in a group setting. Due to social distancing, group settings were considered a public health risk. Fortunately, the USDA announced waivers to the "congregate feeding" requirements, which meant meals did not have to be served in group settings.

With this new policy change, we were able to provide the opportunity for meals outside of the cafeteria to better serve our community. From "grab-n-go" to apartment complexes and homeless shelter deliveries, BCSD definitely had to come up with creative ways to serve meals. We were able to provide fresh and non-perishable meals so that kids were set for a week throughout spring break. During uncertain times such as this, children needed as much support as possible.

Feeding Kids By Any Means Necessary

To leverage the resources unlocked by the policy changes, there are a number of other challenges the district had to consider, to adequately feed kids in a time of crisis:

   -Understand program realities. On the finance side, the Nutrition Service department operates with limited funds and as a nonprofit entity and relies on funds through meal reimbursements, for cost of food and staffing. As a result, the Nutrition Services department may find itself operating at a deficit if not strategically managed and may find itself encroaching on the district's general budget. The challenge of filling and retaining positions, given the crisis, was also impacting services. The Nutrition Service workers prepared emergency meals at a much higher volume during the pandemic.

-Engage the supply chain. In a regular situation the Nutrition Services department works on fixed monthly lunch menus to calculate "average daily participation," making the work very exact and precise. Since distribution and factors beyond the district's control played a role in the exactness of the normal process during the pandemic.

Nutrition Service workers took on a personal challenge in order to feed kids at school, in order to produce enough meals for a district of 30,000 students.

Feeding Our Children in the Community

One of the biggest successes was our ability to provide Lunch, Breakfast and Snack to children between the ages 2 and 18 and not just to our BCSD students.

School meals are a vital component of the US social safety net. The US Department of Agriculture (USDA) National School Lunch Program (NSLP) is the largest anti-hunger program in the nation other than the Supplemental Nutrition Assistance Program. In 2018, the Nutrition Department applied for our district to operate under the Community Eligibility Provision. This allowed our Nutrition Services department to provide meals for all BCSD enrolled students at no cost during the pandemic.

School meals significantly contribute to students' daily dietary intake and are generally more nutritious than meals from other sources, including home-packed meals. This is especially true for children in low-income households who rely on school meals as a substantial source of nutrition. The Healthy, Hunger-Free Kids Act, passed by Congress in 2010, increased access to nutritious meals and had a positive impact on diet quality by updating school meal nutrition standards. It's effects are especially pronounced among low-income students who receive free and reduced-priced meals.

The Team

The Nutrition Team knows this is a scary time for kids. And they know a big part of their job is to care for children's emotional needs. Here at BCSD, they are doing what they can to bring a sense of normalcy to children's lives and a smile to their faces through special touches like adding stickers to lunch bags, writing positive messages on bananas, and dressing up in fun costumes.

The BCSD Nutrition Team successfully rose to the challenge to fight hunger during this pandemic and they did it with grace. The Team worked tirelessly to maintain a level of excellence as expected by the district and themselves.

Feeding Children During the COVID-19 Pandemic

When schools closed for remote learning in the spring, our school sites quickly shifted into a familiar model of food distribution: our summer plan. Under this model, a handful of schools were chosen in neighborhoods with the greatest need, where families could drop by each day, often between 11:45 am and 1:15 pm, and were able to pick up a Grab-and-Go Lunch and breakfast. This food pickup model requires families to come to a designated site at a designated time. And many cannot. Often, parents and caregivers have to

work and are unable to get away in the middle of the day or do not have a way to get to the designated pick up site. Most were not comfortable making daily food runs in a pandemic.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	[$ 0.00]	[$ 0.00]	N/A
N/A	N/A	[$ 0.00]	[$ 0.00]	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One lesson learned was connectivity and device disparity was brought to light. As a district we knew this was an issue for our students and families and were able to distribute resources such as ChromeBooks and hot spots to all of our families. As a district we are in a position to ensure all of our students have access to curriculum and learning to ensure we offer an optimum opportunity for academic success. The implementation of training for parents on the use of technology was highlighted and the need to continue to provide parents with options for opportunities to engage with the district will be greatly impacted for future meetings with parents in order to increase involvement for parents who are unable to attend in person. Also, the development of increasing STEAM, CSTEM, clubs, Academies, Extended Learning opportunities and access to eSports for students, are some of the efforts to increase access to digital formats for students to re-engage and reconnect with the schools.

The feedback from stakeholders, community members, students, and union representatives led to an increase in professional learning centered around Social Emotional Learning as students, staff, administrators and parents re-establish relationships and continue to rebuild the community that had been established previously with the understanding that some may return with fears, trauma caused by loss of loved ones, and reconnecting to will require additional support and training for everyone. The goals in the LCAP become essential for the work to continue focused on increasing and improving academic achievement for students (Goal 1) most in need, specifically unduplicated pupils, also the need for Multi-Tiered Systems of support through the lens of Social Emotional Learning (Goal 2) and the district's commitment to increasing the level of participation and engagement of all parents, families, and community members to ensure culturally responsive and high quality student learning where all students reach grade level mastery of all content standards (Goal 3).

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We continue to assess learning loss through our data analysis of our STAR test results. We also have been monitoring our English Learners on a platform to ensure they are making progress on a quarterly basis. English learners that are not making progress are being provided intervention. The importance of having the systems to progress monitor all aspects of student learning, services, unique needs, and interventions will be additional considerations embedded within the actions/services of all goals in the development of the 2021-24 LCAP. The district will continue to provide the necessary support for academic achievement growth, social emotional needs, reduce the health barriers impeding students from engaging in learning, and expand the access to a broad course of study for students who need it the most and with the greatest unique needs.

Learning loss will be assessed and monitored for the next three years in both ELA, and Mathematics using Achieve 3000, STAR, Next Generation Math, BAS, LAS Links, and teacher created CFA's to identify learning loss early and align the supports to address the learning needs of students with unique learning challenges as a result of the pandemic. Data will be collected, shared, and made available by student groups to be analyzed. Based on the identified needs, schools will provide the necessary enrichment or intervention via expanded opportunities for learning after school, on Saturdays, or in the summer.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions and or services provided to students and contributing towards meeting the increased or improved services requirement. There were significant challenges with all of the actions as the district remained in a Purple Tier where adjustments needed to be made to the delivery of services, or in the efforts to engage students in both

distance learning and in-person learning, but staff continued to implement all actions and services and adapted them as required by the California Department of of Health Guidelines.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As a result of the analysis and reflection on student outcomes and the impact to student learning as a result of the pandemic, the Bakersfield City School District has expanded the opportunities for students to have increased access to instructional learning time after school, and on Saturdays. In addition, the expanded efforts to increase the number of school staff being trained to support students with Social Emotional Learning will be extended to staff beyond just certificated staff. Also, the need to expand educational opportunities for students development of STEM skills beyond the classroom and engagement with technology for project based learning through the expansion of Pathways for Learning for students in grades K-6th. Addressing the Learning Loss Mitigation through intervention supports in addition to enrichment and expansion for increased access to the Extended Learning Program will provide the structure to support a greater number of students after school. The coordination of Expanded Learning Opportunity Grant funds in conjunction with ESSER funds and increased LCAP actions ensures increased support for learning, intervention, enrichment, social emotional support, and one time professional learning costs associated with SEL training districtwide. As a result of the 2019-2020 LCAP actions analysis and based on successful student outcomes and growth in state and local metrics provided the evidence to continue with existing actions that were student centered, and focused on continuing with the same three district goals for the development of the 21-22 through 23-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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 [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

The Bakersfield City School District (BCSD) is located in Kern County, a community historically known for its rich oil and fertile agricultural lands. A primarily rural county with large areas of undeveloped land, but also a growing urbanized area surrounded by smaller communities. The county is home to 47 different school districts, Bakersfield City School District being the largest elementary school district in the county, serving 29,328 students. A count of 1,465 students less from the 2019-20 CBEDS counts which are a reflection of the impact the COVID-19 pandemic is having in serving a student population with diverse needs.

BCSD has a total of 44 school sites with plans to build another campus in the next few years, to meet the needs of new communities on the eastern boundary of the district. The district encompasses approximately 158 square miles with a majority of school campuses serving long-time established neighborhoods within northeast and southeast Bakersfield. BCSD enrollment includes students grades Pre-K through 8 of various ethnicities and languages. The student population consists of 79.3% Hispanic, 9% White, 8.3% African American, 1.6% Two or More Races, .8% Asian, .5% American Indian, .4% Filipino, .1% Pacific Islander, 91.7% Socioeconomically Disadvantaged, 26.3% English Learners, 10.3% Students with Disabilities, 3.2% Homeless, and .7% Foster Youth (Per CDE 2020 Dashboard, Enrollment-District Demographics). BCSD language groups are represented with 36.81% Spanish, 0.45% Arabic, and .09% other non-English languages, .07% Mixteco, .05% Filipino, and 23 additional languages that are .04% or less (Per CDE DataQuest Report, Language Group Data-Districtwide for 2020-21).

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 dedicated and professional commitment of our teachers, administrators, and classified staff. BCSD employs 1,864 certificated employees and 2,182 classified employees. Including substitute staff, the district supports more than 5,000 employees. The COVID-19 pandemic affected the recruitment and employment process making it difficult to find suitable substitutes in various positions, ultimately impacting the work for the district.

The COVID-19 pandemic was one of the greatest challenges the district has faced in the modern era. Students and teachers were forced into distance learning as the district followed state-issued health and safety guidelines. Challenges with connectivity and access further complicated the educational process. BCSD began to welcome students back to physical classrooms on April 8, 2021, while approximately half of the student population chose to remain in virtual classrooms. Estimating more than a year of learning loss, the district must focus on increased academic achievement, social-emotional learning, and family and community engagement to bridge the COVID-19 learning gap.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on review of the California School Dashboard for the past three years the district has continued to make progress towards improvement in all three of the district's goals.

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

The LCAP actions/services in Goal 1 have been successfully implemented and have contributed to the improvement of the district's performance over the past two years of implementation as evidenced by growth in student performance in the local and state indicators. The actions included in goal 1 as part of this year's LCAP will provide the continued success for years to come for the district.

The Bakersfield City School District was successfully making progress towards improvement in Academic Achievement prior to the pandemic and school closures, as evidenced by the increase of 4.3 points in the 2019 Fall California Dashboard for ELA and a maintained status with an increase of 0.3 points in Mathematics[**]:

2018 ELA 41.1 points below standard   **2018 Mathematics   74 points below standard**

2019 ELA 36.1 points below standard   **2019 Mathematics   72.8 points below standard**

** 4.3 points in ELA and maintained at 0.3 in math. The 2018 status for this indicator was recalculated after being made public on the Dashboard, the reason is because of new calculation rules to this indicator, including new District of Residence rules and the inclusion of the CAA into DFS. Therefore a discrepancy will be noticed in the growth made from 2018-2019.

Bakersfield City School District is reporting student group performance based on the Fall 2019 Dashboard.

Following are identified successes based on the Fall 2019 California School Dashboard.

Academic Performance: English Language Arts (ELA)

+3.8-point Increased: Districtwide

+3.8-point Increased: African American

+0.1-point Maintained: American Indian

+1.2-point Maintained: Asian

+3.9-point Increased: English Learner

+0.5-point Maintained: Filipino

+2.7-point Maintained: Foster Youth

+4.2-point Increased: Hispanic

+3.6-point Increased: Socioeconomically Disadvantaged

+5.6-point Increased: Students with Disabilities

+2.2-point Maintained: White

Based on the Fall 2019 California Dashboard data:

11 of the 14 student groups made progress based on the number of points increased/maintained in English Language Arts

Academic Performance: Mathematics

+0.3-point Maintained: Districtwide

-1.7-point Maintained: African American

+4.1-point Increased: Asian

-0.4-point Maintained: English Learner

+0.5-point Maintained: Hispanic

+15.9-point Increased: Pacific Islander

+0.0-point Maintained: Socioeconomically Disadvantaged

+3.0-point Increased: White

8 of the 14 student groups made progress based on the number of points increased/maintained in Mathematics

English Learner Progress: 45.7% of students identified as English Language Learners were making progress towards English Language Proficiency and placing the district at the medium performance level.

In addition, according to Dataquest, 14.7% of EL students reclassified in 2019-2020 is above the state's average of 13.8% for the same year and an indication of the gains being made by BCSD as a result of the effective implementation of the actions and services to achieve the goal. Based on the local monitoring systems the district has implemented, school sites can see the improvement on a monthly basis and adjust the planned actions to meet the needs of students who are most in need or most at-risk.

Following are successes based on Local Reading Metrics: RENAISSANCE STAR DATA

Percent of students tested in STAR that scored proficient in Reading based on STAR Early Literacy 2020-21 Spring Administration. (This data is reflective of the total number of students tested, not the total number of students enrolled who would have been tested in a non-pandemic school year)

**Proficiency rate is defined as percent of students at or above the district benchmark on the Star Reading/Early Literacy Assessment. Uses the most recent score in the given district screening window.

The following grades had more than 50% of students scoring proficient: STAR Reading

64.3% of K

56.2% of 1st

Following are successes based on STAKEHOLDER FEEDBACK

Based on parent feedback from the Annual Parent climate survey 85% of respondents strongly agree or agree that the school has high expectations of their child/children.

Based on the 2020-21 Bakersfield City School District Local Control Accountability Plan Community Feedback Survey with 10,215 responses 53.79% of respondents agree the district is improving student academic achievement, 49.04% reported the district is improving daily attendance, 47.94% reported the district is showing improvement supporting family and community engagement.

Focus School Progress

Schools previously identified as Focus Schools, were making improvement or in progress to make improvement in the areas of attendance, suspension rates, and chronic absenteeism and Stella Hills was able to exit CSI status in 2019-2020:

2018-2019 BCSD FOCUS SCHOOL PROGRESS REPORT

FOCUS SCHOOL	Improved or In-Progress	Suspension Rate ALL GROUP Fall 2019	Suspension Rate ALL GROUP Fall 2018	Improved or In-Progress	Chronic Absenteeism ALL GROUP Fall 2019	Chronic Absenteeism ALL GROUP Fall 2018
Fremont	Improved	0.8% Declined 1.2%	1.9% Increased 0.8%	Improved	9.4% Declined 6.5%	15.9% Declined 1.4%
McKinley	In-Progress	1.8% Increased 0.9%	0.8% Declined 0.6%	Improved	17.2% Declined 3.6%	20.8% Increased 1.2%
Munsey	Improved	0.9% Declined 1.6%	2.4% Maintained 0.2%	Improved	9.4% Declined 4.6%	14.1% Declined 4.5%
Stella Hills	Improved	5% Declined 0.6%	5.6% Increased 2.7%	Improved	23.9% Declined 5.2%	29% Increased 3.2%

Emerson	In-Progress	6.7% Increased 3.6%	3.1% Increased 1.3%	Improved	22.1% Declined 1.1%	23.2% Increased 4.4%

Goal 2: To ensure a safe, healthy, and secure environment for all students, parents, guardians, and employees.

Following are identified successes based on the Fall 2019 California School Dashboard.

Conditions and Climate: Suspension Rates

-1.7% Declined: Foster Youth suspension rate

-0.8% Declined: Students with Disabilities

-0.1% Maintained: Hispanic

-2.8% Declined: Pacific Islander

-0.2% Maintained: Socioeconomically Disadvantaged

-1.5% Declined: Two or more races

-0.4% Declined: White

-0.0% Maintained: English Learners

-1.5% Declined: Filipino

-0.4% Declined: Asian

-0.6% Declined: African American

-0.2% Maintained: ALL student group

12 of the 14 student groups improved for the percentage of students suspended at least once.

Student Engagement: Chronic Absenteeism

-1.7% Declined: Foster Youth

-6.5% Declined: American Indian

-3.2% Declined: Students with Disabilities

-3.4% Declined: Hispanic

-1.8% Declined: Homeless

-3.3% Declined: Socioeconomically Disadvantaged

-4.7% Declined: Two or more races

-2.6% Declined: White

-2.7% Declined: English Learners

-3.6% Declined:Filipino

-3.5% Declined: Asian

-1.7% Declined: African American

-3.2% Declined: ALL student group

13 of the 14 student groups improved for the percentage of students identified as chronically absent.

All 2019-2020 Goal 2 actions/services were implemented and have contributed to the improvement of the district's performance in accordance with the LCAP plan. The district adjusted services as needed to account for the school closures in March 2020 as a result of the COVID-19 pandemic. The Bakersfield City School District directed its efforts toward responding to the needs of teachers, students, staff and families in preparation for distance learning. Professional learning transitioned to a virtual format as a result of the school closures. All services to support a safe environment on campus and in a virtual learning environment continued without interruption.

The actions/services evidence of successful implementation are indicated in the district's performance over the past three years of implementation, as reported by growth in the California Dashboard. The actions included in goal 2 as part of this year's LCAP will provide the continued success for years to come for the district.

Based on the Data Quest comparisons from 2017-18 to 2019-20 state indicators for Conditions and Climate indicate the following:

Suspension Rate: 2017-2020	
Academic Year	**Suspension Rate**
2019-2020	**1.4%**
2018-2019	**2.1%**

2017-2018	2.3%

The "All" students group showed a reduction in suspension rate of (-0.2%) and has a current status of 2.1 % in comparison to the state's 3.4% suspension rate.

Expulsion Rate: 2017-2020				
Academic Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2019-20	33,656	5	5	0.01%
2018-19	33,741	20	20	0.06%
2017-18	33,278	26	26	0.08%

CHRONIC ABSENTEEISM RATES (source: Dataquest at cde.ca.gov)			
Academic Year	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2019-20	33,656 students	N/A*	N/A *
2018-19	33,741 students	3,826	11.7%
2017-18	33,278 students	4,866	14.9%

* Based on the 2019-2020 BCSD Districtwide Progress Monitoring, as of March 9, 2020, the Chronic Absenteeism rate was at or about **11.2%**. All indicators of progress indicating the success of actions/services towards improvement prior to the pandemic and school closures as evidenced by all metrics.

Goal 3: Ensure all parents and community members are welcomed and engaged in the learning process.
The actions/services for LCAP Goal 3 have been successfully implemented and have contributed to the improvement of the district's services, efforts to increase relationships with parents and strengthen partnerships with teachers, staff, and principals to improve their capacity to partner with families. The progress prior to the school closures indicated increased services and access to resources for parents in our efforts to support student learning and development of parents skills and academic awareness in the home. Evidenced by improved student outcomes, increase in parent participation in district

activities such as committees, parent university events, and the number of parents providing input through completion of surveys as one of the district's efforts to seek input in the development of the LCAP.

Bakersfield City School District was successful in making progress towards improvement in the district's school indicators for Parent and Family Engagement. The actions included in goal 3 as part of this year's LCAP will provide the continued success for years to come for the district.
In addition, based on the parent feedback through the Parent Climate Survey there is evidence parents have reported having an "Overall Positive Experience" in our district as increasing from 2017- to 2021 by1% from 88% to 89%. The Bakersfield City School District continued with efforts to increase participation in a virtual format and experienced a higher percentage of parents participating for some events compared to prior years.

The Bakersfield City School District plans to continue to maintain the effectiveness of actions that focus on building capacity to develop a student centered culture in every classroom by continuing to support school sites to develop plans specific to address the needs of their students across the content areas. The district will continue to provide the resources that will best meet the diverse needs of schools, students, staff, administrators and families and build on practices that have resulted in positive outcomes as evidenced by both state and local data. Through the collective efforts of staff, parents, and community stakeholders to provide input/feedback for improvement, the district will build upon the identified successes and continue to grow and improve programs and services for students. Continued collection of data and monitoring will continue to be an integral part of the systems and essential in monitoring the effectiveness of all actions embedded as part of the LCAP in order to have continued growth in areas already identified as successful.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The COVID-19 pandemic has had a substantial impact on students, particularly unduplicated pupils. BCSD began to welcome students back to physical classrooms on April 8, 2021, while approximately half of the student population chose to remain in virtual classrooms. Estimating more than a year of learning loss, the district must focus on increased academic achievement, social-emotional learning, and family and community engagement to bridge the COVID-19 learning gap.

Based on the performance of student subgroups on the California Dashboard and Local Data, the Bakersfield City School District will continue to identify and support student groups currently identified as underperforming or not making progress.

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

Following are identified needs based on the Fall 2019 California School Dashboard.
Academic Performance: English Language Arts (ELA)

- "All Student" group -36.1 DFS

- Socioeconomically Disadvantaged Students -42.7 DFS

- Foster Youth -81.3 DFS

- Current English learners -99.7 DFS

The following student groups are in the <u>ORANGE Performance level in ELA:</u>

- American Indian (58.6 points below standard)

- Asian (11.7 points below standard)

- Homeless (54.7 points below standard)

- Students with Disabilities (114.3 points below standard)

- Two or More Races (21.9 points below standard)

The following student groups are in the <u>RED Performance level in ELA:</u>

- Foster Youth (81.1 points below standard)

The following student groups declined in ELA

-4.7-points Declined: Homeless

-19.9-points Declined: Pacific Islander

-5.2-points Declined: Two or More Races

Academic Performance: Mathematics

- All student" group -72 DFS

- Socioeconomically Disadvantaged -79.2 DFS

- ELs -89.7 DFS

- Current ELs 124.6 DFS

- Foster Youth -119.7 DFS

The following student groups are in the <u>ORANGE Performance level in Math:</u>

ALL student group (72.8 points below standard)

American Indian (92.1 points below standard)

English Learners (89.7 points below standard)

Hispanic (74.8 points below standard)

Homeless (82.8 points below standard)

Socioeconomically Disadvantaged (79.2 points below standard)

Two or More Races (62.3 points below standard)

The following student groups are in the <u>RED Performance level in Math:</u>

African American (105.5 points below standard)

Foster Youth (119.7 points below standard)

Students with Disabilities (144.2 points below standard)

The following student groups declined in Mathematics

-9.8-points Declined: American Indian

-4.0-points Declined: Filipino

-11.1-points Declined: Foster Youth

-10.3-points Declined: Homeless

-1.7-points Maintained: Students with Disabilities

-10.3-points Declined: Two or More Races

Following are identified needs based on Local Reading Metrics:

<u>CORE GROWTH</u>

56.27% Students assessed mid-year in TK using the Kindergarten Screen Tool (KST), scored at average readiness skills for T-Kindergarten in 2020-21

<u>RENAISSANCE STAR DATA</u>

2020-2021 STAR Reading based on Reporting Period 3

Percent of students tested in STAR that scored proficient in Reading based on STAR Early Literacy 2020-21 Spring Administration. (This data is reflective of the total number of students tested, not the total number of students enrolled who would have been tested in a non-pandemic school year)

**Proficiency rate is defined as percent of students at or above the district benchmark on the Star Reading/Early Literacy Assessment. Uses the most recent score in the given district screening window.

The following grades had less than 50% of students scoring proficient: STAR Early Literacy

31.65% Kindergarten

23.43% 1st grade

5.5% 2nd grade

3.7% 3rd grade

The following grades had less than 50% of students scoring proficient: STAR Reading

30.7% of 2nd

27.5% of 3rd

27% of 4th

28.3% of 5th

22.7% of 6th

22.7% of 7th

20.4% of 8th

Following are identified needs based on Local Math Metrics:

RENAISSANCE STAR DATA

2020-2021 STAR Math Reporting Period 3

Percent of students tested in STAR that scored proficient in Math based on STAR 2020-21 Spring Administration:

27% of BCSD students - 1st-8th grade

41.1% of 1st

26.2% of 2nd

27.5% of 3rd

28.4% of 4th

30.4% of 5th

29.7% of 6th

32.6% of 7th

35.6% of 8th

Following are needs based on STAKEHOLDER FEEDBACK

Based on the 2020-21 Bakersfield City School District Local Control Accountability Plan Community Feedback Survey with 5,703 responses to the question: In what areas(s) do you feel the District needs to improve

34.02% responses indicated the district needs to improve in meeting the needs of all students

32.01% responses indicated the district needs to improve in student math proficiency

27.69% responses indicated the district needs to improve in student academic achievement

23.51% responses indicated the district needs to improve student literacy

Following are needs based on STAKEHOLDER FEEDBACK by associated groups:

English Learners:

36.72% responses indicated the district needs to improve in meeting the needs of all students

36.26% responses indicated the district needs to improve in student math proficiency

30.48% responses indicated the district needs to improve in student academic achievement

30.48% responses indicated the district needs to improve in Language Proficiency for English Learner Students

Foster Youth:

58.54% responses indicated the district needs to improve student math proficiency

46.34% responses indicated the district needs to improve in meeting the needs of all students

36.59% responses indicated the district needs to improve student literacy

31.71% responses indicated the district needs to improve student academic achievement

Socioeconomically Disadvantaged:

32.74% responses indicated the district needs to improve in meeting the needs of all students

32.01% responses indicated the district needs to improve student math proficiency

30.01% responses indicated the district needs to improve school safety

28.98% responses indicated the district needs to improve student academic achievement

Special Education:

42.62% responses indicated the district needs to support the Social Emotional needs of students

39.34% responses indicated the district needs to improve in meeting the needs of all students

31.97% responses indicated the district needs to improve student math proficiency

31.15% responses indicated the district needs to improve school safety

The District plans to address these high-need areas by:

Building teacher capacity to refine a culture of high quality teaching and learning through professional learning to deliver Good First Instruction.

Providing research-based targeted and tiered support for schools for underperforming student groups identified as Foster Youth, Low-Income, English Language Learners, as well as student groups in the RED and ORANGE and needing improvement.

Developing a student centered culture in every classroom with an emphasis on a strong and positive teacher and student relationship, supporting the social emotional development of each student, and implementing a strong MTSS process to regularly monitor the academic and social-emotional progress of these students to ensure additional support is in place.

Expanding efforts to promote literacy by adding relevant and high interest books for school libraries.

Increasing and improving services to address the needs of homeless and foster youth.

Increasing access to visual and performing arts opportunities, clubs, sports, electronic sports, activities for students to identify connection to and engagement with school.

Continue to provide STEM project-based learning (Project Lead The Way, Project Launch).

Increasing access for all students to enroll in the Extended Learning Program Academies after school to extend learning through Literacy, Mathematics, and STEAM instructional support to reduce learning loss and give students a safe way to learn.

Participating in supplemental enrichment opportunities to accelerate progress to close learning gaps through supplemental summer programs combining sports instruction with the teaching of vital life skills, such as personal health, job responsibilities, nutrition, alcohol and other drug prevention activities as part of the CSUB National Youth Sports Program.

Preparing effective teachers through professional learning opportunities in the summer and during the school year, focused on research-based teaching and learning strategies for Literacy, Mathematics, Language, Writing, History Social Science, Next Generation Science Standards, Physical Education, Visual and Performing Arts, Social Emotional Learning, Technology skills, and the understanding of levels of proficiency of students to address the academic, social emotional needs of all students through a student centered lens and by strengthening the collective efficacy, accountability and the implementation of high leverage strategies to mitigate the learning loss as a result of the pandemic.

Further increasing instructional support staff to provide necessary assistance and support as needed for all staff to effectively develop lessons and to determine interventions in ELA and Math with data monitoring for all students including Low-Income students, Foster Youth, and English Learner.

Continue to provide additional staff for targeted support at five identified Focus Schools.

Providing the PROUD Academy program at high-need schools to help close the achievement gap, increase cultural awareness, develop and strengthen self-esteem and self-efficacy, and enhance critical thinking skills while developing leadership and public speaking skills for Low-Income students.

Goal 2: To increase support of the social, emotional, mental and physical health of unduplicated students.

The District plans to address these high-need areas by:

Implementing systems and structures to support the development of healthy self-identities for all students through an explicit emphasis on the development of student self-efficacy, agency, empathy, and social emotional learning competencies.

Implementing systems and structures to support the development of culturally responsive and trauma informed relationships with students and families.

Implementation of district-wide systems of support to assist schools with reducing the percentage of chronically absent students.

Developing an action plan to address the high rate of chronic absenteeism in the District for students groups in the orange and red performance level.

Continuing to provide four school-based health clinics to meet the health needs of students creating barriers to attend school

Continue with the Community Day School for students needing additional support to improve behavior and attendance.

Providing support staff including associate school social workers, coordinator of safety, behavior intervention specialists, campus supervisors, cafeteria playground activity leaders, youth service specialists, psychologists in order to increase the sense of safety, support mental health, coordinate school and

district activities aimed to increase student engagement, school attendance, and student achievement, and building relationships with all students, including unduplicated pupils who are disengaged and identified as chronically absent.

Working with community programs like Reach 4 Greatness to provide mentoring for students and build relationships with students and families.

Increased student engagement activities such as clubs and the Student Leadership Institute to build connections for students to activities that increase attendance provide a sense of belonging to the school community.

Installing and maintaining cameras on campus and buses in order to deter inappropriate conduct or behavior and increase the percentage of parents and students' sense of safety and security.

Supporting Parent Resource Centers throughout the District.

The district will ensure systems and structures are implemented to monitor and support these targeted student groups throughout the school year. These systems include: developing a student centered culture in every classroom with an emphasis on a strong and positive teacher and student relationship, supporting the social emotional development of each student, and implementing a strong MTSS process to regularly monitor the progress of these students to ensure additional support is in place, if needed.

Furthermore, school sites will develop specific actions to support meeting the needs of these student groups through the development and implementation of their school site plans. The district's LCAP actions will further support students requiring additional targeted services and support at the Tier 2 and Tier 3 level.

The district will also continue in addressing the decrease in opportunities for participation from 2018-19 to 2020-21 of -2% for parents which can be attributed to the limited access parents had to school sites as a result of the school closures caused by the Pandemic and the county's placement in a Purple Tier Rating for most of the 2020-21 school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Bakersfield City School District has made a concerted commitment to lead and serve the students in the community with strong values that have led to the development of the LCAP but more importantly the behavior of all who serve toward student success. The Bakersfield City School District Board has defined the expectations of how we must work together for the success of our students as colleagues, and community guiding the work with equity, integrity, caring, collaboration, and personal and collective accountability. Through the services we provide, our vision is to have students enter our district who aim to be the model of educational excellence, equity, and innovation that has high levels of expectation of staff, students and parents.

The district follows a Blueprint for Academic Success by developing an LCAP that ensures students will be served by effective leaders who will ensure they have a safe and nurturing educational environment in which they receive high quality instruction resulting in academic excellence. Our commitment to students also includes effective teachers who will provide access to a guaranteed and viable curriculum for all students resulting in academic excellence. Bakersfield City School District also continues to work on developing a targeted systematic multi-tiered system of support with comprehensive services that address the needs of the whole student. In addition, the blueprint ensures that school culture, climate, and safety are centered on all

students and adults receiving a welcoming, safe and nurturing learning environment. Understanding the blueprint is not complete without family and community engagement dedicated to empowering students and families, as well as community members and schools to build parent and community leaders as partners with our schools.

Curriculum and Instruction (Goal 1)

BCSD supports a culture of high quality teaching and learning through the following actions:

● Teacher Professional Development: Standards Academies - to support the implementation of the Common Core State Standards

● Teacher Professional Development: Summer Institute - annual event focused on building teacher capacity to deliver Good First   Instruction. Content included but not limited to K-8 CCSS ELA/ELD, Math, Next Generation Science Standards, History Social Science. Balanced Literacy strategies, Guided Reading and the CRA (Concrete Representation-Abstract) Math strategy.

● Curriculum Development: Teacher Leadership Teams and curriculum specialists create CCSS aligned curriculum units in all content areas.

● Cognitive Coaching Professional Development: Instructional leaders, Academic Coaches and Instructional Specialists participate and implement research-based Cognitive Coaching to support Good First Instruction.

● Continue with the implementation of a committee to guide the development and adoption process of Next Generation Science Standards curriculum for grades K-8th.

● Implementation of PLTW Launch and Gateway: over 60 courses and serves more than one thousand six hundred students.

● Teacher Professional Development: Google Apps for Education professional development that will provide a tiered system to support integration of technology into daily instruction.

● Instructional Specialists: Content area specialists to provide ongoing support and professional development at the site and district level to implement the CCSS and district initiatives through the service delivery model (SDM).

● Teacher Professional Development: professional development is provided to staff working to meet the needs of all students being served.

● Intervention Teachers: Teachers on special assignment support target intervention for underperforming student subgroups.

● Dual Immersion Instruction: Program expanded at Harris Elementary as new grades are added to the program. Professional development and instructional materials continue to be provided to support the implementation.

● Library Updates: School library spaces and content continue to be upgraded to support culturally responsive reading materials and promote reading by students.

● Summer Learning Academy: Annual summer school provides enriched student learning experiences and accelerates academic achievement for at-risk students.

● Increased access for students to STEM/CSTEM/STEAM, clubs, e-Sports, athletics, and other engaging learning opportunities to increase the connections for students and their diverse interests.

English Language Learners (Goal 1)

BCSD's plan continues to build on the professional learning for a variety of staff in language acquisition through actions that address the following areas:

● Schools will be leading the training on the EL Toolkit to improve instructional strategies based on research to meet the demands of academic language learning

● District instructional specialists following up on the EL Toolkit training to refine/improve and consistently implement the strategies.

● School and district administrators language acquisition pedagogy to develop effective instructional leaders who continue to increase their knowledge to meet the language needs of students

● School site teachers: will provide professional learning for our teacher teams at the site level for the 21-22 school year to create a continuum of learning for all instructional staff on the EL Toolkit

● DELAC: parents receive ongoing professional learning at each meeting that ranges from English Learners, SEL, and technology tips

● Creating the capacity of our instructional leaders and parents creates a pathway for a strong foundation for adults that influence our English Learner academic achievement

● BrainPOP EL implemented with PD for teachers will continue to support students as an additional resource, along with other programs aimed to improve the language acquisition of the different typologies and language levels of our learners.

New Teacher Supports (Goal 1)

The District is committed to providing all students with effective teachers and aligned instruction by providing supports through the following:

● New Teachers are assigned a mentor that meets with them weekly. The focus includes meeting the needs of students in the classroom and the needs of a teacher as a professional (i.e., credentialing requirements, professional development).

● New Mentors will receive full days of training and ongoing monthly training throughout the school year, to develop their skill set to meet student needs.

● New teachers receive support through orientation with a focus on Balanced Literacy, Mathematical Practices, Technology, SEL, Classroom Engagement, and to discuss the Mission and Vision of BCSD.

● Targeted Professional Development taking place monthly to provide the new teachers the support based on credential status (i.e., PIP, STSP, Intern, Induction).

● During the next school year, Kern Urban Teacher Residency Program (KUTR) will continue to recruit residents for the Dual Language Program and residents to teach Science and Math at the middle school level and the district will continue to build the capacity, development and recruitment of teachers that are ready to meet the needs of our students.

● Targeted Professional Development will continue for KUTR Residents and Mentors. This includes orientations for mentors and residents prior to placement at a school site.

● Program Specialists continue to provide continuous support of mentors and mentees through collaborative logs, planning and delivering professional development, office hours, and differentiated support based on current needs in efforts to make sure teachers become fully credentialed with the needed support from teachers who are already experts in the field and recommended to work alongside incoming potential permanent BCSD teachers.

Social Emotional Learning (Goal 2)

The Bakersfield City School District is committed to supporting the social, emotional, mental and physical health of all students, families and staff working together to create a school environment through a sense of shared responsibility. Our students' social emotional, mental, and physical health will be supported through responsive staff, informed in what it takes to meet the individual needs of students through a culturally responsive and trauma informed multi-tiered system aimed to provide students the tools to achieve their goals.

District Priority 1: Implement systems and structures to support the development of healthy self-identities for all students through an explicit emphasis on the development of student self-efficacy, agency, empathy, and social emotional learning competencies.

District Priority 2: Implement systems and structures to support the development of culturally responsive and trauma informed relationships with students and families.

This year's actions ensure all staff who serve students and families on a daily basis and throughout the year understand and can respond appropriately to meet the needs of students and families who may have been greatly impacted by the pandemic and in need of the tools to overcome the challenges. The District's commitment to serve not just our students and families, is grounded in the belief that the adults in our schools can serve families better by receiving the same support to meet their own social emotional needs. This highlights the collaborative efforts of a district community built on supporting students and families by supporting each other.

Family and Community Engagement (FACE) (Goal 3)

A key priority for BCSD is to ensure that our families feel welcomed as partners in their child's academic journey. Each of our 44 school sites will have a FACE Liaison assigned to provide parents and guardians access to educational learning opportunities to support parent understanding of the District's instructional and social emotional goals and priorities. Parent University graduates on average 380 parents with knowledge on how to support their students academically, positive behavior strategies, social and emotional learning skills, and specialized instruction for parents of English learners and Special Education. FACE Liaisons have increased communication among their families through social media, Parent Square, phone calls, emails and home visits. In an effort to support student's attendance, provide general school information, provide learning opportunities for parents and caregivers, and meet the changing needs of the families we serve through community outreach and resources, FACE Liaisons will continue creatively providing Virtual FACE opportunities to bring all programs to an online platform for continued access in the coming year. Parent Leadership and advocacy will continue to be supported through our Parent Leadership programs (PALs) and PAL Ambassadors. Parent Advisory Groups continue, dedicated to eliciting feedback and input from our families, while also working to engage our families in how to effectively advocate for their child's education.

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.

Emerson Middle School

Support for Identified Schools

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

Emerson Middle School's CSI SPSA plan is aligned to the BCSD LCAP, developed using state & local data in the comprehensive needs assessment, annual review & plan development. The planning process includes: Principal Overview, Site Leadership Team meeting, Principal & Support Staff SPSA Training, Stakeholder input, and on-going development meetings. Emerson had personalized training with the District Support Team to review CSI eligibility, California School Dashboard, Student Group Analysis and next steps. The Comprehensive Needs Assessment (CNA) process consisted of a review of the Schoolwide Integrated Framework for Transformation Fidelity integrity Assessment (SWIFT-FIA), the BCSD Data protocol process to analyze available state and local data, and the SPSA Annual Review to identifying resource inequities, and ensure that Emerson's comprehensive plan best serves the needs of those students who are failing, or are at-risk of failing to meet the challenging State academic standard. The SPSA goals, strategies, actions and expenditures are based on the identified student and professional learning needs. The plans include evidence -based interventions and identify and address any resource inequities through the review of District and school-level budgets and the SPSA Annual Review. Based on findings from Emerson's CNA and resource inequities, evidence-based professional learning is needed to support effective instructional strategies, classroom management, and lesson development.

Monitoring and Evaluating Effectiveness

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

Emerson's SPSA annual review, comprehensive needs assessment and SPSA development process is monitored by the District Support Team. The Exec. Director meets 1:1 with the principal to debrief the meeting and provide targeted coaching for the principal. In addition to this, monitoring includes the ongoing evaluation of local capacity (funding, staff skills, and stakeholder capacity) available to implement any interventions being considered in order to support the successful implementation of selected evidence-based strategies. CSI funds will be used to support the continuous improvement process, including the ongoing evaluation of staff and student progress, ongoing fidelity checks to ensure implementation of training, resources and programs is consistent, and to ensure follow up training takes place to support the continuous development of staff. Through the completion of the annual needs assessment process,the school and district will conduct the root cause analysis process to identify this year's progress and identify interventions/strategies/activities and their effectiveness of need for revision, to best meet the school and district goals.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

LCAP Update stakeholder engagement meetings were held with the following stakeholders during the 2020-21 school year as part of the LCAP Development process.

Educational Services Team and Principals Meetings-district administrators and site principals:

December 7, 2020, February 1, 2021, February 18, 2021, February 22, 2021, April 15, 2021, April 19, 2021, March 1, 2021, March 15, 2021

Board Study Sessions & Board Meetings - board members and community members:

January 12, 2021, February 25, 2021, April 27, 2021, May 25, 2021, March 23, 2021

June 15, 2021 (LCAP Public Hearing)

June 22, 2021 (LCAP Board Adoption)

Associations Input Meetings (BETA, CSEA, LiUNA) - representing classified staff and teachers:

February 16, 2021, April 14, 2021,

Parent Community Forum/Parent University - community members, parents/guardians of all students:

January 16, 2021

Student focus groups (5th, 6th, and 8th BCSD students):

 March 10, 2021

District English Learner Advisory Committee (DELAC) - parents/guardians of English Language Learners and community members:

February 10, 2021 & April 14, 2021

District Advisory Committee (DAC) parents/guardians representing all students:

February 2, 2021 & April 13, 2021

District African American Parents Advisory Committee (DAAPAC) - parents/guardians of African American students:

February 16, 2021 & April 20, 2021

Special Education Community Advisory Council (CAC) to SELPA:

February 9, 2021

● LCAP Community Stakeholder Survey: online survey administered to stakeholders for LCAP development feedback included responses from parents/guardians, community members, community partners, classified employees, certificated employees, management/administrators: January 16, 2021-February 16, 2021

● 2021 LCAP Student Stakeholder Engagement Survey: online survey administered to students in grades 5th, 6th, and 8th grade.

The Bakersfield City School District incorporated the involvement of parents, teachers, and school staff in the development of the

Expanded Learning Opportunity grant as part of the Local Control and Accountability Plan process. The feedback included, teacher representatives (BETA), classified staff representatives (CSEA), construction craft laborers (LIUNA), student parent focus groups, parent and other stakeholder surveys. Parents were invited to participate during Parent University meetings, committee meetings for feedback including the District Advisory Committee(DAC), District English Learner Advisory Committee (DELAC), District African American Parent Advisory Council, Special Education Community Advisory Council (CAC).

In addition to the stakeholder feedback the Superintendent reviewed all SPSAs for alignment to the LCAP.

The Bakersfield City School District held additional educational partner meetings on the following dates as part of the revision process to engage educational partners in providing input on the addition of the following actions:

Goal 2 Social Emotional Learning

Action 2.16 five wellness centers to include the new center to be built at MLK.

Goal 3 Family and Community Engagement

● Action 3.7 Parent Center at Martin Luther King Jr. Elementary and Modernization to the Parent Center at Eissler Elementary

● Parent University LCAP Forum: January 22, 2022. Attendees were encouraged to submit written comments and invited to attend the public hearing to submit additional comments during the public hearing on January 25, 2022.

● District Advisory Committee (DAC): February 1, 2022

- District English Learner Advisory Committee (DELAC): February 9, 2022

- Special Education Community Advisory Council (CAC) to SELPA: February 7, 2022

- Board Sessions and Board Meetings:

    - Public Hearing held during the regularly scheduled board meeting on January 25, 2022. Public was notified of the opportunity to submit written comments regarding the proposed action and expenditures proposed, prior to the public hearing.

    - Board Adoption of revised LCAP approval during a regularly scheduled board meeting on February 22, 2022

A summary of the feedback provided by specific stakeholder groups.

As a result of the feedback from Principals and Administrators:

- LCAP Goals were reviewed and input clarifying implications for School Plan Development was discussed

- District Priorities were established

- Continued actions and recommendations for new needs as a result of the pandemic to address Social Emotional Learning (SEL) needs, instructional needs for literacy, math, writing, school readiness, technology and student connectivity to online learning

- Progress monitoring of student learning and expansion of supports through after school tutoring, Saturday School, Summer Academies, in classroom small group instruction, research and evidence based interventions

- Consistent district wide administration of local assessments and use of online programs (STAR, Achieve 3000, Next Generation Math, etc.)

- Onboarding students who have not attended school in-person during 2020-21

- Teacher, classified, and other support staff training on SEL programs

- Increasing student engagement activities to improve student attendance and academic achievement

- Improving Literacy for all students

- Impact on Language for English Language Learners and goal to reclassify students before they enter high school

- Having a Balanced Literacy program with integrated writing

- Increased access to books for students for independent reading

- Assessment results in a virtual setting and planning for the impact in the coming years

As a result of the Board Meeting for LCAP Approval (board members and community stakeholders, June 22, 2021):

- Board members heard a report of the Local Priorities and Metrics

- Board members approved the 2021-2024 Local Control and Accountability Plan as presented

As a result of the feedback from the LCAP Public Hearing (board members and community, June 15, 2021):

Representatives from a community organization, two parents and one community member spoke on the following:

● Funds used to support an action for School Resources Officers (SRO)

● Expanding the Dual Immersion(DI) program, increased collaboration with universities to prepare teachers for DI programs, transportation to increase access to DI programs, establishing a Multilingual Education Program committee

● Creating positive environments for families and students through restorative programs of intervention, resources for staff to support students in need of reintegration to school, redirecting funds for SRO's to add specialists to support families, adding counselors at sites with the most needs and priority

● Continue with technology for students and parents at home to access programs that support math, and other areas, continue with hotlines to answer questions and provide technology support

As a result of the feedback meetings, DELAC provided the following (February 10, 2021, 54 Participants):

● Continuation of Summer and Saturday programs available for students, including Dual Immersion.

● Importance of technology and connectivity remain in place after the pandemic to support student learning, (earphones, screen

protectors, hotspots)

● Support for students transitioning to high school

● Access to library books

● Continued support with student's Social-Emotional (SEL) needs when they return to in-person instruction

● Learning Loss mitigation

● Ability to have students remain virtual through the pandemic

● Offering access to music and electives for EL students

As a result of the feedback meetings from Parent Community Forum/Parent University parents provided the following (January 16, 2021, 314 Participants):

● Addressing students' learning loss needs

● Providing student tutoring supports

● Providing SEL supports

● Addressing the challenges of distance learning

● Efforts to increase family & community outreach

- Appreciation of the district for keeping parents informed

- Expressing gratitude to teachers for keeping students engaged

- Family and Community Engagement (FACE) supports with check-ins and information

- District efforts to ensure safety

As a result of the feedback meetings, DAC provided the following (February 2, 2021, 42 Participants) :

- Addressing chronic absenteeism for students

- Socialization needs of students

- Addressing mental health needs as direct result of distance learning

- Address how students approach mathematics learning in the early grades (Math mindset)

- Support for summer learning schedules

- The need to support outgoing 8th grade students as they navigate the transition to high school

- Gratitude to the work FACE staff did to keep parents informed

As result of the feedback meetings, DAAPAC provided the following (February 16, 2021, 31 Participants):

- SEL and Mental Health Supports provided when students return to school

- Address student loneliness, depression, and lack of social skills

- Increase focus on engaging the disengaged parent

- Concerns about the negative impact of online learning on students

- Difficulties accessing technology for younger students

- The need to get students back into the school environment to support learning

As a result of the feedback session with student representatives the following major themes were raised (March 10, 2021, 44 Participants) :

- Students miss socialization with peers as result of distance learning

- Past year was very difficult

- Students spoke about the positive school culture

- Students miss the personal interactions with their teachers

- Students want access to clubs and electives to keep them engaged in school

- Students were excited but nervous to return to school

- Students expressed empathy for their teachers

- Students felt many of their peers have voiced not liking school

- Students felt the need to be heard, seen, and valued

- Students voiced interest in E-Sports

As a result of the feedback meetings BETA, CSEA, and LIUNA, including classified staff and teachers, provided the following recommendations:

  Goal 1: Academic Achievement Major Themes Additional staff to support science instruction

- Teach science and social studies as independent core subjects

- Continue to support school libraries to update book collections

- Support library staff with additional training and resources to increase independent reading and Accelerated Reader
    initiatives at all sites

  Goal 2: Social-Emotional Major Themes

- Provide training and resources for teachers in SEL competencies during the teacher work day to ensure all teachers have
    the skills to support students

- Continue to utilize staff including, Behavior Intervention Support (BIS), Associate School Social Workers (ASSW), and
    Psychologists to support students with SEL

  Goal 3: Parent Engagement Major Themes

- Attention and focus on supporting parents whose children struggle to complete assignments

- Ensuring communication between FACE staff and school site staff to share the calendar of activities available

- Continue to leverage the Parent Square communication system and ensure all staff learn how to best use the system.

As a result of the feedback from the district SELPA Administrator and CAC the following was provided:

- No feedback or questions were provided from CAC

- Agreement of the need to address learning loss for students

- Agreement of actions to increase Social Emotional support for students and staff

● Continue with teacher supports including professional development for improved literacy instruction for Special Education students

As result of the feedback from the meetings with parents including parents of English Learners, community members, teachers, administrators, and board members present at the Parent University LCAP forum on January 22, 2022, no objections or feedback was provided regarding the addition of Action 3.7 Parent Centers at MLK and Eissler as part of Goal 3: Parent Engagement or the additional "wellness center" at MLK as part of Goal 2 Action 2.16. Attendees were encouraged to submit written comments and invited to attend the public hearing to submit additional comments during the public hearing on January 25, 2022.

As a result of the feedback from the meeting with parents including parents of English Learners, Special Education, Low-Income students present at the District Advisory Committee (DAC) held on February 1, 2022, statements of appreciation for teachers, administrators and requests for MyON were expressed. There were no objections or feedback provided regarding the addition of Action 3.7 Parent Centers at MLK and Eissler as part of Goal 3: Parent Engagement or the additional "wellness center" at MLK as part of Goal 2 Action 2.16.

As a result of the feedback from parents of English Language Learners present during the DELAC meeting on February 9, 2022, parents of English Language Learners expressed the need to support the socio-emotional needs for both parents and students, continued instruction in physical education, supervision for students while on the playground, instruction in fine arts, and the continued support for Dual Immersion programs. There were no objections or feedback provided regarding the addition of Action 3.7 Parent Centers at MLK and Eissler as part of Goal 3: Parent Engagement or the additional "wellness center" at MLK as part of Goal 2 Action 2.16.

As a result of the Special Education Community Advisory Council (CAC) to SELPA held on February 7, 2022 parents, Special Education administrators and staff, participants expressed the importance of socioemotional practices by teachers and the appreciation of parent accessibility to school administrators. There were no objections or feedback provided regarding the addition of Action 3.7 Parent Centers at MLK and Eissler as part of Goal 3: Parent Engagement or the additional "wellness center" at MLK as part of Goal 2 Action 2.16.

As a result of the Public Hearing held on January 25, 2022 no comments or feedback was provided regarding the addition of Action 3.7 Parent Center at MLK and Eissler as part of Goal 3-Family and Community Engagement and a Wellness Center at MLK-Goal 2 Social Emotional Learning Action 2.16. The public was invited to submit comments or suggestions in writing in response to the public hearing and prior to the adoption of the revised LCAP.

As a result of the Board meeting held on February 22, 2022, the board approved the addition of Action 3.7 Parent Centers at MLK and Eissler and the revision of Goal 2-Social Emotional Learning Action 2.16 for the additional Regional Comprehensive School-Based Health Clinic also referred to as a "Wellness Center" at MLK.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on total responses the following priorities were identified: Basic Services, Implementation of State Standards, Parent

Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access and Other Pupil Outcomes. In accumulation of

results stakeholders identified the need for:

- Goal 1 actions to increase access to clubs, sports, and increase activities for students to identify a connection to and engagement with school

- Goal 1 actions to increase the number of relevant and high interest books for school libraries to support student development of independent reading and increased intellectual capacity for all students.

- Goal 1 actions for on-going support for unduplicated at-risk students and failing students in Tier 2 and Tier 3 in order to meet the district goals which stakeholders agreed are the right focus for the district.

- Goal 1 actions for professional development on the common core state standards across all content areas to support teachers and schools and aligned to the multi-tiered systems of support

- Goal 1 actions to increase and support supplemental learning opportunities for students identified as English language learners

- Goal 2 actions to increase the professional development opportunities for all district staff

Additional feedback included:

- In goal Continued efforts to increase connections with families

- Teachers and staff need continued training to support students returning to school post-pandemic

- Students will need safe and welcoming environments when they return to school

- Teacher resources to support instruction

The impact of the stakeholder feedback resulted in the modification of the plan which served to inform, and develop a plan that is reflective of the needs of students, the resources and support needed to address the effects of the Pandemic on learning, social emotional needs, and the continued efforts of the district to work in partnership with parents and guardians. The themes that surfaced following the stakeholder updates include:

- Continue to provide professional development aligned to meet the needs of staff and students in learning the common core standards

- Increase the intervention and support for students who did not engage in the current year as a result of the pandemic

- Increase access for students to materials that support literacy, intervention for literacy, mathematics, science, social emotional learning, electives, sports, and other areas that are of interest to them

- Continue to provide technology access at home and in school for students who need it the most

- Continue to provide supports for students in Tier 2, Tier 3 through the MTSS model

- Continue to provide SEL instruction and expand to other employees besides teachers

- Support for students and teachers as they transition to in-person instruction in the coming year

- Continue to provide online learning programs for students who need additional support

- Continue to keep parents informed and involved throughout the year

- Continue to provide support for language instruction to EL students, teachers, and administrators

- Give students more opportunities to get help in all content areas, especially kids who are struggling and are behind academically

- Help students feel safe when they are at school

The impact of this feedback resulted in the development of new actions and revision of existing actions for the 2021-2022 school year including:

Goal 1:

Action 1.16 Professional learning with EL needs focus, Action 1.7 EL specialists, Action 1.22 Upgraded school and classroom libraries, Action 1.28 Project Launch K-6th, teachers and support staff training and curriculum, Action 1.30 Electronic Sports in 4th-8th, Action 1.36 CSTEM and Robotics, Action 1.38 English Learners tutoring and Saturday Academies, Action 1.39 Electives for English Learners, Action 1.40 TK-8th Literacy Achievement, Action 1.41 New Science Curriculum for K-8th

Revision of actions 1.2, 1.42, 1.43, to identify how the schools are allocating additional resources and support for students, to meet the academic needs at each school site.

Goal 2:

Action 2.19 Student Leadership Institute, Action 2.20 Staff and Extra Time to support Foster Youth, Action 2.21 Sports program for 3rd-8th grade, Action 2.22 Cameras on campuses and on school buses, Action 2.23 Campus Supervisors at all Jr. High/Middle Schools, Revised to identify the impact to increase student's sense of safety. Action 1.2 changed into Action 2.24 to identify how the schools are allocating additional resources and support for students, to meet the Social Emotional Learning needs at each school site.

Goal 3: No additional actions were developed, the district merged actions working in collaboration to address needs of parents whose children were in need of Tier 2 and Tier 3 supports, Action 3.6 Staff extra time for Parent Education and Parent Project (Proyecto Padre).

Maintained the goals with revised language to provide clarification of how actions impact student learning, social emotional needs, attendance, and behavior through increased parent engagement and involvement in the decision making making process of schools and the district.

2021-2022 REVISION

The impact of the additional educational partner meetings held from January to February 2022 resulted in the revision of LCAP Goal 2: Social Emotional Learning Action 2.16 to also add a fifth Regional Comprehensive School-Based Health Clinics also referred to as a "Wellness Center" at MLK and Goal 3 Parent Engagement-Adding Action 3.7 Parent Center at Martin Luther King Jr. Elementary and the modernization of the parent center at Eissler Elementary to support families of socioeconomically disadvantaged students consistently across all BCSD schools. Parents expressed the effectiveness of parent centers contributing to their involvement in schools and having an increased sense of community. Parent centers have become a hub for school communities through the COVID-19 pandemic as a main distribution center for distribution of information, materials and keeping families connected to schools.

Goals and Actions

Goal

Goal #	Description
Goal 1	Academic Achievement: The Bakersfield City School District is committed to ensuring the academic achievement of all students is met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards. District Priority 1: Increase literacy rates for all students by more than 1 year of growth District Priority 2: Increase mathematical proficiency for all students by more than 1 year of growth District Priority 3: Increase language proficiency rates for all English Learners by one level annually

An explanation of why the LEA has developed this goal.

The Bakersfield City School District identified Academic Achievement as LCAP Goal 1 due to the low achievement of unduplicated pupils across the District. The State Indicators as reported in the California School Dashboard demonstrated a need to adjust our instructional program elements, including our instructional approaches to meet the needs of our students. For the 2021-22 school year, prioritization of grade-level mathematical concepts and reading combined with social-emotional supports will be essential to support all students in meeting grade-level expectations to address learning loss. For these unique times, the focus will be to monitor and ensure that we will provide equitable services for our Foster students, ELs, and homeless to ensure they receive the support and services they need.

The unique circumstances surrounding the transition back to physical schooling introduce challenges for all students, their families, and staff. Everyone has experienced considerable stress. Some have been ill, some have experienced economic hardship, some are grieving for a relative or friend who died. While many students are coming back to their former schools, some are entering a new school. While many are pleased to return, others are not. On top of this, there are students for whom special assistance and outreach is always indicated (e.g., those experiencing learning difficulties, homelessness, foster care; English learners; those who previously were chronically absent). Educators, families, and students are eager for school to go "back to normal," however, in order for schools to effectively transition students back and accelerate their learning, schools must address barriers to learning, some of which have been long-standing and some of which have emerged during the pandemic. Our District goals have embedded supports and services for our students that need it the most.

Understanding the immense challenges our students and families have faced throughout the pandemic, it was essential that we engage with our stakeholders throughout the LCAP development process to share our plan and receive feedback to address all questions, concerns and

recommendations. Once action plans were established, the District went on a communication campaign with our stakeholder groups to inform parents of our plans and sought feedback from them. Parents were supportive of the District's action plans.

The actions and metrics included in Goal 1 have been developed to strengthen the district's academic program and better meet the diverse needs of our student population.

Measuring and Reporting Results

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

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

Priority 2b) How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency	2b) All English learners receive daily designated and integrated ELD for the purpose of gaining academic content knowledge and language proficiency as determined by lesson plans and classroom observations				2b) All English learners will continue to receive daily designated and integrated ELD for the purpose of gaining academic content knowledge and language proficiency as determined by lesson plans and classroom observations
Priority 4a) Pupil Achievement Performance on Statewide Assessments	4a) Fall 2019 California Dashboard: ELA All Students Group: -36.1 Below Std. Math All Students Group: -72.8 pts. Below Std. 2018-2019 CAST All Students Group 15.57% Met or Exceeded Standards				4a) Fall 2023 California Dashboard: ELA All Students Group: -21.1 Below Std. Math All Students Group: -63.8 pts. Below Std. 2022-2023 CAST All Students Group 45% Met or Exceeded Standards
Priority 4b) UC or CSU Entrance Requirements	4b) N/A				4b) N/A

Priority 4c) Percentage of pupils who have successfully completed courses satisfying CTE Pathways	4c) N/A				4c) N/A
Priority 4d) Students who have successfully completed courses described in 4b & 4c	4d) N/A				4d) N/A
Priority 4e) English Learners making progress towards English Proficiency as measured by the ELPAC	4e) 45.7 % of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2019 Dashboard				4e) 100% of English Learners are making progress towards English Proficiency as measured by the ELPAC.
Priority 4f) English Learner Reclassification Rate	4f) 14.7% Reclassification Rate as reported on Dataquest for 2019-2020				4f) Increase the Reclassification Rate to 15% as reported on Dataquest for 2023-24
Priority 4g) Pupils who have passed an AP Exam with a score of 3 or higher	4g) N/A				4g) N/A
Priority 4h)	4h) N/A				4h) N/A

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

	to unduplicated pupils, as measured by master schedules and class rosters.				provided for unduplicated pupils, as measured by master schedules and class rosters.
Priority 7c) Programs and services developed and provided to individuals with exceptional needs	7c) • 100% of individuals with exceptional have access to enroll in programs and services developed for individuals with exceptional needs according to their IEP				7c) • 100% of individuals with exceptional needs will continue to have access to enroll in programs and services developed for individuals exceptional needs in accordance with their IEP
Priority 8a) Outcomes in a broad course of study. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable	8a) **BAS** • 43.45% of students in grades K-2nd Met Reading Expectations in 2019-2020 by the 2nd Administration **STAR**				8a) **BAS** • 60% of students in grades K-2nd will have Met Reading Expectations by the 2nd Administration in 2023-24 **STAR**

	- 32% of students tested in STAR for grades K-2nd were proficient in Reading based on the 2019-20 Winter Administration - 46% of students tested in STAR for grades K-2nd were proficient in Math based on the 2019-2020 Winter Administration **CORE GROWTH** - 56.27% Students assessed mid-year in TK using the Kindergarten Screen Tool (KST), scored at <u>average</u> readiness skills for T-Kindergarten in 2020-21				- 50% of students tested in STAR for grades K-2nd will be proficient in Reading based on the 2023-24 Winter Administration - 60% of students tested in STAR for grades K-2nd will be proficient in Math based on the 2023-24 Winter Administration **CORE CROWTH** - 80% of students assessed mid-year using the Kindergarten Screen Tool (KST) scoring average readiness skills for T-Kindergarten in 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	Improve the individualized instructional support for all students including those identified as Low-Income, Foster Youth, and English Language Learners by implementing class size reduction ratios of 29 students to 1 teacher in grades 4th-6th and 7th-8th, to effectively engage in learning and make progress towards meeting the California State Standards for all student subgroups.	$2,783,822	Y
1.2	School-based Targeted and Tiered Student Support	Provide the research-based targeted and tiered support for schools for underperforming student groups identified as Foster Youth, Low-Income, English Language Learners, as well as student groups in the RED and ORANGE and needing improvement. Funds will be directed to provide services/support to address the Academic, Social Emotional Learning, Family and Community Engagement, and adverse impacts of the pandemic through: Planned expenditures are established based on consultation with School Site Councils. These supports include: ● The acceleration, support, and enrichment supports enable the development of intervention models for literacy, math, and language support to students during the school day and/or after school supplemented by research-based, targeted intervention instruction. Tutoring and/or other extended learning opportunities that augment the core academic program; Curriculum, leveled readers, duplication, technology and materials to implement interventions; and Certificated and classified support staff to provide supplemental intervention instruction and support. ● Developing a student centered culture in every classroom with an emphasis on a strong and positive teacher and student relationship, supporting the social emotional development of each student, and implementing a strong MTSS process to regularly monitor the academic and social-emotional progress of these students to ensure additional support is in place. Research based SEL lessons are implemented in the classroom and supported	$11,712,702	N

		through supplemental staff, extra-curricular activities, and SEL materials. ● Building teacher capacity to refine a culture of high quality teaching and learning through school site professional learning to deliver Good First Instruction. Content included but not limited to K-8 CCSS ELA/ELD, Math Next Generation Science Standards, History Social Science. Balanced Literacy strategies, Guided Reading, Writing Strategies and the CRA (Concrete Representational-Abstract) Math strategy. Professional Learning support includes site based coaching certificated coaching staff, consultants, conferences, webinars, professional learning materials, certificated and classified extra time to attend professional learning and participate in professional learning communities. ● Building 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. School site family education sessions and parent cafes are supported through certificated and classified extra time, materials, consultants, and parent conferences.		
1.3	Centralized Technical Assistance to School Sites	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, one budget supervisor and two clerks will provide the centralized technical assistance to school sites.	$652,769	N
1.4	Vice-Principals	In order to support and promote student engagement, increase academic achievement, and focus on improving attendance rates for all students, including Low-Income, Foster Youth, and English Learners, the district will assign a Vice-Principal at sites identified as a focus school and sites with a projected enrollment of 550 students or more for a total of 32 Vice-Principals.	$5,003,656	Y
1.5	Specialists, Coordinator	To continue to increase academic achievement for Low-Income students, Foster Youth, and English Learners as well as all other student groups, 16 Specialists and one curriculum and instruction coordinator will support school site leadership teams in the development of lesson resources aligned to the California Content Standards for Mathematics, ELA, Next Generation Science Standards, History Social Science, Visual and Performing Arts, World Languages, and the Preschool Foundations. Resources aimed to meet the diverse academic and language demands of students in efforts to address the learning and language loss.	$2,615,468	Y

1.6	Coaches, Program Specialist, Coordinator	<u>Five Coaches, five Program Specialists, two Behavior Health Specialists, and one Coordinator</u> will provide necessary assistance and support as needed for all staff to effectively determine interventions in ELA and Math with data monitoring for all students including Low-Income students, Foster Youth, and English Learners. This will prepare staff to ensure they collect the required evidence for SEL, ELA and Math interventions before considering referrals to Special Education assessment and/or alternative placement for all students including Low-Income, Foster Youth, and English Learners.	$1,786,063		Y
1.7	EL Specialists	<u>Five specialists</u> to provide assistance and support for teachers on high leverage instructional strategies that enable <u>EL students</u> to attain English proficiency and increase the quality of grade-level content instruction for both Integrated and Designated ELD resulting in increased language development and progress towards grade level content mastery.	$1,638,166		Y
1.8	Specialists, clerical, mentors (NTD, KUTR)	<u>1 coordinator, 19 mentors, 20 resident teachers, 6 specialists, one clerical staff, one citizen science residency liaison, and one support staff</u> to increase the quality and effectiveness of <u>new classroom teachers</u> to meet the academic needs of all students including Low-Income, Foster Youth, and English Learners. Providing ongoing and individualized intensive professional learning and support in both content and pedagogy to all new teachers and teacher residents will result in continued academic growth in all content areas for students. Clerical staff will support teachers and specialists with coordination of professional development workshops, completion of forms, and daily operations of the services in the New Teacher Development to assist new teachers to improve their pedagogy as they work with unduplicated pupils.	$3,001,629		Y

1.9	Library Media Assistants, Library Techs	In order to provide ongoing library access to diverse reading collections both in print and online to increase the literacy levels for Low-Income, Foster Youth, and English Language Learners as well as all other students and teaching staff, library media assistants will provide staff development opportunities in the use of information resources in a variety of formats in order to integrate information literacy skills throughout the curriculum, including digital media literacy, research strategies and use of resources.
		
		  • <u>(26) 8 Hour Library Media Assistants</u>
		  • <u>(17) Computer Library Techs</u>
		  • <u>(1) Library Media Instructional Specialist (15%)</u>
			$2,740,650		Y

		All schools will be maintained by the computer library techs with access to reliable hardware and software to access digital content in order to provide learner activities, and support for multiple literacy and essential instructional lessons aligned to the American School Library Association and the California Content Standards for ELA and ELD in collaboration with the district certificated librarian.		
1.10	TOSA, Intervention Specialist, Academic Coach at Focus Schools	Certificated staff will provide students with reading intervention and support, coach and mentor teachers in improving instructional practices to meet the needs of students who are not meeting grade level proficiency and assist with support for MTSS Tier 2 and Tier 3, in order to improve academic achievement for all students, including Low-Income, Foster Youth, and English Learners enrolled at a site identified as a Focus School and in need of increased learning opportunities: -Teacher on Special Assignment-TOSA (1 site) -Teacher Intervention Specialist (1 site) -Academic Coach (3 sites)	$772,501	Y
1.11	Executive Development Program (NCEE)	All students including Low-Income, Foster Youth, and English Learners, require access to effective leaders to ensure a safe and nurturing educational environment in which all students receive high quality instruction. The development of leaders who understand the diverse needs of students and can set up systemic structures that support equitable programs aligned to improve conditions, will be supported by the professional development from the Executive Development Program through the National Center on Education and the Economy (NCEE) in all 44 schools.	$150,000	Y
1.12	Administrative Leadership Institute	Administrator leadership support will be provided, through the Administrative Leadership Institute (ALI) for administrators through professional learning and regular meetings for school and site administrators, centered on Balanced Literacy, Number Sense and Problem solving, guiding the work to better meet the needs of English Language Learners, understanding Cognitive Coaching, establishing Data Protocols, refining the Multi-Tiered System of Supports (MTSS), and meeting the Social Emotional needs of students post the pandemic. The need to increase the collective efficacy of all staff through continuous learning will strengthen existing leadership in effective pedagogical practices to support all students, especially considering the unique needs of unduplicated pupils.	$131,606	Y

1.13	Professional learning-Specialists, APL, AC, Certificated staff	Enhance student achievement for all students including Low-Income, Foster Youth, and English Learners by providing professional learning to Program Specialists, Instructional Specialists, Academic Program Leaders, Academic Coaches and for certificated staff across the district, on topics such as Balanced Literacy, Number Sense and Problem solving, meeting 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 post the pandemic. (Consultants and release time)	$500,000	Y
1.14	Professional learning - Summer & Regular Year	Prepare effective teachers through professional learning opportunities in the summer and during the school year, focused on research-based teaching and learning strategies for Literacy, Mathematics, Language, Writing, History Social Science, Next Generation Science Standards, Physical Education, Visual and Performing Arts, Social Emotional Learning, to address the academic, social emotional needs of all students through a student centered lens and by strengthening the collective efficacy, accountability and the implementation of high leverage strategies to mitigate the learning loss as a result of the pandemic. Specialists, teachers, coordinators, and consultants will coordinate opportunities to improve pedagogical practices through professional learning for teachers aligned to meet district goals and priorities and improve all aspects of learning for students, with an emphasis on meeting the needs of EL's, Low-Income, and Foster Youth.	$6,596,122	Y
1.15	Professional learning-SPED Certificated	Prepare effective teachers to meet the academic needs of Special Education students, through culturally and linguistically inclusive practices that provide learning opportunities focused on meeting the individualized needs of students in all content areas including English Language Arts/Literacy, Mathematics, Language Development for students identified as English Learners, Writing, History Social Science, Next Generation Science Standards, Physical Education, and all other areas aligned to the Individualized Education Plans.	$275,418	N
1.16	Professional learning-EL focus	In order to increase and improve the language acquisition and language proficiency levels for all students identified as English Learners, the district will continue to provide targeted professional learning opportunities on research-based instructional strategies for teachers to deepen their understanding of levels of proficiency of students, different needs and capacities of each EL student, differentiation by student typology, and student language development supports needed across all content areas.	$68,486	Y

1.17	Professional learning-Google Certification, Engineering, Gaming, Coding	The need to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students including Low-Income, Foster Youth, and English Language Learners requires the <u>professional learning opportunities for teachers and support staff</u>. Professional learning will be provided throughout the academic year on <u>Google Apps for Education for teacher certification, Engineering, Gaming and Coding applications</u> to provide students opportunities to develop digital literacy skills and improve academic achievement.	$500,000	Y
1.18	Update of Technology for teaching and learning	The need to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students including Low-Income, Foster Youth, and English Language Learners is essential and supported through student access for 1:1 devices at school and at home. <u>Updated technology equipment to support teaching and learning</u> will be provided at 44 school sites.	$4,431,312	Y
1.19	STEAM resources, manipulatives, access to novels	The need for all students including Low-Income, Foster Youth, and English Language Learners with supplemental instructional resources including <u>STEAM resources, instructional manipulatives for all content areas, and access to student novels</u> in efforts to support the continued academic progress, and reduce the impact of learning loss as a result of the pandemic will be provided.	$200,000	Y
1.20	Online learning systems and resources	The need to increase the access to <u>online learning systems and resources for all students</u> especially Low-Income students, Foster Youth, and English Learners to support classroom instruction, will assist instructional staff and administrators with immediate assessment data for analysis to inform teaching, learning, help schools determine student strengths and educational needs and align supports at the school site and district level to meet student needs. The coordinator and analysts will monitor the use of systems, provide training and assistance for teachers and administrators to determine usage and effectiveness of online learning platforms and gather data in order to determine a program's impact on student academic achievement. - (1) Coordinator, Educational Technology, Data & Analysis - (2) Educational Technology Data & Assessment Analysts	$810,328	Y

1.21	EL/RFEP Monitoring System	The need to continue to provide support for students making the necessary progress in language acquisition and after being reclassified as Fluent English Proficient (RFEP) through the implementation of the <u>monitoring system,</u> will support the school sites and district to intervene and align the resources to meet each student's needs.	$2,555,956		Y
1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Increase the access for Low-Income students to <u>upgraded 21st century libraries and classroom library spaces</u> and by providing access to culturally responsive texts, literature, and <u>resources for classroom teachers</u> to promote and address the need to increase the independent reading levels of students as a result of learning loss experienced by the pandemic.	$488,009		Y
1.23	Increase access for Extended Learning Program Academies	<u>Increase the access</u> for all students including Low-Income, Foster Youth and English Learners to enroll in the <u>Extended learning Program Academies</u> after school at all 44 schools that promote opportunities to extend learning through Literacy, Mathematics, and STEAM instructional support to reduce learning loss. By increasing access to more students, levels of literacy and after school support and intervention for students who may be struggling to meet state academic standards as a result of the pandemic.	$5,808,699		Y
1.24	GATE, professional learning and certification	The need to increase access for cognitively demanding experiences for all students including Low-Income students, Foster Youth and English Learners and eligible for the <u>Gifted and Talented Education Program (GATE)</u>, by providing <u>professional learning for current and future GATE certified teachers</u> for continued support of inquiry-based learning pedagogy resulting in increased academic achievement. Professional learning will also ensure GATE identification is done through culturally and linguistically sensitive collaboration focused on the purpose of gifted education, the identification processes, and gifted characteristics and behaviors to foster equitable access to gifted services for English learners. English Learners in BCSD scoring at Level 4 in the ELPAC but not reclassified and reclassified students, will have increased access to GATE programs to support their continued need for rigor of instruction.	$799,213		Y
1.25	Dual Immersion, Multilingual Programs	The need to provide English Learners and all other 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 <u>Multilingual Education Programs in the District,</u> to increase access for EL students whose primary language is	$4,002,399		Y

		not English, and for whom 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 - (28) Teachers - (1) TOSA		
1.26	VAPA in grades 3rd-8th, performances, multimedia	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 by supporting additional staff needed to provide student instruction, coordinate performances, and give students the opportunity to learn an instrument, join choir, take part in theater performances, engage in multimedia and performing arts. Secretary and clerk will ensure equipment is properly assigned, distributed, collected, and communication is disseminated to families. -11 Music Teachers -5 Choir Teachers -2 Academic Coaches -1 Coordinator -1 Secretary -2 Clerks	$3,182,911	Y
1.27	PLTW 6th-8th, professional learning, certification, technology	The need to provide all students including Low-Income students, Foster Youth, and English Learners with increased access to a broad course of study through effective Project Lead the Way programs at all junior high and middle schools in the district through support for professional learning opportunities and certification of staff and the necessary equipment and resources for quality programs.	$328,250	Y
1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	The need to provide early and increased access to STEM concepts and opportunities for students at all academic levels in grades K-6th, including Low-Income students, Foster Youth, and English Learners through the Project Launch at all elementary schools phased in over the next five years. Reaching full implementation with on-going teacher and support staff training, curriculum access, instructional materials, technology, seating materials, storage, and extra time for teachers by 2026.	$984,750	Y

1.29	Achievement Academy	The need to provide targeted Low-Income students who have been struggling academically with increased cultural awareness, mentoring, development and strengthening of self-esteem & self-efficacy, discover the significance and importance of social justice, enhance critical thinking skills, improve leadership and public speaking skills, through opportunities for academic learning, social emotional support and increased engagement by Youth Service Specialists through the expansion of the PROUD Achievement Academy at 5 additional school sites.	$991,167	Y
1.30	Electronic Sports in 4th-8th	Increase the opportunities principally directed for Low-Income, Foster Youth and English Learners, aimed at increasing engagement and academic achievement through participation in Electronic Sports (E-Sports) in grades 4th-8th as part of the district's effort to involve students in extracurricular activities in addition to sports and visual and performing arts that result in improved academic achievement.	$200,000	Y
1.31	Summer Academies	Increase the STEAM focused learning opportunities for all 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.	$2,337,960	Y
1.32	CSUB National Youth Sports Program	The need to provide all students with supplemental enrichment opportunities to accelerate progress to close learning gaps through supplemental summer programs combining sports instruction with the teaching of vital life skills, such as personal health, job responsibilities, nutrition, alcohol and other drug prevention activities as part of the CSUB National Youth Sports Program.	$137,782	N
1.33	Homeless case management	Increase and improve the services to meet the needs of students identified as Homeless such as remediation/tutoring, school materials, clothing, support services, basic needs for food, transportation, and case management through the District's McKinney-Vento program. 1 clerk 5 FACE Liaisons/Driver 1 District Liaison Homeless Foster	$636,132	N
1.34	Foster Youth support and services	Increase and improve the services to meet the needs of students identified as Foster Youth by providing transportation to their school of origin, support and services related to establishing educational stability and continuity of services.	$165,000	Y

1.35	Coordination of Supplemental Programs	Increase and improve coordination of supplemental programs to meet the needs of Low-Income students in order to provide a solid school readiness foundation through the State Preschool Program for students aged 3-4 not enrolled in TK, as well as students with unique needs as a result of disruption to their education due to high mobility due to parents migrating in search for work. Coordination of services for students enrolled in Extended Learning Programs through the After School Education and Safety (ASES) Grant, as well as the Student Support and Academic Enrichment (SSAE) program funds to deliver supplemental academic programming through our new After School Academy instructional model. Each school site will identify a specific STEAM Theme of Science, Technology, Engineering or Arts focus, and will leverage this focus area to offer students a well-rounded educational program, support a safe and healthy culture and to support the effective use of technology. SSAE funds also support the district Visual and Performing Arts Program. The Migrant Program provides services to extend and enrich learning for identified students through actions of the Regional Application. Provides training and oversight of the Regional Advisory Committees (RAC). Title III for students identified as Immigrant Additionally, this includes equitable services provided within Title II A, III, IV.	$14,844,014	N
1.36	CSTEM and Robotics	In order to increase access to CSTEM and Robotics for all students including Low-Income, Foster Youth, and English Learners in grades K-8th grade and improve academic achievement in mathematics the district will develop Pathways for students with teachers who are trained, curriculum access, instructional materials, technology, and extra time for teachers to attend training and opportunities for collaboration.	$215,792	Y
1.37	Engage in civic projects 4th-8th	The need for Low-Income students in grades 4th-8th, to have increased access and opportunities to engage in civic projects, build their understanding of their potential to make a positive impact in their community through the support of History-Social Science teacher, TAC feedback for implementation, lessons taught by teachers trained in the content area, instructional materials, technology, extra time for teachers, field trips, and opportunities for collaboration with community agencies during the extended learning time.	$200,000	Y

1.38	English Learners tutoring & Saturday Academies	Efforts to increase access to supplemental learning opportunities for students identified as <u>English Learners</u> through after <u>school tutoring and support as well as Saturday Academy</u> sessions. Staff paid to tutor will provide students additional time for acceleration of language acquisition to ensure all EL students can attain English Proficiency prior to entering middle school/junior high. Tutoring costs for after school and Saturdays, include extra time for teachers, intervention teachers, campus supervisors, administrators, custodians, instructional materials, student supplies, curriculum, clerical staff and all other costs for operation.	$200,000	Y
1.39	Electives for English Learners	The identified need to increase access for English Learners to additional electives to improve language acquisition opportunities, student engagement, and academic achievement by aligning electives courses to student interests and student choice. Extra time for teachers who choose to teach an elective, instructional materials, and student supply costs at all Middle Schools and Junior Highs providing additional electives before, during or after school.	$291,103	Y
1.40	TK-8th Literacy Achievement and onboarding	In order to ease all student's anxiety to return to in-person instruction and diagnose student's literacy needs, including Low-Income, EL's and Foster Youth. The following will take place to ensure schools continue to build strong collaborative partnerships that support the students return to school: • Schools (grades Kinder-8th), will provide onboarding to students and parents with the assistance of teachers, office staff, custodians, FACE staff, intervention teachers and clerical staff • Support with the transition of students starting Kindergarten, transitioning from elementary to Jr. High and transitioning from Jr. High to High school • Schools will communicate the available supports focused on addressing the literacy achievement gaps for all students, including unduplicated pupils • Provide support for teachers to improve effectiveness of culturally competent literacy instruction in all grades to establish positive classroom culture and climate that is student asset based as students return to school through the onboarding • Continue to promote literacy throughout the year beyond the initial onboarding by establishing expectations that promote literacy	$1,277,430	Y
1.41	New Science Curriculum K-8th	The need to provide all students including Low-Income, Foster Youth, and English Learners access to materials aligned to the state's Next Generation Science Standards by preparing an adoption committee with	$200,000	Y

		the skillset to research, identify, evaluate and recommend a <u>new science curriculum for teachers in grades K-8th</u> that meet the needs of the language demands for English Language Learners, and the deficiencies of Low-Income and Foster Youth students who struggle with literacy and other needs for extra support.		
1.42	School-based Student Support	Provide research-based, targeted,and tiered academic interventions to implement the Common Core State Standards and address the unique needs of students by accelerating student learning, prioritizing supports for all students including English Learners, Foster Youth, and Low-Income students. Site expenditures align with the State Priority Areas, BCSD initiatives, and other local efforts, with an emphasis on low income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth to close opportunity gaps. These supports include: ● Targeted intervention models for literacy, writing, math, and language support to students during the school day and/or after school through supplemental research-based, targeted intervention instruction. ● Tutoring and/or other extended learning opportunities that augment the core academic program; ● Curriculum, leveled readers, library books, duplication, technology and materials to implement interventions; and ● Certificated and classified support staff to provide supplemental intervention instruction and support. ● Planned expenditures are established based on consultation with School Site Councils.	$5,208,186	Y
1.43	School-based Professional Learning	Building teacher capacity to refine a culture of high quality teaching and learning through school site professional learning to deliver Good First Instruction. Content included but not limited to K-8 CCSS ELA/ELD, Math Next Generation Science Standards, History Social Science. Balanced Literacy Strategies, Guided Reading, Writing Strategies, the CRA (Concrete Representation-Abstract) Math strategy, Intervention Strategies, support for new curriculum/intervention programs, and Social-Emotional Learning. Professional Learning support includes site based coaching from certificated staff, contracting with Professional Learning Consultants, attending conferences and/or webinars, and professional learning materials. Certificated and classified extra time is provided to staff that	$6,086,958	Y

		attend after contract time professional learning and professional learning communities (PLC). Planned expenditures are established based on consultation with School Site Councils.		
		Certificated coaching staff support teachers based on identified student needs through the completion of the annual needs assessment and in consultation with School Site Councils. Site Academic Coaches and Academic Program Leaders provide facilitation of professional learning communities, follow up support of district lead professional development, on-site professional learning sessions, data analysis support, classroom observations and coaching using the cognitive coaching model.		
		Based on individual school and teaching staff needs, schools contract with consultants to bring professional learning sessions to their site and/or attend conferences and webinars to support identified needs. Certificated Extra time and materials are provided to all certificated staff as needed.		

Goal Analysis [LCAP Year]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

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

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
Goal 2	Goal 2: Social Emotional Learning - The Bakersfield City School District is committed to supporting the social emotional, mental and physical health of all students, families and staff working together to create a school environment through a sense of shared responsibility. Our students' social emotional, mental, and physical health will be supported through responsive staff, informed in what it takes to meet the individual needs of students through a culturally responsive and trauma informed multi-tiered system aimed to provide students the tools to achieve their goals. Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees District Priority 1: Implement systems and structures to support the development of healthy self-identities for all students through an explicit emphasis on the development of student self-efficacy, agency, empathy, and social emotional learning competencies. District Priority 2: Implement systems and structures to support the development of culturally responsive and trauma informed relationships with students and families.

An explanation of why the LEA has developed this goal.

The Bakersfield City School District identified Social Emotional Learning as LCAP Goal 2 due to disproportionate rates of student suspensions in unduplicated groups, and the high percentage of students who are chronically absent across our District. The State Indicators as reported in the California School Dashboard demonstrated a need to disrupt the past systems and structures of our District and rethink how we approached student engagement, student/teacher/parent/school relationships, and attendance supports to ensure strong systems and structures were developed across the District resulting in improved outcomes on state indicators.

Prior to the COVID-19 Pandemic, the District participated in a formal action research project to identify the root causes of Chronic Absenteeism for African-American students in our District. Through this process, the District developed a plan of action to address the root causes in an effort to reduce the percentage of students chronically absent. The District used this action plan to inform and build collective support for the implementation of district-wide systems of support to assist schools with reducing the percentage of chronically absent students. At the same time District staff was developing an action plan to address the high rate of chronic absenteeism in our District, our team continued efforts and new planning to reduce the rate of suspensions in our District.

Once action plans were established, the District went on a communication campaign with our stakeholder groups to inform parents of our plans and sought feedback from them. Parents were supportive of the District's action plans. Annually, the District reports metrics related to suspensions, expulsions, and chronic absenteeism to our stakeholder groups and Board of Trustees.

The actions included in Goal 2 have been developed to address barriers and to meet the diverse social-emotional, mental, and physical health needs of our student population. The effectiveness of these actions will be evaluated using the accompanying metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5a) Attendance Rates	5a) 97.27% Attendance Rate Based on the 2019-20 CALPADS EOY 3 data report ATT120 The attendance rate is higher than expected because attendance tracking during school closures as a result of COVID-19 was changed.				5a) 96.50% Attendance Rate Based on the Based on the 2023-24 CALPADS EOY 3 data report ATT120
5b) Chronic Absenteeism Rates	5b) 11.7% of students in K-8 were chronically absent based on the Fall 2019 California Dashboard				5b) 11.5% Chronic Absenteeism Rate Based on the 2023-24 California Dashboard
5c)	5c) 34 students				5c) 30 students

Middle School Dropout Rates	Based on the 2020-21 Fall 1 CALPADS Report 1.14				Based on the 2023-24 Fall 1 CALPADS Report 1.14
5d) High School Dropout Rates - N/A	N/A				5d) N/A
5e) High School Graduation Rates - N/A	N/A				5e) N/A
6a) Suspension Rates	6a) 2.1% suspension rate Based on the 2019 Fall Dashboard				6a) 1.5% suspension rate Based on the 2023-24 California Dashboard
6b) Pupil Expulsion Rates	6b) 0.015% Based on the 2019-20 CALPADS EOY Report 7.10				6b) 0.1 % Based on the 2023-24 CALPADS EOY Report 7.10
6c) Annual California Healthy Kids Survey	6c) **FALL 2020** **7th Grade** 52% Strongly Agree/Agree having School Connectedness 56% Strongly Agree/Agree having Caring Adult Relationships				6c) **FALL 2023-24** **7th Grade** 100% Strongly Agree/Agree having School Connectedness 100% Strongly Agree/Agree having Caring Adult Relationships

	59% Perceive School as Very Safe or Safe **8th Grade** 53% Strongly Agree/Agree having School Connectedness 53% Strongly Agree/Agree having Caring Adult Relationships 65% Perceive School as Very Safe or Safe BCSD did not administer to 5th grade because administration to this grade requires consents which would have been difficult to obtain given the current COVID-19 circumstances. Instead the district administered it to 8th grade. **FALL 2019** **5th Grade** 65% Strongly Agree/Agree having School Connectedness 69% Strongly Agree/Agree having				100% Perceive School as Very Safe or Safe **FALL 2023-24** **5th Grade** 100% Strongly Agree/Agree having School Connectedness 100% Strongly Agree/Agree having Caring Adult Relationships 100% Perceive School as Very Safe or Safe

	Caring Adult Relationships 67% Perceive School as Very Safe or Safe				

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Cafeteria and Playground Activity Leaders (CPALs)	Two hundred sixty five <u>Cafeteria and Playground Activity Leaders (CPALs)</u> staff in partnership with outside agencies, will keep students positively engaged by organizing and coordinating activities to build a positive school climate at each school in the district. The need to increase the sense of safety and to continue to provide structures for students to remain positively engaged in noon time activities.	$4,101,366	Y
2.2	Site funding allocations for teachers, clubs	The need to increase student engagement, school attendance, and student achievement for all students, including Foster Youth, English Learners and Low-Income at all middle and junior high schools by providing <u>site funding allocations for teachers to oversee and lead clubs</u> after school and during lunch and costs to provide students snacks approved according to national nutrition guidelines during club meetings	$400,000	Y
2.3	Coordinator, Clerk and MTSS Coaches	The need to develop strong Multi-Tiered Systems of Supports (MTSS) within the district to address the individualized needs of all students including unduplicated pupils with the support of <u>1 Coordinator, 1 Clerk, and 5 MTSS Coaches</u> to plan, coordinate, train, and monitor the effective implementation of tiered intervention programs throughout the district. The clerk will support the coordination by preparing materials, scheduling meeting rooms for the planning and training meetings.	$999,471	Y
2.4	Coordinator of Student and School Safety	The need to increase the sense of safety for all students, including unduplicated pupils, staff, families, and the community throughout the district with the support of <u>1 Coordinator of Student and School Safety</u> to promote and maintain a safe school environment and respond to the needs of all campuses by assisting schools with the development of the School Safety Plans, answer to schools in need of support following incidents that could result in a suspension, and work with	$157,369	Y

		individual school site to develop practices that promote positive student engagement at all campuses.		
2.5	Behavior Intervention Specialists (BIS)	The need to address intense social emotional behavior and improve the sense of having a caring adult for all students including unduplicated pupils with the support of forty-five <u>Behavior Intervention Specialists</u> to deliver services at each of the school sites who will do daily check in and out with Tier II students, complete classroom checks, lead social skills groups, restorative circles and work directly with parents of students in Tier II, and facilitate MTSS Tier II/III meetings.	$4,426,988	Y
2.6	Associate School Social Workers (ASSW)	The need to rebuild relationships with all students, including unduplicated pupils, who are disengaged and identified as chronically absent by providing nine (9) <u>Associate School Social Workers (ASSW), to reduce the chronic absenteeism rates</u> 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 group trauma-based grief groups, assist identified students/families needs to address barriers that inhibit engagement and access to educational opportunities while in school, and conduct home visits. The ASSW will continue to evaluate the District's Service Delivery Model structure annually to determine the need for additional ASSW staff and increase it by 1 ASSW per Area Cluster Team.	$1,304,068	Y
2.7	Youth Services Specialists (YSS)	Thirteen (13) <u>Youth Services Specialists (YSS) to provide mentoring support for students</u>, work with families of students in Tier 2 and Tier 3 through 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 African American students.	$1,258,893	Y
2.8	Additional Psychologists	The need to decrease suspension rates for all students including, Foster Youth, Low-Income students, and English Learners at sites with student groups in the Orange or RED status will align with the district's efforts to support all students with <u>(13) thirteen additional psychologists</u> to provide intensive and direct support to identified students for immediate crisis response management.	$2,055,052	Y
2.9	ASSW, BIS, Campus Supervisor, Vice-Principal,	As a result of the need to differentiate services to improve attendance and reduce suspensions for all students including unduplicated pupils at all identified <u>Focus Schools</u>, the district will support <u>increased</u>	$1,328,355	Y

	Office Teacher at Focus Schools	staffing to address social emotional and mental health need for students by doing small group restorative circle practices, assist with supervision of students during breaks, make phone calls to parents when students are absent, monitor chronically absent students, write referrals to outside agencies or to the MTSS team based on individual student needs:
		
		   - Associate School Social Worker (3 sites)
		   - Behavior Intervention Specialist (2 sites)
		   - Campus Supervisor (2 sites)
		   - Vice-Principal (1 site)
		   - Office Teacher (2 sites)		

2.10	SEL Professional learning for site administrators	The need to increase the percentage of students reporting through the California Healthy Kids Survey an increased sense of safety and access to caring adults, by providing professional learning to increase the effectiveness of site administrators on topics such as the development of culturally responsive and trauma informed relationships, developing student centered classrooms, SEL curriculum implementation, increasing student agency 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.	$70,000	Y
2.11	SEL Professional learning for all site support staff	The need to increase the percentage of students reporting through the California Healthy Kids Survey an increased sense of safety and access to caring adults, identified the need to provide professional learning during the day for all site support staff on topics such as development of culturally responsive and trauma informed relationships, strategies and techniques to de-escalate students, student centered classrooms, SEL curriculum implementation, increasing student agency and voice, and training for classified staff to refine the systems and structures to support a comprehensive Multi-Tiered System of Supports for all student including Low-Income, Foster Youth, and English Learners across our 44 school sites.	$221,528	Y
2.12	SEL Professional learning for classroom teachers	The need to continue to provide Low-Income, Foster Youth and English Language Learners as well as all other students with effective classroom teachers that communicate the importance of building positive relationships with students and families, through extra time to attend professional learning on the development of culturally responsive and trauma informed relationships, strategies, and	$32,473	Y

		techniques to de-escalate students, student centered classroom, SEL curriculum implementation, increasing student agency and voice, and the training of classroom teachers to refine the systems and structures to support a comprehensive Multi-Tiered System of Supports (MTSS) across our 44 school sites.		
2.13	SEL Professional learning for classified staff	The need to continue to provide all student including Low-Income, Foster Youth and English Language Learners with effective classified staff that communicate the importance of building positive relationships with students and families, through extra time to attend professional learning on the development of culturally responsive and trauma informed relationships, strategies, and techniques to de-escalate students, student centered classroom, SEL curriculum implementation, increasing student agency and voice, and the training of classified staff to refine the systems and structures to support a comprehensive Multi-Tiered System of Supports (MTSS) across our 44 school sites.	$92,535	Y
2.14	Social Emotional Learning curriculum (SEL Toolkit)	The need to continue to provide Social Emotional Support and strategies that build a student's mechanism to increase their critical social-emotional competencies and reduce incidents of misbehaviors that could result in suspensions for all students including unduplicated pupils by providing a research-based social-emotional learning curriculum (SEL Toolkit) that teaches critical social-emotional competencies necessary for academic and life success such as: self-awareness, social-awareness, relationship skills, self-management, and responsible decision-making skills for all teachers in elementary schools and extending it to the Jr. High/Middle Schools.	$363,783	Y
2.15	Community organization partnerships for mentoring	The need to improve attendance and reduce the chronic absenteeism rates for all students including unduplicated students through partnerships and in collaboration with community organizations, School Attendance Review Teams (SART), and School Attendance Review Board (SARB), to provide mentoring support for students and families who have the most intensive needs in efforts to address root cause issues related to chronic absenteeism to re-engage students and improve attendance through the District's MTSS framework through a contract with a community organization.	$118,000	Y
2.16	Regional Comprehensive School-Based Health Clinics	Reduce and prevent the health barriers impacting all students including Low-Income, Foster Youth, and English Learners from attending school, by having 5 School Social Workers, 5 Nurse	$4,838,072	Y

		Practitioners, 1 Coordinator, 4 School Health Office Technicians, 2 Clerks, 8 School & Community Facilitator/Drivers, 4 School Wellness Center Medical Assistants, 1 Office Manager and 2 Custodians operate four regional <u>Comprehensive School-Based Health Clinics</u> to provide prevention and treatment services for medical, mental health, vision, and dental needs for students. Clerks will assist with files, calls to parents and community partners, scheduled appointments, and clerical support for health staff. The district will begin phase I for a fifth comprehensive school-based health clinic (wellness center) at MLK.		
2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Increasing support for student engagement and attendance for all students including Low-Income, Foster Youth, and English Learners at the Jr. High/Middle Schools by explicitly teaching and utilizing restorative practices while enrolled in the <u>Alternative to Suspension Program</u> and building student skills for improved decision-making by providing one Restorative Classroom Specialist (9 total) at each of our Jr. High/Middle Schools to counsel students through the restorative conferences when conflicts arise. Through these conferences, students are able to use their voice to share their feelings/emotions with peers and/or teachers in a safe and positive environment. Specialists will lead conflict resolution meetings and intervene to prevent students from getting suspended.	$1,258,677	Y
2.18	Coordinator/Principal and School Social Worker at the Community Day School	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 and eliminate concerning behaviors leading to suspensions. A <u>Coordinator/Principal will administer the program, supervise the</u> 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.	$839,340	Y

		The coordinator/principal will be funded through other non-LCAP funds.		
2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	A student Leadership Institute 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. Executive Director, Coordinators, YSS and BIS staff will design and implement a Student Leadership Institute 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)	$100,000	Y
2.20	Staff and Extra Time to support Foster Youth	Trained staff will be designated to conduct monitoring of daily attendance to prevent students from becoming chronically absent and reduce chronic absenteeism rates for all students but principally directed to provide increased support to students identified as Foster Youth with the purpose of increasing participation in all school-based social emotional services and MTSS supports including trauma informed mental health services, extra-curricular and extended learning programs in efforts to eliminate barriers and improve attendance. Sites without and assigned Youth Services Specialists (YSS) will designate a staff member to collaborate in conjunction with the McKinney Vento and YSS to increase access to services for Foster Youth. (Extra Time for staff designated by site administrator)	$50,000	Y
2.21	Sports program for 3rd - 8th grade students	The need to reduce chronic absenteeism, increase engagement and improve attendance by offering students increased options for school involvement after school through a sports program for students in grades 3rd-8th that will also increase physical activity, foster positive health routines and reinforce collaboration and positive social emotional learning competencies for all students including Foster Youth, Low-Income and English Learners. Costs for equipment, referees, coaching staff, support staff, fees, transportation, materials and supplies.	$757,469	Y
2.22	Cameras on campuses and on school buses	In order to increase the perceived sense of safety for all students including unduplicated pupils, while at school, going to and from school, students will have increased security through installed cameras at all campuses and on school buses to deter inappropriate conduct or behavior.	$1,103,260	Y

2.23	Campus Supervisors at all Jr. High/Middle Schools	In order to increase the perceived sense of safety for all students, including unduplicated pupils and to reduce incidents resulting in suspension of pupils while at school, all Jr. High/Middle Schools and select Elementary Schools identified by need will have fourteen Campus Supervisors to assist in ensuring the social-emotional, mental, and physical safety and welfare of all students and community by providing a safe and secure school environment.	$1,296,999	Y
2.24	School-based Social-Emotional Learning supports	In addition to district provided SEL supports which include the SEL Toolkit and professional learning for site administrators, site support staff, classroom teachers, and classified staff, each school site receives funding for additional school based social emotional support. Additional SEL expenditures at the site level are going to assist in developing a student centered culture in every classroom with an emphasis on a strong and positive teacher and student relationship, supporting the social emotional development of each student, and implementing a strong MTSS process to regularly monitor the academic and social-emotional progress of these students to ensure additional support is in place. Research based SEL lessons are implemented in the classroom and supported through supplemental staff, mileage for home visits, extra-curricular activities, SEL materials, and incentives. ● SEL lessons are integrated into every classroom. The SEL toolbox is one of the SEL curriculums used in BCSD classrooms. Materials, extra-curricular activities, and incentives support positive behavior and attendance on our campuses. ● Supplemental staff provide SEL support as they work to ensure the social-emotional learning and physical safety and welfare of all students by providing a safe and secure school environment. - Based on the school's identified needs, additional CPALs, Campus Supervisors, Behavior Intervention Specialists, and mileage for home visits are funded through school site allocations. ● Planned expenditures are established based on consultation with School Site Councils.	$5,939,799	Y

Goal Analysis [LCAP Year]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

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

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The Bakersfield City School District identified Family and Community Engagement as LCAP Goal 3 due to the lack of parental involvement and engagement leading into the initial LCAP development some years ago. Through past stakeholder engagement meetings, both related to the work of our District Advisory Committee and District English Learner Advisory Committee, as well as, our robust stakeholder engagement calendar with all stakeholder groups, family and community engagement was identified as a district priority and continues to be a goal of our Local Control and Accountability Plan.

In addition to our stakeholder feedback, when reflecting upon the outcomes of our State and Local Indicators, it is clear that we must improve how we engage and support our families so that our students can benefit from a synergistic support system. The Goal of Family and Community Engagement continues to support our District's efforts to equip parents and families with strategies to improve daily attendance (to reduce chronic absenteeism), support students' academic growth and social emotional well-being. Our Family and Community Engagement efforts have given parents the voice to be active partners in the work of our District. Lastly, given the national research supporting the positive impact and effects of family and community engagement on student academic achievement, investing in a robust Family and Community Engagement effort to support unduplicated students and families is an ideal use of LCAP funds.

The actions included in Goal 3 have been developed to strengthen the commitment to work as partners with parents, families and community members and better meet the needs of our student population to be able to reach grade level mastery of all content standards. The effectiveness of these actions will be evaluated using the accompanying metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3a) The district's efforts in seeking parent input in making decisions for the district and school resources	3a) 6,717 Parents participated in the completion of the Annual Parent Climate Survey 2,551 parents/guardians completed the 2020-21 LCAP Community Survey 350 Parent University Graduates in 2020-21 representing all students, including unduplicated pupils and individuals with exceptional needs 85% of respondents strongly agree or agree that the school has high expectations of their child/children 86.7% of respondents strongly agree or agree that their schools/district provide regular				3a) 15,000 Parents participating in the completion of the Annual Parent Climate Survey 15,000 parents/guardians completing the 2023-24 LCAP Community Survey 500 Parent University Graduates in 2023-24 representing all students, including unduplicated pupils and individuals with exceptional needs 90% of respondents reporting strongly agree or agree that the school has high expectations of their child/children 90% of respondents reporting strongly agree or agree that their schools/district provide regular

	opportunities to participate, as indicated in the Annual Parent Climate Survey 88.4% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2020-2021: District Advisory Committee (DAC): 62% of schools with parent representation District African American Parent Advisory Committee (DAAPAC): 50% of schools with parent representation				opportunities to participate, as indicated in the Annual Parent Climate Survey 95% of respondents reporting strongly agree or agree that their overall experience at BCSD schools is very positive The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2023-2024: District Advisory Committee (DAC): 100% of schools with parent representation District African American Parent Advisory Committee (DAAPAC): 100% of schools with parent representation
3b) Promote parental participation in programs for Low Income, English	3b) District English Learner Advisory Committee (DELAC):				3b) District English Learner Advisory Committee (DELAC):

Learners, and Foster Youth	53% of schools with parent representation 20.78% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of EL's 65.07% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students 1.97% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Foster Youth				100% of schools with parent representation 100% of EL parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey 100% of Low-Income parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey 100% of Foster Youth parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey
3c) The district's efforts in promotion of parental participation in programs for unduplicated pupils	3c) 5.85% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as				3c) 100% of Special Ed parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey

and individuals with exceptional needs.	parents of Special Ed. Students CAC Special Education Community Advisory Committee (CAC) 47% of schools with parent representation				CAC Special Education Community Advisory Committee (CAC) 100% of schools will have parent representation

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent coordinator, specialist, Family and Community Engagement Reps, clerical staff, and FACE liaisons	The need to build the capacity of all families including Low-Income, Foster Youth, and English Learners to support learning at home and bridge the instructional gap between home and school by providing staff consisting of one Parent coordinator, one specialist, five Family and Community Engagement Reps, two clerical staff, and forty four FACE Liaisons to provide guidance, support and coordinate districtwide 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.	$4,684,173	Y
3.2	Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events	The need to increase and improve the support for all parents including parents of unduplicated pupils, on understanding the U.S. Educational system, district opportunities for increased parent involvement, understanding the District's instructional and social emotional goals, and priorities, and access to parent programs (Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events). Support to parents resulting in their child's improved academic performance, as well as increased opportunities for parent input, and feedback with the support of specialists, academic coaches, FACE liaisons, and the necessary	$698,416	N

		training materials and language supports for those who speak languages other than English.		
3.3	Community-Based English Tutoring (CBET)	The need to increase support for English Learners with language acquisition through efforts both at home and at school, by providing parents of EL's the opportunity to attend the Community-Based English Tutoring (CBET) for adults and access the language supports through online language programs and teacher instruction. Principally directing services to parents of students in the Emerging Level of Proficiency at three school sites, with the support of teachers, aides, and additional teaching staff for children to receive extended learning time while parents attend class. In addition, to ensure a sense of safety, a campus security staff will be placed at each of the sites as well as a custodian.	$191,411	Y
3.4	District website, social media, other digital platforms and communication applications	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.	$1,628,721	Y
3.5	Office Assistants at each school site	In order to engage parents of all students, including Low-Income, Foster Youth and English Learners and improve student attendance, the district will provide forty-four (44) office assistants at each school site to improve attendance, reduce chronic absenteeism, increase engagement and improve the number of parents who feel connected, welcome and supported at their school by making daily phone calls to parents for students who are reported absent, maintaining attendance logs, verifying student absences are reported correctly and documenting in the attendance system the reasons why students miss school.	$1,380,715	Y
3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	The need for increased parent learning opportunities to support all students including Low-Income, Foster Youth, and English Learners and to target parents of challenging youth in need of Tier 2 and Tier 3 support by providing extra time for staff (FACE and BIS) to conduct workshops focused on Parent Education and Parent Project (Proyecto Padre) at a time that is more convenient	$174,359	Y

		for parents to attend and resulting in improved student behavior and attendance.		
3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	The need to increase engagement and participation opportunities for parents of Low-Income students and families by beginning Phase I of an additional parent center at our newest school site (Martin Luther King Jr.) and Phase I of modernizing the existing parent center at Eissler Elementary to be a welcoming environment for parents and be able to access services to support student learning.	$461,835	Y

Goal Analysis [LCAP Year]

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

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

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.24%	$94,322,273

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and Low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The Bakersfield City School District is utilizing LCFF Supplemental and Concentration funds to increase and improve services for unduplicated pupils who make-up 30,733 students enrolled in the district in 2019-20. The district's unduplicated students include 91.7% Low- Income students, 26.3% English Learners, and 0.7% Foster Youth, according to the 2019 California Dashboard. The following evidence-based and research based practices are aligned to the three district goals and are principally directed towards unduplicated pupils to continue with district improvement and positive outcomes for all students.

Goal 1: Academic Achievement: Ensuring the academic achievement of all students is met through a high-quality, culturally responsive instruction where students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards

A review of the 2019 California Dashboard reveals the following:

English Language Arts:

Academic Performance: English Language Arts (ELA)

- "All student" group -36.1 DFS
- Socioeconomically Disadvantaged Students -42.7 DFS
- Foster Youth -81.3 DFS
- EL's -55 DFS
- Current English learners -99.7 DFS

Mathematics:

Academic Performance: Mathematics

- "All student" group -72 DFS
- Socioeconomically Disadvantaged -79.2 DFS
- ELs -89.7 DFS
- Current ELs 124.6 DFS
- Foster Youth -119.7 DFS

A review of the 2018-2019 Smarter Balanced California Science test (CAST) reveals the following:

- Grade 5:
  - "All student group" 15.83% met or exceeded standards
  - Socio-economically Disadvantaged 13.24% met or exceeded standards
  - English Learners 1.88% met or exceeded standards
- Grade 8
  - "All student group" 15.30% met or exceeded standards
  - Socio-economically Disadvantaged 13.75% met or exceeded standards
  - English Learners .70% met or exceeded standards

Based on stakeholder feedback the following are additional identified needs of our Low-Income students:

- lack of access to robust selection of books at home to develop independent reading skills
- lower literacy and numeracy skills than students who are not identified as Low-Income
- food, shelter, or resource instability
- lack of resources to address academic, health and mental health barriers as direct result of the cycle of poverty
- limited access to technology at home

- limited access to extracurricular opportunities outside of school including visual and performing arts, digital literacy, STEM, and civic learning

Based on stakeholder feedback the following are additional identified needs of our English Learner students:

- lack of exposure to academic language outside of the school setting and opportunities to develop sophisticated language

- lack of access to technology and online resources for increased practice of language skills

- lower literacy and numeracy skills

- limited access to extracurricular opportunities outside of school including visual and performing arts, digital literacy, STEM, and civic learning

- limited access to electives above the designated ELD time to increase opportunities for language proficiency and cognitively demanding courses to improve academic performance

- limited access to multilingual programs that align with evidence-based research that supports the development of English language learners primary language (Dual Immersion programs)

- limited access to cognitively demanding courses to improve academic performance (gifted and talented programs)

Based on stakeholder feedback the following are additional identified needs of our Foster Youth students:

- instability in both home and school placements due to moves

- lower literacy and numeracy skills than students who are not identified as Foster Youth

- the need to identify foster youth immediately to case manage their needs and develop protocols meant to address their unique needs

- identified as the most vulnerable and academically underperforming subgroup enrolled in California

- lack of engagement and sense of community and belonging to develop and sustain supportive relationships with teachers or with peers

- lack of opportunities for support at home that severely interferes with their learning

- lack of tools to face challenges in achieving learning success than their peers, when faced with transitions in school and at home.

Following are needs based on STAKEHOLDER FEEDBACK by associated groups:

English Learners:

36.72% responses indicated the district needs to improve in meeting the needs of all students

36.26% responses indicated the district needs to improve in student math proficiency

30.48% responses indicated the district needs to improve in student academic achievement

30.48% responses indicated the district needs to improve in Language Proficiency for English Learner Students

Foster Youth:

58.54% responses indicated the district needs to improve student math proficiency

46.34% responses indicated the district needs to improve in meeting the needs of all students

36.59% responses indicated the district needs to improve student literacy

31.71% responses indicated the district needs to improve student academic achievement

Socioeconomically Disadvantaged:

32.74% responses indicated the district needs to improve in meeting the needs of all students

32.01% responses indicated the district needs to improve student math proficiency

30.01% responses indicated the district needs to improve school safety

28.98% responses indicated the district needs to improve student academic achievement

Following are identified needs based on the Fall 2019 California School Dashboard.

In response to the performance gap between "All students" and unduplicated students, and the additional identified needs of our unduplicated pupils, the district will implement the following actions LEA-wide or school wide which are principally directed for English Learners, Low-Income, and Foster Youth students in an effort to close the identified achievement gaps.

To support the academic achievement of our unduplicated students we will:

● Reduce class sizes to support academic achievement. Smaller class sizes will help to improve individualized instructional support and will support relationship building between students and teachers. (Action 1.1).

● Vice-principals will be assigned to a focus school and to sites with a projected enrollment of 550 students or more. Vice-principals will promote student engagement and will focus on identifying issues related to attendance barriers and connecting students to resources in order to improve student academic achievement. Having an additional administrator on site supports the needs of unduplicated students in the following ways: increasing adult-student relationships, monitoring of attendance to connect students and families to needed resources, and increasing school to family communication. (Action 1.4).

● Specialists and a curriculum and instruction coordinator will support school site leadership teams in the development of lesson resources aligned to the California Content Standards for Mathematics, ELA, Next Generation Science Standards, History Social Science, Visual and Performing Arts, World Languages, and the Preschool Foundations.These resources will prepare teachers to meet the academic and social emotional needs of low income students, address skill deficiencies, diverse needs, and close the academic performance gap of low income students. (Action 1.5).

● Coaches, Program specialists, Behavior Health Specialists, and a coordinator will provide assistance and support for all district staff to effectively use data to determine Tier 2 academic and social emotional interventions for unduplicated students so that timely interventions can be provided before considering Tier 3 interventions. (Action 1.6).

● In order to increase the quality and effectiveness of new classroom teachers to meet the academic needs of low-income, Foster Youth, and English learners, a coordinator, mentors, resident teachers, specialists, a citizen science residency liaison, will provide ongoing and individualized intensive professional learning and support in both content and pedagogy to new classroom teachers. This increased support will better prepare new teachers to meet the academic needs of unduplicated pupils who may be struggling academically. An administrative secretary and a clerk will support the work to coordinate training, assist with placements at schools, answer questions regarding program requirements, prepare materials for workshops, and complete all necessary paperwork as needed for the resident teachers, residency liaison, and other teachers enrolled in the Kern Urban Teacher Residency program (Action 1.8),

● In order to increase the literacy levels of Low-income, Foster Youth, and English learners, we will provide ongoing library access to diverse reading collections both in print and online to all students and staff. Library Media Assistants, Computer Library Techs, Library Media Instructional Specialists will collaborate with the district librarian to provide access to increased literacy materials, reliable hardware and software to access digital content, to support standards aligned lessons in ELA and ELD. (Action 1.9)

● A Teacher on Special Assignment, a Teacher Intervention Specialist, and Academic Coaches will provide students with reading intervention support and will coach and mentor teachers to improve instructional practices to better meet the needs of unduplicated pupils who are in need of Tier 2 or Tier 3 support. (Action 1.10).

● The Executive Development Program through the National Center on Education and the Economy (NCEE) in all 44 schools will support the development of leaders who understand the unique instructional and social emotional needs of all students, with a focus on unduplicated students. Leaders will be prepared to set up systemic structures that support equitable programs aligned to improve conditions. (Action 1.11).

● Professional learning will strengthen existing leadership in effective pedagogical practices to support all students, through the Administrative Leadership Institute for administrators (ALI). Professional learning will be centered on Balanced Literacy, Number Sense and Problem solving, meeting 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 post the pandemic. (Action 1.12).

● Professional learning will be provided to Program Specialists, Instructional Specialists, Academic Program Leaders, Academic Coaches and for certificated staff across the district, on topics such as Balanced Literacy, Number Sense and Problem solving, meeting 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 post the pandemic. (Consultants and release time) (Action 1.13).

● Teachers will be prepared to effectively meet the academic needs of unduplicated students through professional learning opportunities in the summer and during the school year, focused on research-based teaching and learning strategies for Literacy, Mathematics, Language, Writing, History Social Science, Next Generation Science Standards, Physical Education, Visual and Performing Arts, Social Emotional Learning, to address the academic, social emotional needs of all students through a student centered lens and by strengthening the collective efficacy, accountability and the implementation of high leverage strategies to mitigate the learning loss as a result of the pandemic. (Action 1.14)

● Professional learning will be provided for teachers and support staff throughout the academic year on Google Apps for Education for teacher certification, Engineering, Gaming and Coding applications to provide students opportunities to develop digital literacy skills and improve academic achievement. (Action 1.17)

● 1:1 devices and updated technology equipment will be provided to increase access to technology at school and at home to support teaching and learning will be provided at 44 school sites. (Action 1.18)

● Supplemental instructional resources will be provided, including STEAM resources, instructional manipulatives for all content areas, and access to student novels in efforts to support continued academic progress, and reduce the impact of learning loss as a result of the pandemic. (Action 1.19)

● The need to increase the access to online learning systems and resources for all students especially Low-Income students, Foster Youth, and English Learners to support uninterrupted classroom instruction, the data and assessment department comprised of the analysts and coordinator, will assist instructional staff and administrators with immediate assessment data for analysis to inform teaching, learning, help schools determine student strengths and educational needs and align supports at the school site and district level to meet student needs. Coordinator, Educational Technology, Data & Analysis (2) Educational Technology Data & Assessment Analysts The coordinator and analysts will monitor the use of systems, provide training and assistance for teachers and administrators to determine usage and effectiveness of online learning platforms and gather data in order to determine a program's impact on student academic achievement. (Action 1.20)

● To support increased independent reading levels and access to texts of low-income students, we will upgrade libraries, including classroom libraries to provide students with access to culturally responsive texts in order to increase students' independent reading levels. (Action 1.22). The effectiveness of this action was determined by the performance of students using local metrics including STAR reading, BAS, and Achieve 3000, which indicated a correlation between decrease in learning loss to decrease in circulation of e-books and print books. The lower the number of students accessed reading materials, the lower student performance was for schools and grade levels.

● Increase access to after school Extended learning Program Academies at all 44 schools that promote opportunities to extend learning through Literacy, Mathematics, and STEAM instructional support to reduce learning loss and give students a safe place to learn. (Action 1.23). The effectiveness of this action will be based on the number of student groups making progress in both ELA and Math and consistently participating in the Extended Learning Program Academies similar to the growth students enrolled in Project Lead the Way (PLTW) classes outperform students by 30-50 scale points higher than non-PLTW students.

● The need to increase access for cognitively demanding experiences for all students including Low-Income students, Foster Youth and English Learners who are eligible for the Gifted and Talented Education Program (GATE), professional learning will be provided to current and future GATE certified teachers. Professional learning will provide continued support of inquiry-based learning pedagogy resulting in increased academic achievement. Professional learning will also ensure GATE identification is done through culturally and linguistically sensitive collaboration focused on the purpose of gifted education, the identification processes, and gifted characteristics and behaviors to foster equitable access to gifted services for English

learners. English Learners in BCSD scoring at Level 4 in the ELPAC but not reclassified and reclassified students, will have increased access to GATE programs to support their continued need for rigor of instruction. (Action 1.24). The effectiveness of this action is based on the performance of 94% of the students enrolled in GATE who met or exceeded the standards for ELA in 2018-2019 and 84.6% in Math in comparison to Non-GATE students with 24.2% in ELA meeting or exceeding standards and 12.3% in Math and the need to increase the number of EL and Foster Youth students who have historically been underrepresented in Gifted and Talented programs.

- The district will continue to support the Multilingual Education Programs in the District, including professional learning opportunities for teachers and the needed instructional materials and resources for students. This action will support the primary language development of English learners which research shows helps to accelerate English language development. 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(DI) program. (Action 1.25).

- Increase access to comprehensive visual and performing arts opportunities for all students in grades 3rd-8th principally directed to meet the needs of Low Income students, Foster Youth, and English Language Learners by supporting additional staff needed to provide student instruction, coordinate performances, and give students the opportunity to learn an instrument, join choir, take part in theater performances, engage in multimedia and performing arts. (Action 1.26) 11 music teachers, 5 choir teachers, 2 academic coaches, 1 coordinator, 1 secretary, 2 clerks. The effectiveness of this action is evidenced by the academic performance of students enrolled in VAPA courses exceeding the performance standards of non-VAPA enrolled students in grades 3rd-8th. District data indicated 13.2% of students were enrolled in at least one VAPA course or program.

- The need to provide all students including Low-Income students, Foster Youth, and English Learners with increased access to a broad course of study through effective Project Lead the Way programs at all junior high and middle schools in the district through support for professional learning opportunities and certification of staff and the necessary equipment and resources for quality programs. (Action 1.27).The effectiveness of this action was determined based on the evidence of students in Project Lead the Way (PLTW) classes outperforming students by 30-50 scale points higher than non-PLTW students as result of their exposure to online systems, and cognitively demanding projects.

- The need to provide early and increased access to STEM concepts and opportunities for students at all academic levels in grades K-6th, including Low-Income students, Foster Youth, and English Learners through the Project Launch at all elementary schools phased in over the next five years. Reaching full implementation with on-going teacher and support staff training, curriculum access, instructional materials, technology, seating materials, storage, and extra time for teachers by 2026. (Action 1.28). The effectiveness of this action was determined based on the past performance of students in Project Lead the Way (PLTW) where classes outperformed others by 30-50 scale points higher than non-PLTW students as result of their exposure to online systems, cognitively demanding projects.

- Expand the Proud Achievement academy at 5 additional school sites to provide targeted Low-Income students who have been struggling academically with increased cultural awareness, mentoring, development and strengthening of self-esteem & self-efficacy, discover the significance and importance of social justice, enhance critical thinking skills, improve leadership and public speaking skills, through opportunities for academic learning, social emotional support and increased engagement through by Youth Service Specialists (Action 1.29)

- Increase the opportunities principally directed for Low Income, Foster Youth and English Learners, aimed at increasing engagement and academic achievement through participation in Electronic Sports (E-Sports) in grades 4th-8th as part of the district's effort to involve all students in extracurricular activities in addition to sports and visual and performing arts that result in improved academic achievement. (Action 1.30)

- Increase the STEAM focused learning opportunities for all 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. (Action 1.31) The effectiveness of this action is determined by the number of students enrolled to attend Summer Academies and the number of students who consistently attend and make growth in Pre/Post assessments administered during the academy.

● In order to increase access to CSTEM and Robotics for all students including Low- Income, Foster Youth, and English Learners in grades K-8th grade and improve academic achievement in mathematics the district will develop Pathways for students with teachers who are trained, curriculum access, instructional materials, technology, and extra time for teachers to attend training and opportunities for collaboration. (Action 1.36) While Smarter Balanced math data doesn't yet show the increases in achievement we would have liked to see for our unduplicated pupils, we believe the transition to implementation to Math CCSS will take some more time, but we are confident that the long term actions that are in place will result in improved outcomes for our unduplicated pupils.

● The need for Low-Income students in grades 4th-8th, to have increased access and opportunities to engage in civic projects, build their understanding of their potential to make a positive impact in their community through the support of History-Social Science teacher TAC feedback for implementation, lessons taught by teachers trained in the content area, instructional materials, technology, extra time for teachers, field trips, and opportunities for collaboration with community agencies during the extended learning time. (Action 1.37)

●In order to ease student's anxiety to return to in-person instruction and diagnose student's literacy needs. BCSD schools support the students' return to school by having FACE staff, teachers, site administrators and support staff provide onboarding opportunities for students and parents. Efforts to assist with the transition from virtual to in-person instruction for students in grades K-8th by providing parents opportunities to seek clarification on the supports and learning loss mitigation structures to support literacy instruction and establish a positive classroom culture and climate that is student asset based and aligned with promoting literacy throughout the year and beyond the initial onboarding. Focused on establishing expectations that promote and support literacy for all students but especially Foster Youth, Low-Income, and English Learners. (Action 1.40)

● The need to provide all students including Low-Income, Foster Youth, and English Learners access to materials aligned to the state's Next Generation Science Standards by preparing an adoption committee with the skillset to research, identify, evaluate and recommend a new science curriculum for teachers in grades K-8th that meet the needs of the language demands for English Language Learners, and the deficiencies of Low Income and Foster Youth students who struggle with literacy and other needs for extra support. (Action 1.41)

● Provide school based student supports including:

- Tutoring and other extended learning opportunities

- Supplemental curriculum including leveled readers and additional library books. (Action 1.42)

- Certificated and classified staff

The following actions have been carried over from the 2019 LCAP: Actions 1.1, 1.4, 1.5,1.6,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.17,1.18,1.19,1.20,1.22,1.23,1.24,1.25,1.26,1.27,1.28, 1.29,1.30,1.31,1.37,1.40

These actions have been determined to be effective based on the following Smarter Balanced Assessment Data results for our unduplicated pupils in English Language Arts:

English learners: An increase from 63.7 below standard met in 2017 to 55.6 below standard met in 2019.

Socioeconomically Disadvantaged Students: An increase from 50.7 below standard met in 2017 to 42.7 below standard met in 2019.

Foster Youth: An increase from 92.2 below standard met in 2017 to 81.1 below standard in 2019.

The effectiveness of actions in Goal 1 will be measured by continued increased pupil achievement as described in our expected outcomes for Goal 1

Goal 2 To increase support of the social emotional, mental and physical health of unduplicated students:

Conditions and Climate: Suspension Rates

All student group 2.1%

Foster Youth 5%

English Learners 1.4%

Low Income 2.2%

Student Engagement: Chronic Absenteeism

ALL student group 11.7%

Foster Youth 13.5%

English Learners 8.4%

Low Income 12.3%

Based on stakeholder feedback the following are additional identified needs of our Low-Income students:

● lack of sense of community and belonging

● limited sense of safety and security

● limited school involvement in clubs, sports, and extracurricular activities

● limited tools to manage self-control and emotions during difficult situations

● limited agency and voice

● limited access to resources for prevention of health related issues as a direct result of living in poverty

Based on stakeholder feedback the following are additional identified needs of our English Learner students:

● limited sense of positive school climate

● lack a sense of connectedness to school community

- limited agency and voice

- diverse multicultural needs

Based on stakeholder feedback the following are additional identified needs of our Foster Youth students:

- lack of sense of school community and belonging

- inconsistent positive adult connections outside of school

- increased trauma

- lack of home and school stability

- lack of reliable transportation

In response to the identified needs of our unduplicated students, we will provide the following actions to increase student engagement and a sense of school connectedness.

- To increase the sense of safety to continue to provide structures for students to remain positively engaged in noon time activities, two hundred sixty five Cafeteria and Playground Activity Leaders (CPALs) will keep students positively engaged by organizing and coordinating activities to build a positive school climate at each school in the district. (Action 2.1)

- To increase student engagement, school attendance, and student achievement for all students, including Foster Youth, English Learners and Low-Income at all middle and junior high schools, the district will provide site funding allocations for teachers to oversee and lead clubs after school and during lunch and costs to provide students snacks approved according to national nutrition guidelines during club meetings. (Action 2.2)

- To develop a strong Multi-tiered Systems of Supports (MTSS) within the district to address individualized needs of all students, including unduplicated students, the district will provide one coordinator, a clerk, and five MTSS Coaches to plan, coordinate, train, and monitor the effective implementation of tiered intervention programs throughout the district. The clerk will support the coordination by preparing materials, scheduling meeting rooms for the planning and training meetings. (Action 2.3)

- To increase the sense of safety for all students, including unduplicated pupils, staff, families, and the community throughout the district with the support of 1 Coordinator of Student and School Safety to promote and maintain a safe school environment and respond to the needs of all campuses by assisting schools with the development of the School Safety Plans, answer to schools in need of support following incidents that could result in a suspension, and work with individual school site to develop practices that promote positive student engagement at all campuses. (Action 2.4)

- To support the social emotional needs of students and help students develop positive adult connections, the district will provide forty-five Behavior Intervention Specialists to deliver services at each of the school sites who will do daily check in and out with Tier II students, complete classroom checks, lead social skills groups, restorative circles and work directly with parents of students in Tier II, and facilitate MTSS Tier II/III meetings. This action is being carried over from the 2019 LCAP. (Action 2.5)

● In order to rebuild relationships with all students, including unduplicated pupils, who are disengaged and identified as chronically absent by providing nine (9) <u>Associate School Social Workers (ASSW), to reduce the chronic absenteeism rates</u> 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 group trauma-based grief groups, assist identified students/families needs to address barriers that inhibit engagement and access to educational opportunities while in school, and conduct home visits. The ASSW will continue to evaluate the District's Service Delivery Model structure annually to determine the need for additional ASSW staff and increase it by 1 ASSW per Area Cluster Team. (Action 2.6)

● Thirteen (13) Youth Services Specialists (YSS) to 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 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 African American students.(Action 2.7)

● To decrease suspension rates for all students including, Foster Youth, Low-Income students, and English Learners at sites with student groups in the Orange or RED status will align with the district's efforts to support all students with <u>(13) thirteen additional psychologists</u> to provide intensive and direct support to identified students for immediate crisis response management. (Action 2.8)

● As a result of the need to differentiate services to improve attendance and reduce suspensions for all students including unduplicated pupils at all identified Focus Schools, the district will support increased staffing to address social emotional and mental health need for students by doing small group restorative circle practices, assist with supervision of students during breaks, make phone calls to parents when students are absent, monitor chronically absent students, write referrals to outside agencies or to the MTSS team based on individual student needs: (Action 2.9)

Associate School Social Worker (3 sites)

Behavior Intervention Specialist (2 sites)

Campus Supervisor (2 sites)

Vice-Principal (1 site)

Office Teacher (2 sites)

● To increase the percentage of students reporting through the California Healthy Kids Survey an increased sense of safety and access to caring adults, by providing <u>professional learning</u> to increase the effectiveness of <u>site administrators</u> on topics such as the development of culturally responsive and trauma informed relationships, developing student centered classrooms, <u>SEL curriculum implementation</u>, increasing student agency 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. (Action 2.10)

● To increase the percentage of students reporting through the California Healthy Kids Survey an increased sense of safety and access to caring adults, identified the need to provide <u>professional learning</u> during the day for all <u>site support staff</u> on topics such as development of culturally responsive and trauma informed relationships, strategies and techniques to de-escalate students, student centered classrooms, <u>SEL curriculum implementation</u>,

increasing student agency and voice, and training for classified staff to refine the systems and structures to support a comprehensive Multi-Tiered System of Supports for all student including Low-Income, Foster Youth, and English Learners across our 44 school sites. (Action 2.11)

● To continue to provide Low-Income, Foster Youth and English Language Learners as well as all other students with effective <u>classroom teachers</u> that communicate the importance of building positive relationships with students and families, through extra time to attend <u>professional learning</u> on the development of culturally responsive and trauma informed relationships, strategies, and techniques to de-escalate students, student centered classroom, <u>SEL curriculum implementation,</u> increasing student agency and voice, and the training of classroom teachers to refine the systems and structures to support a comprehensive Multi-Tiered System of Supports (MTSS) across our 44 school sites. (Action 2.12)

● To continue to provide all student including Low-Income, Foster Youth and English Language Learners with effective <u>classified staff</u> that communicate the importance of building positive relationships with students and families, through extra time to attend <u>professional learning</u> on the development of culturally responsive and trauma informed relationships, strategies, and techniques to de-escalate students, student centered classroom, <u>SEL curriculum implementation</u>, increasing student agency and voice, and the training of classified staff to refine the systems and structures to support a comprehensive Multi-Tiered System of Supports (MTSS) across our 44 school sites. (Action 2.13)

● To continue to provide Social Emotional Support and strategies that build a student's mechanism to increase their critical social-emotional competencies and reduce incidents of misbehaviors that could result in suspensions for all students including unduplicated pupils by providing a <u>research-based social-emotional learning curriculum (SEL Toolkit)</u> that teaches critical social-emotional competencies necessary for academic and life success such as: self-awareness, social-awareness, relationship skills, self-management, and responsible decision-making skills for all teachers in elementary schools and extending it to the Jr. High/Middle Schools. (Action 2.14)

● To improve attendance and reduce the chronic absenteeism rates for all students including unduplicated students through partnerships and in <u>collaboration with community organizations</u>, School Attendance Review Teams (SART), and School Attendance Review Board (SARB). to provide mentoring support for students and families who have the most intensive needs in efforts to address root cause issues related to chronic absenteeism to re-engage students and improve attendance through the District's MTSS framework through a contract with a community organization. (Action 2.15)

● To reduce and prevent the health barriers impacting all students including Low-Income, Foster Youth, and English Learners from attending school, by having 5 School Social Workers, 5 Nurse Practitioners, 1 Coordinator, 4 School Health Office Technicians, 2 Clerks, 8 School & Community Facilitator/Drivers, 4 School Wellness Center Medical Assistants, 1 Office Manager and 2 Custodians operate four regional <u>Comprehensive School-Based Health Clinics</u> 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. (Action 2.16)

● Increasing support for student engagement and attendance for all students including Low-Income, Foster Youth, and English Learners at the Jr. High/Middle Schools by explicitly teaching and utilizing restorative practices while enrolled in the <u>Alternative to Suspension Program</u> and building student skills for improved decision making by providing one Restorative Classroom Specialists (9 total) at each of our Jr. High/Middle Schools to counsel students through the restorative conferences when conflicts arise. Through these conferences, students are able to use their voice to share their feelings/emotions with peers and/or teachers in a safe and positive environment. Specialists will lead conflict resolution meetings and intervene to prevent students from getting suspended. (Action 2.17)

● To increase the attendance rates for all students including Low-Income, Foster Youth and English Learners who are at risk of suspension by implementing a Community Day School as an alternative education program at Rafer Johnson School to explicitly teach students the social emotional competencies and eliminate concerning behaviors leading to suspensions by providing assistants and social workers as assigned personnel to meet with students and parents, 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.(Action 2.18)

● To increase the percentage of students reporting connecting with schools and to increase opportunities to engage in meaningful participation for all students including Low-Income students, Foster Youth, and English Learners completing the California Healthy Kids Survey, the district will provide a <u>Student Leadership Institute</u>. An Executive Director, Coordinators, YSS and BIS staff will design and implement a <u>Student Leadership Institute</u> 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)(Action 2.19)

● To increase monitoring of daily attendance to prevent students from becoming chronically absent and reduce chronic absenteeism rates for all students but principally direct services through trained <u>designated staff identified by the site administrator to support Foster Youths</u> with the purpose of increasing access to improve participation for Foster Youth in all school-based social emotional services and MTSS supports including trauma informed mental health services, extra-curricular and extended learning programs. Sites without and assigned Youth Services Specialists (YSS) will designate a staff member to collaborate in conjunction with the McKinney Vento and YSS to increase access to services for Foster Youth. (Extra Time for staff designated by site administrator). (Action 2.20)

● To reduce chronic absenteeism, increase engagement and improve attendance, the district will offer students increased options for school involvement after school through a <u>sports program for students in grades 3rd-8th</u> that will also increase physical activity, foster positive health routines and reinforce collaboration and positive social emotional learning competencies for all students including Foster Youth, Low-Income and English Learners. Costs for equipment, referees, coaching staff, support staff, fees, transportation, materials and supplies. (Action 2.21)

- In order to increase the perceived sense of safety for all students including unduplicated pupils, while at school, going to and from school, students will have increased security through <u>installed cameras at all campuses and on school buses </u>to deter inappropriate conduct or behavior. (Action 2.22)

- In order to increase the perceived sense of safety for all students, including unduplicated pupils and to reduce incidents resulting in suspension of pupils while at school, all Jr. High/Middle Schools and select Elementary Schools identified by need will have fourteen Campus Supervisors to assist in ensuring the social-emotional, mental, and physical safety and welfare of all students and community by providing a safe and secure school environment. (Action 2.23)

- In addition to district provided SEL supports which include the SEL Toolkit and professional learning for site administrators, site support staff, classroom teachers, and classified staff, each school site receives funding for additional school based social emotional supports.

Additional SEL expenditures at the site level are going to assist in developing a student centered culture in every classroom with an emphasis on a strong and positive teacher and student relationship, supporting the social emotional development of each student, and implementing a strong MTSS process to regularly monitor the academic and social-emotional progress of these students to ensure additional support is in place. Research based SEL lessons are implemented in the classroom and supported through supplemental staff, mileage for home visits, extra-curricular activities, SEL materials, and incentives.SEL lessons are integrated into every classroom.

- The SEL toolbox is one of the SEL curriculums used in BCSD classrooms. Materials, extra-curricular activities, and incentives support positive behavior and attendance on our campuses.

- Supplemental staff provide SEL support as they work to ensure the social-emotional learning and physical safety and welfare of all students by providing a safe and secure school environment. Based on the school's identified needs, additional CPALs, Campus Supervisors, Behavior Intervention Specialists, and mileage for home visits are funded through school site allocations.

- Planned expenditures are established based on consultation with School Site Councils. (Action 2.24)

The effectiveness of actions in Goal 2 will be measured by increased student engagement and sense of school connectedness as described in our expected outcomes for Goal 2.

Actions 2.1- 2.18 are being carried over from the 2019 LCAP and have been determined to be effective based on a decrease in chronic absenteeism data for our unduplicated pupils.

Socioeconomically disadvantaged pupils: Improved from 15.6% chronically absent in 2018 to 12.3 % chronically absent

English learners: Improved from 11% chronically absent in 2018 to 8.4% chronically absent in 2019.

Foster Youth: Improved from 26.6 chronically absent in 2018 to 13.5 chronically absent in 2019.

Goal 3: - to increase the level of participation and engagement of all parents, families, and community members to ensure culturally responsive and high quality student learning where all students reach grade level mastery of all content standards.

A review of Parent Participation data shows that out of 2,551 parents/guardians who completed the 2020-21 LCAP Community Survey the following parents of unduplicated pupils completed the survey:

● 20.78% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of EL's

● 65.07% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students

● 1.97% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Foster Youth

Additionally, parent advisory committees show the following parent participation rate:

● District Advisory Committee (DAC): 62% of schools with parent representation

● District English Learner Advisory Committee (DELAC): 53% of schools with parent representation

Based on stakeholder feedback the following are additional identified needs of parents and families of Low-Income Students:

● limited familial resources to support the academic needs of students

● limited educational opportunities

Based on stakeholder feedback the following are additional identified needs of parents and families of English Learners:

● limited familial resources to support the academic needs of students

● limited understanding of the U.S. educational system

● limited educational opportunities

● limited fluency in English language proficiency

A review of Parent Participation data shows that out of 498 parents/guardians eligible to complete the 2020-21 Parent/Guardian Climate Survey at Martin Luther King Jr. (MLK) 14.66% completed the survey for MLK.

A review of Parent Participation data shows that out of 413 parents/guardians eligible to complete the 2020-21 Parent/Guardian Climate Survey at Eissler Elementary 53.03% completed the survey.

In response to a lower than desired parent participation rate by parents of unduplicated pupils and additional identified needs, we will implement the following actions:

● In order 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 by providing staff consisting of one Parent coordinator, one specialist, five Family and Community Engagement Reps, two clerical staff, and forty four FACE Liaisons to provide guidance, support and coordinate districtwide 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. (Action 3.1)

● To increase and improve the support for all parents including parents of unduplicated pupils, on understanding the U.S. Educational system, district opportunities for increased parent involvement, understanding the District's instructional and social emotional goals, and priorities, and access to parent programs (Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events). Support to parents resulting in their child's improved academic performance, as well as increased opportunities for parent input, and feedback with the support of specialists, academic coaches, FACE liaisons, and the necessary training materials and language supports for those who speak languages other than English (Action 3.2)

● To increase support for English Learners with language acquisition through efforts both at home and at school, by providing parents of EL's the opportunity to attend the Community-Based English Tutoring (CBET) for adults and access the language supports through online language programs and teacher instruction. Principally directing services to parents of students in the Emerging Level of Proficiency at three school sites, with the support of teachers, aides, and additional teaching staff for children to receive extended learning time while parents attend class. In addition, to ensure a sense of safety, a campus security staff will be placed at each of the sites as well as a custodian during these extended learning opportunities. (Action 3.3)

● 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. (Action 3.4)

● In order to engage parents of all students, including Low-Income, Foster Youth and English Learners and improve student attendance, the district will provide forty-four (44) office assistants at each school site to improve attendance, reduce chronic absenteeism, increase engagement and improve the number of parents who feel connected, welcome and supported at their school by making daily phone calls to parents for students who are reported

absent, maintaining attendance logs, verifying student absences are reported correctly and documenting in the attendance system the reasons why students miss school. (Action 3.5)

● To increase parent learning opportunities to support all students including Low-Income, Foster Youth, and English Learners and to target parents of challenging youth in need of Tier 2 and Tier 3 support by providing extra time for staff (FACE and BIS) to conduct workshops focused on Parent Education and Parent Project (Proyecto Padre) at a time that is more convenient for parents to attend and resulting in improved student behavior and attendance. (Action 3.6)

● In order to increase engagement and participation opportunities for parents of Low-Income students and families by adding a parent center and wellness center (Action 2.16) at our newest school site (Martin Luther King Jr.) and modernizing the existing parent center at Eissler Elementary to be a welcoming environment for parents and be able to access services to support student learning. (Action 3.7)

The following actions have been carried over from the 2019 LCAP: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

These actions have been determined to be effective based on an increase of LCAP surveys by parents . In 2019-2020 prior to the school closures, 1,774 LCAP surveys were completed. This was an increase of 1,546 surveys over our expected 228 surveys.

Based on parent feedback from the Annual Parent climate survey 85% of respondents strongly agree or agree that the school has high expectations of their child/children.

Based on the 2020-21 Bakersfield City School District Local Control Accountability Plan Community Feedback Survey with 10,215 responses 53.79% of respondents agree the district is improving student academic achievement, 49.04% reported the district is improving daily attendance, 47.94% reported the district is showing improvement supporting family and community engagement.

Actions will support English Learners, Low Income students, and Foster Youth and the effectiveness of actions in Goal 3 will be measured by increased parent engagement as described in our expected outcomes for Goal 3.

A description of how services for foster youth, English learners, and Low-income students are being increased or improved by the percentage required.

In addition to the actions and services being provided districtwide in BCSD to meet our commitment to families to become the model of educational excellence, equity and innovation, the actions described below are expanding on the increased or improved support and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

Through the process of stakeholder feedback, administration of surveys, a thorough review of local and state data for the past three years encompassing a self-reflection of past practices and beliefs, the district has identified the three areas parents, community members, students, and staff determined will make the most impact to the students we serve. The core of the LCAP understands the connection between a student's academic achievement, a family's and community's level of engagement in the school and the impact social emotional barriers can have in a student's academic success. Promoting a healthy mind for students and the adults who raise them teach them, and guide them are all interconnected and the actions we put in place to support our students such as strong good first instruction, standards aligned district curriculum, assessments, professional development, instructional materials, and technology are an integral part of supporting all of the goals for the district.

The district recognizes that by providing the base services for all students, there are additional needs for students who we know have substantial hurdles from the onset of their educational careers. This requires a systemic approach that knows when to respond to the needs of students, when they need, and how they need it. In the Bakersfield City School District we believe this to be a commitment to educational equity.

Goal 1: Academic Achievement

● (Action 1.7) specialists who will provide assistance and support for teachers on high leverage instructional strategies that enable EL students to attain English proficiency and increase the quality of grade-level content instruction for both Integrated and Designated ELD resulting in increased language development and progress towards grade level content mastery

● (Action 1.16) targeted professional learning opportunities on research-based instructional strategies for teachers to deepen their understanding of levels of proficiency of students, different needs and capacities of each EL student, differentiation by student typology, and student language development supports needed across all content areas

● (Action 1.21) the implementation of the monitoring system to support the schools in aligning resources to meet the needs of EL students and former EL students

● (Action 1.34) additional support for Foster Youth to establish educational stability and continuity of services to reduce the impacts of moving from home to home

● (Action 1.38) Through the after school tutoring support as well as Saturday Academy Sessions, EL students have additional time for acceleration of language acquisition ensuring they can attain English Proficiency prior to entering middle school/junior high

● (Action 1.39) additional electives for English Learners to improve language acquisition opportunities, student engagement, and academic achievement

Goal 2: Social Emotional

- (Action 2.7) Youth Services Specialists (YSS) to support Foster Youth students through mentoring

- (Action 2.20) staff to increase access and improve participation for Foster Youth in all school-based social emotional services and MTSS supports including trauma informed mental health services, extra-curricular and extended learning programs for sites without and assigned Youth Services Specialists (YSS)

 Goal 3: Family and Community Engagement

- (Action 3.3) increased support for English Learners by providing parents of EL students to also access language support services to learn English by attending the Community Based English Tutoring (CBET) while students receive extended learning time in a safe environment

Expenditure Table Appendix:

School Set A:

Douglas K. Fletcher Elementary School

Paul L. Cato Middle School

Evergreen Elementary School

Sequoia Middle School

Stella Hills Elementary School

Ramon Garza Elementary School

Walter W. Stiern Middle School

Cesar E. Chavez Elementary School

Casa Loma Elementary School

Dr. Juliet Thorner Elementary School

Emerson Middle School

John C. Fremont Elementary School

Hort Elementary School

Longfellow Elementary School

Horace Mann Elementary School

McKinley Elementary School

Mt. Vernon Elementary School

Millie Gardett Munsey Elementary School

Pioneer Elementary School

Bessie E. Owens Primary School

Noble Elementary School

Sierra Middle School

Washington Middle School

Wayside Elementary School

Frank West Elementary School

College Heights Elementary School

Voorhies Elementary School

Compton Junior High School

Curran Middle School

Colonel Howard Nichols Elementary School

Leo G. Pauly Elementary School

Chipman Junior High School

School Set B:
Casa Loma Elementary School

Dr. Martin Luther King, Jr. Elementary School

Emerson Middle School

Stella Hills Elementary School

Longfellow Elementary School

Compton Junior High School

School Set C:
Original schools:
Stella Hills Elementary School

McKinley Elementary School

Millie Gardett Munsey Elementary School

James Curran Middle School

Emerson Middle School

Additional 5 Schools:
Frank West Elementary School

John C. Fremont Elementary School

Longfellow Elementary School

Dr. Martin Luther King Jr. Elementary School

Williams Elementary

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)

Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> **Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> **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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the

chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and

Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

- **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.

Expenditure Table Appendix:

School Set A:

Douglas K. Fletcher Elementary School

Paul L. Cato Middle School

Evergreen Elementary School

Sequoia Middle School

Stella Hills Elementary School

Ramon Garza Elementary School

Walter W. Stiern Middle School

Cesar E. Chavez Elementary School

Casa Loma Elementary School

Dr. Juliet Thorner Elementary School

Emerson Middle School

John C. Fremont Elementary School

Hort Elementary School

Longfellow Elementary School

Horace Mann Elementary School

McKinley Elementary School

Mt. Vernon Elementary School

Millie Gardett Munsey Elementary School

Pioneer Elementary School

Bessie E. Owens Primary School

Noble Elementary School

Sierra Middle School

Washington Middle School

Wayside Elementary School

Frank West Elementary School

College Heights Elementary School

Voorhies Elementary School

Compton Junior High School

Curran Middle School

Colonel Howard Nichols Elementary School

Leo G. Pauly Elementary School

Chipman Junior High School

School Set B:

Casa Loma Elementary School

Dr. Martin Luther King, Jr. Elementary School

Emerson Middle School

Stella Hills Elementary School

Longfellow Elementary School

Compton Junior High School

School Set C:

Original schools:

Stella Hills Elementary School

McKinley Elementary School

Millie Gardett Munsey Elementary School

James Curran Middle School

Emerson Middle School

Additional 5 Schools:

Frank West Elementary School

John C. Fremont Elementary School

Longfellow Elementary School

Dr. Martin Luther King Jr. Elementary School

Williams Elementary