

BAKERSFIELD CITY SCHOOL DISTRICT

2022-2023

Local Control and Accountability Plan



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bakersfield City School District

CDS Code: 15 63321 0000000

School Year: 2022-23

LEA contact information:

Laura Orozco

Assistant Superintendent

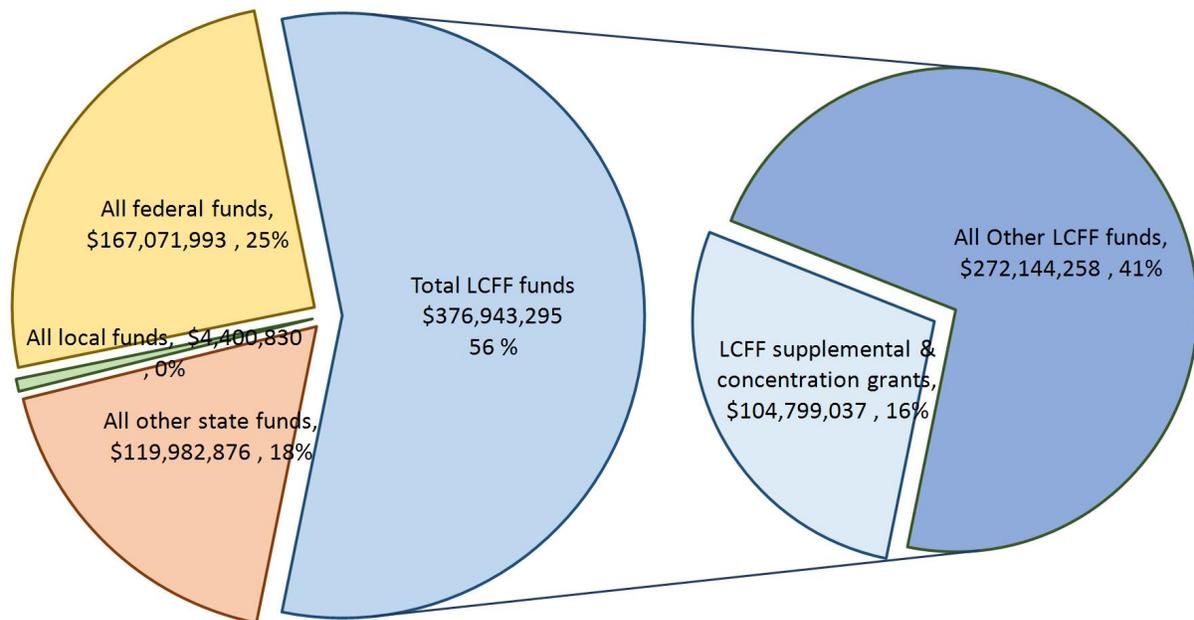
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(661) 631-4743

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 2022-23 School Year

Projected Revenue by Fund Source



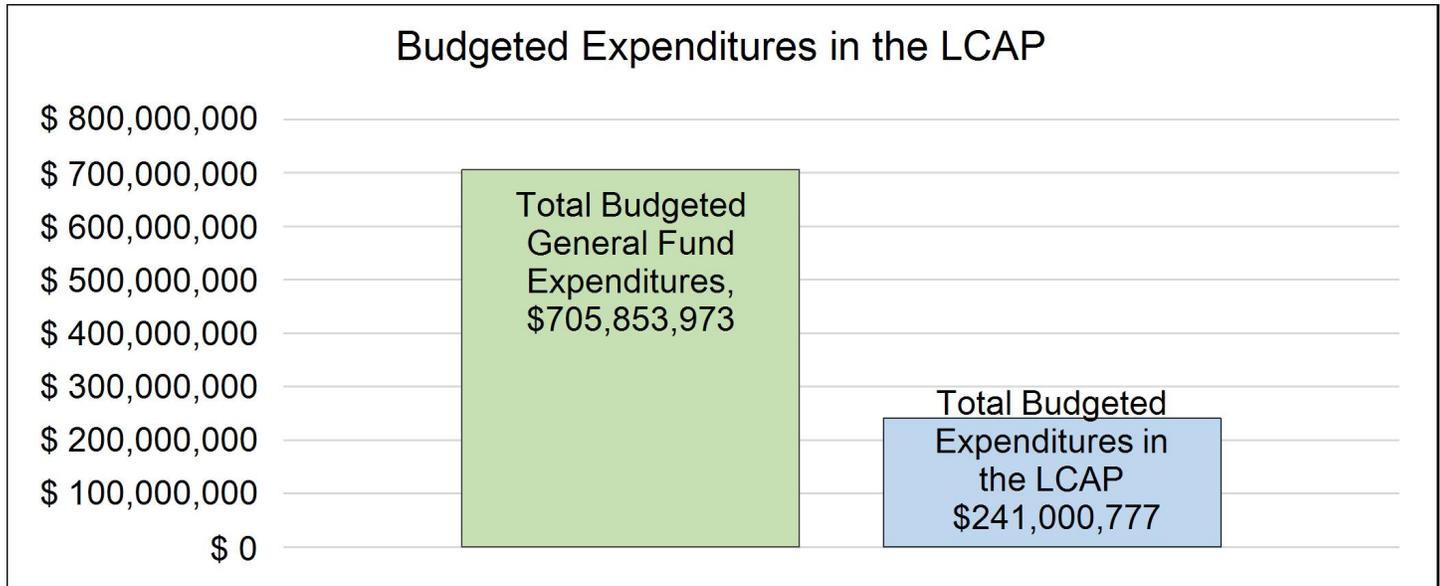
This chart shows the total general purpose revenue Bakersfield City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bakersfield City School District is \$668,398,994, of which \$376,943,295 is Local Control Funding Formula (LCFF), \$119,982,876 is other state funds, \$4,400,830 is local funds, and \$167,071,993 is federal funds. Of the

\$376,943,295 in LCFF Funds, \$104,799,037 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bakersfield City School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bakersfield City School District plans to spend \$705,853,973 for the 2022-23 school year. Of that amount, \$241,000,777 is tied to actions/services in the LCAP and \$464,853,196 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

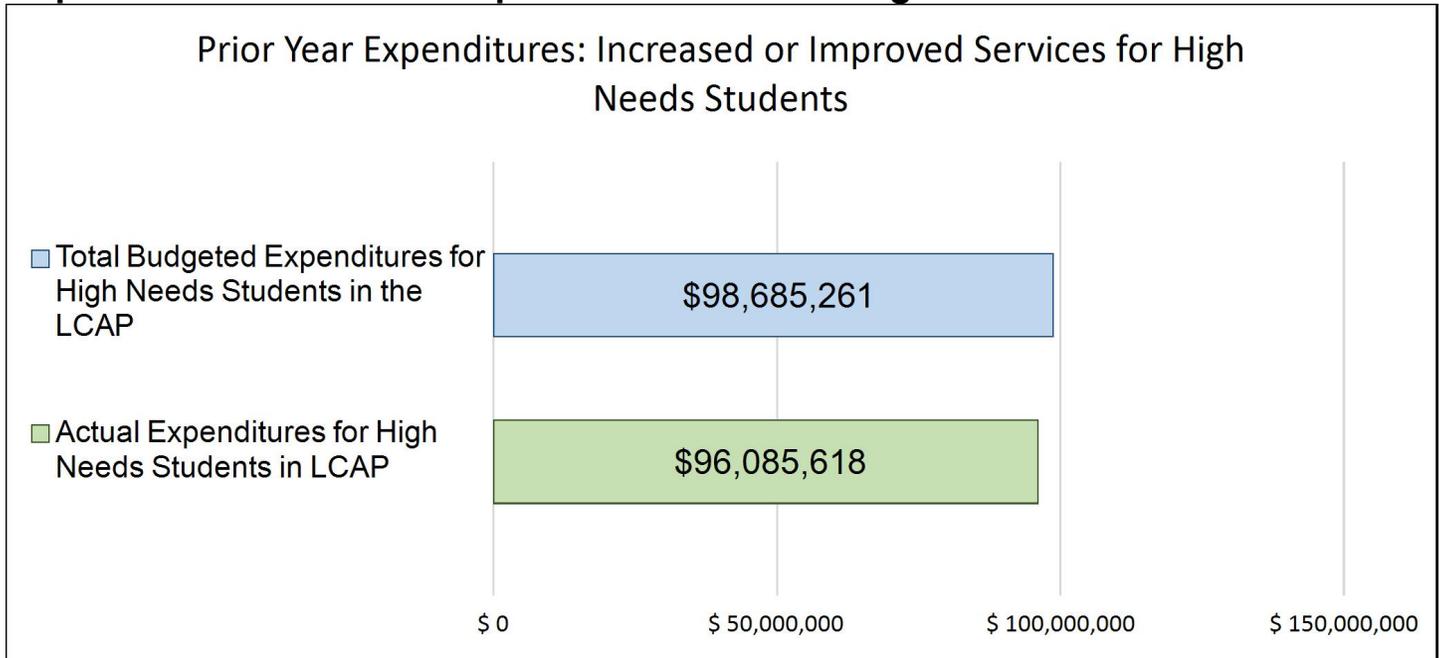
General Fund operating costs which include: salary and benefits for teachers, general administration, pupil services, custodial and maintenance services, human resources, business support services, special education services, instructional materials and costs necessary to respond to the COVID-19 pandemic.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bakersfield City School District is projecting it will receive \$104,799,037 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 \$112,709,716 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 2021-22



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

The text description of the above chart is as follows: In 2021-22, Bakersfield City School District's LCAP budgeted \$98,685,261 for planned actions to increase or improve services for high needs students. Bakersfield City School District actually spent \$96,085,618 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-2,599,643 had the following impact on Bakersfield City School District's ability to increase or improve services for high needs students:

BCSD experienced an interruption of services for our high-needs students in 2021-2022. There were continued staff shortages and high absenteeism rate of staff and students due to COVID-19 cases. Some of our planned actions were thwarted by inconsistency in our workforce. During this school year, we had students that were in Course Based Independent Study, Independent Study, and in-person instruction. There was disruption in the learning of students as they were able to matriculate into and out of in-person instruction. COVID-19 presented a myriad of challenges with so many restrictions for in-person learning and contact tracing requirements. Teachers had limited opportunities to provide students with extra-curricular or supplemental opportunities for student engagement beyond the school day. The district focused on small group instruction and intervention during the Universal Access time and Good First Instruction in order to address achievement gaps, therefore limiting the full implementation of some actions or delaying professional development, and extra tutoring for students until the last quarter of the school year. Due to unforeseen circumstances related to the on-going COVID 19 pandemic, actual costs were lower than budgeted in the areas of: daily attendance of staff and students related to quarantining and CBIS; limitations of in person instruction during the beginning of the year; and other health factors.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bakersfield City School District	Laura Orozco, Assistant Superintendent	orozcola@bcsd.com 661-631-4743

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Bakersfield City School District believes that the most comprehensive plans include a process in which all educational partners provide input and work as partners to include all pertinent perspectives that will help us better understand the needs and impact of the COVID-19 pandemic on students, administrators, educational leaders, staff, teachers, and families in our community.

While the district included the use of the supplemental funds in the discussions with educational partners, consideration was taken into account of additional funds provided by the Budget Act of 2021 during town hall meetings, parent group meetings, and administrative meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In response to the challenges of students returning to in-person instruction, there has been an increase in maladaptive behavior incidents, warranting a need to add more Behavioral Intervention Specialists and Youth Services Specialists at schools. As students return to class and school, there is a need to fortify positive relationships with students and regain skills and strategies leading to positive classroom behavior.

Our LEA has continued to focus on increasing cleanliness of our schools to reduce the likelihood of COVID-19 transmissions. As a result of the extra work to disinfect and ensure all classrooms, cafeterias, and drinking fountains are clean, additional custodial support has been provided at our schools.

The following staffing was increased for all schools that exceeded the 55% threshold of unduplicated students (41 schools, with the exception of Chavez Elementary and Downtown Elementary)

- Additional 8-hour custodians to assist with maintain clean and safe campuses
- Additional 8-hour Behavior Intervention Specialist to support the emotional well being of students
- 6 Additional 8-hour Youth Services Specialist to increase services for Foster Youth students
- Extended 6 hour school office assistants and librarians to 8 hours at all schools to support and address the needs impacted as a result of COVID-19 and quarantine of students and to ensure parents and students who are receiving in-person services or independent studies were supported with the requirements of the new state guidelines
- Librarians (all librarians went from 6 to 8 hours) so that direct services to students are uninterrupted and to increase access to books for students.
- Aides I (from 3 hours to 5 hours)so that direct services to students are uninterrupted and to help mitigate learning loss
- Activity leaders Homework (increased from 4 to 5 hours) so that students who need extended learning support receive direct services

The supplemental funds will allow for the continued funding of additional staff and extension of hours for positions that were included as part of the LCAP development in response to meet the identified needs of students. These positions increase the quality of services provided to unduplicated students by addressing their health and safety as well as their social-emotional well-being as they return to in-person instruction. The district has allocated the funds to be used in conjunction with ESSER funds to ensure student needs are met and to provide the staffing necessary to continue to support students in school and for schools to remain open in order to mitigate a positive learning environment and lessen the negative impact of COVID by ensuring sufficient staff are available at all times.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Bakersfield City School District prides itself on successfully engaging all educational partners including parents, students, staff, administrators, and the community in the development of all plans including the Supplement to the Annual Update for LCAP. The process began as early as August 12, 2021 when the district was seeking input for the use of ESSER III funds and also sought input on the use of the supplemental concentration grant funds.

BCSD held a Town Hall meeting on August 12, 2021, where additional parents and families were invited to attend, and the key staff presented the Return to In-Person instructional plan as well the requirements of the ESSER III Expenditure Plan and the importance of providing input in the development of the plan as key stakeholders in the district.

During the Town Hall meeting, attendees were presented with information on the planned activities and usage of ESSER III funds for the allowable uses and asked for recommendations and input on ESSER III funds and the supplemental Local Control Funding Formula (LCFF) allocated funds.

As a result of the Town Hall meeting, no additional feedback was provided by attendees on the development of the ESSER III expenditure

plan.

A Parents As Leaders (PAL's) meeting was held on August 21, 2021, via zoom, as part of the district's efforts to engage parents in providing input as part of the development of the ESSER III Expenditure Plan and the use of the supplemental LCFF allocated funds. In attendance there were 75 attendees including parents representing all schools in the Bakersfield City School District, district staff, school site classified personnel, and district administrators. As a result of the PAL's meeting, attendees provide no feedback on the use of ESSER funds. Parents requested additional buses, or for schools to be provided with cars to use at the sites to assist with student transportation. In addition, parents requested increased cafeteria hours, and GATE teachers.

A Superintendent's Parent Advisory Council (SPAC) meeting was held on August 30, 2021, as part of the district's efforts to engage parents in providing input as part of the development of the ESSER III Expenditure Plan and the use of the supplemental LCFF allocated funds. In attendance there were 46 attendees including parents of English Language Learners, Migrant students, students with Disabilities, and Low-Income students, representing all schools in the Bakersfield City School District, classified staff, and district administrators. As a result of the PAL's meeting, attendees provide no feedback on the use of ESSER funds. Feedback specific to the use of the LCFF funds included adding additional water stations at schools, support for students through reading interventions, the purchase of Promethean boards and Chromebooks for teachers to assist with instructional support in the classroom.

Parents in attendance during the SPAC meeting did not express opposition to the planned use of ESSER funds, and provided no further input regarding other uses or needs. However, attendees did request for the district to provide through the use of LCFF funds to provide schools with water stations, reading intervention support, Promethean boards, and personal Chromebooks for teachers.

On Tuesday, October 5, 2021, a survey to all principals was administered to collect information regarding the identified technology needs to the school's front office operations resulting in an impact to the daily operating services for staff, students, and parents that allows personnel to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

As a result of the survey, the following items were identified as technology needs for staff mitigating contact tracing, phone calls, coordination of Independent Study services for students under quarantine, absences, and other impacts as a result of the COVID-19 pandemic: additional computer monitors/screens, laptops, smart boards, wall screens, printers, copying machines, scanners, communication equipment including radios for isolation rooms and headsets, computers, stand organizers for COVID-19 information, additional desks and cabinets and other items to assist with the increased duties as a result of the mitigation measures for contact tracing.

On Friday, October 8, 2021, a survey was conducted to determine the needs related to school facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs by possibly adding outdoor space for students.

As a result of the survey, the need to expand seating areas for students outside designated eating areas was identified at some campuses. Items to enable outdoor instruction and activities included but not limited to mobile smart boards, bleachers, wagons, outdoor desks, shade/structures, tables/benches, outdoor touchless water fountains, staff for outdoor supervision, and professional development for teachers on outdoor instruction.

On Wednesday, October 13, 2021, a meeting was held with parents of English Language Learners as part of the District English Learners Advisory Committee (DELAC) and the Assistant Superintendent presented the planned expenditures using ESSER funds and requested input of additional academic, language or socioemotional and mental health needs specific to EL students. Parents could provide verbal feedback or include it as part of the “CHAT”.

As a result of the DELAC meeting, participants requested support for students in the area of reading and tutoring in a virtual delivery format. There were no objections to the planned use of funds for the safe return to in-person instruction and to reduce the spread of the virus nor to the upgrades to improve facilities, or the activities to mitigate student learning loss.

On Wednesday, October 13, 2021, a meeting was held with stakeholders representing homeless and foster youth enrolled in the district where the Assistant Superintendent presented the planned expenditures using ESSER funds and the additional LCFF funds to increase service for unduplicated students.

As a result of the meeting with homeless and foster youth stakeholders, the recommendations were to provide students with additional tutoring support either by certificated or classified personnel in-person or through zoom.

The Bakersfield City School District included applicable funds received from the supplemental allocation to align with LCAP Actions 1.9, 2.5, 2.7, 2.20 of the adopted 2021-22 LCAP aimed to support students who may experience socio-emotional challenges and efforts to mitigate learning loss including loss of literacy skills. Funds were also aligned to the ESSER III Expenditure Plan action SIP2, to help reduce the transmission of COVID-19 and provide increased custodian hours to clean facilities.

The district also held board study sessions and board meetings with board members and community members in January, February, April, May, March and June to share the evidence of the impact on students as they transitioned back to in-person and the evidence of the data being collected to determine student needs.

The Bakersfield City School District evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups, Tribes, and Advocates are neither present nor served by the district. However, as part of the efforts to reach a larger audience, the district held and will continue to hold town hall meetings in its efforts to reach all interested parties in providing input in the development of all plans, should they become present within the school district boundaries in the future.

The following is a description of how the Bakersfield City School District meaningfully consulted with its community members in determining the presentation and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the district:

Meetings with associations were held including BETA, CSEA, LiUNA representing classified staff and teachers in February and April 2021 to share information regarding planned actions for the LCAP. As a result of the meetings, the following recommendations were made:

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.

Parent Community Forum/Parent University where members of the community, parents/guardians representing all students was held on January 16, 2021 as part of the development process for LCAP and feedback was given to BCSD regarding the need to address learning loss, provide tutoring and Social-emotional learning support (SEL), increase family and community outreach.

In addition, the district met with a student focus group where student representatives expressed their challenges with socialization, the difficulty of online learning, the need for increased access to clubs, e-sports, and electives, and the empathy they felt for teachers, fellow students. They also reported the excitement and nervousness they felt for the return to in-person transition.

Parents/Guardians from the District English Learner Advisory Committee (DELAC) expressed agreement with the district to provide continued services for students through Summer and Saturday Academies for all students including those enrolled in Dual Immersion, continued with technology and connectivity access to remain in place for student learning, provide support for students to transition into high school, provide access to library books, provide support for meet the social-emotional needs of students when they return to in-person, and address the mitigation of learning loss, and also support students who choose to remain virtual. Additional feedback included offering access to music and electives for English Learner students.

Meetings with the District Advisory Committee (DAC) provided the following feedback in the development of the LCAP and information was considered in the development for expenditures of the ESSER III funds:

- 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

Bakersfield City School District held the following stakeholder meetings during the 2021-22 school year as part of the consultation process for the development of the ESSER III Expenditure Plan:

A Community Town Hall meeting was held on July 29, 2021, where the following attendees representing parents, community stakeholders, parents, and all members of the community were invited to attend. The district Superintendent, Assistant Superintendent and key staff presented the Return to In-Person instructional plan as well the requirements of the ESSER III Expenditure Plan and the importance of providing input in the development of the plan as key stakeholders in the district.

As a result of the Community Town Hall meeting, attendees sought clarification from the Return-to-In-Person plan on issues around mask-wearing mandates, plexiglass barriers, temperature checks, daily sanitizing, vaccines, and personal protective equipment. In addition, attendees asked regarding after-school program services for all students, including students with IEPs. Further clarification was sought regarding transportation, lunches, cafeteria

A School Staff meeting was held on August 4, 2021, where attendees represented clerical staff, school secretaries, school clerks, specially funded clerks, and district office secretaries and clerks. The district Superintendent, Assistant Superintendent and key staff presented the Return to In-Person instructional plan as well the requirements of the ESSER III Expenditure Plan and the importance of providing input in the development of the plan as key stakeholders in the district.

As a result of the School Staff meeting, attendees sought clarification regarding the Chromebook dissemination for students and asked if students would be able to receive a new Chromebook for the school year. No additional information or feedback was provided. Purchase of Chromebooks is an existing action in the LCAP Action 1.18.

A Staff Town Hall meeting was held on August 10, 2021, where all BCSD staff was invited to attend including, all school staff, teachers, principals, school leaders, district administrators, including special education administrators, and all other educational staff including local bargaining unit representatives. The district Superintendent, Assistant Superintendent and key staff presented the Return to In-Person instructional plan as well the requirements of the ESSER III Expenditure Plan and the importance of providing input in the development of the plan as key stakeholders in the district.

BCSD held a third Town Hall meeting on August 12, 2021, where additional parents and families were invited to attend, and the key staff presented the Return to In-Person instructional plan as well the requirements of the ESSER III Expenditure Plan and the importance of providing input in the development of the plan as key stakeholders in the district.

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A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Bakersfield City School district has continued with its efforts to maintain the health and safe of students, educators as well as other staff while still continuing to provide instructional services for students by expending the allotted allocation of federal ESSER III funds in the following state allowable uses:

- School facility repairs and improvements to operate the school and reduce the risk of spreading virus and infectious diseases, such as HVAC systems for long term ventilation for staff and students; contactless water filling stations; and building renovations that improve the quality of the learning environment for our students and staff
- Continue to provide meals during long-term closures to all students
- Provide technology (including assistive technology or adaptive equipment as needed)
- Align strategies to public health protocols and policies in accordance with District’s Safe Return to In-Person plan
- Increased student enrollment in Extended Learning Program (ELP) to expand learning opportunities for students
- Increase student engagement through clubs, sports, and other allowable activities
- Activities necessary to maintain the operation of and continuity of services for students
- Administration of assessments to accurately assess students’ academic progress
- Provide differentiated instruction for students
- Support for parents and students who opted not to return for in-person instruction and enrolled in course based-instruction
- Provide extended learning opportunities with after school instructional support, on Saturdays, and in the Summer
- Increase number of paraprofessionals at each school

The Bakersfield City School District has implemented many of the actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan Specifically, we have successfully implemented the following:

- We have had success in ensuring that all of our students and staff have access to PPE.
- All of our students engage in learning in-person and virtual with the proper technology, inclusive of a Chromebook and hotspot both at home and at school.
- Our parents have received continuity of services through Zoom and have become proficient in the virtual platform.

We have also encountered challenges which include the following:

- Some of our students live in areas where connectivity may be a challenge
- Some computer programs made accessible for students have not consistently allowed for students to connect during virtual learning; platforms shut down and at times interrupt instruction
- District enrollment has declined by approximately 1,400 students
- Quarantining students continuously interrupts instruction and learning
- It has been a challenge to hire additional paraprofessionals to support learning loss
- Transportation has been a challenge and as a result of the driver shortage, bus routes and student transportation has been impacted
- Due to substitute teacher shortages the impact in classrooms has been a daily challenge causing schools to combine classrooms

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Bakersfield City School District considers the LCAP to be the district’s comprehensive planning document that encapsulates the priorities, goals, and actions to improve student outcomes based on our evidence of identified needs. The needs surfaced through data analysis, staff surveys, parent surveys, professional learning meetings, and public meetings. Any additional funding received to support our goals and priorities are scrutinized to determine how they can increase/expand or address existing needs and the services or programs that are needed to best meet student needs.

Some examples of how these additional funds are aligned is by expanding on existing actions in the LCAP in order to meet the needs of the thousands of students who have returned to school with needs for extra social emotional support and who were most impacted in their learning as a result of the pandemic or exacerbated due to the pandemic. In addition, the importance of having clean campuses to reduce the transmission of COVID, a factor impacting our families in making the decision to return to in-person and giving students access to in-person instruction and expanded learning opportunities. Therefore, adhering to the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER Expenditure plan greatly impacts our ability to implement actions in the LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 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 of Educational Services	orozcola@bcسد.com (661) 631-4743

Plan Summary 2022-2023

General Information

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

The Bakersfield City School District (BCSD) 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 29,256 students. A decrease of 51 students from the 2020-21 CBEDS counts and a reflection of the ongoing impact the COVID-19 pandemic still has in a district with 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 in grades Pre-K through 8 of various ethnicities and languages. The student population continues to consists of 80.2% Hispanic, 8.7% White, 7.9% African American, 1.5% Two or More Races, 0.8% Asian, 0.5% American Indian, 0.4% Filipino, 0.1% Pacific Islander, 92.8% Socioeconomically Disadvantaged, 23.9% English Learners, 10.2% Students with Disabilities, 2.9% Homeless, and 0.8% Foster Youth (Per CDE 2021 Dashboard, Enrollment-District Demographics). BCSD language groups are represented with 37.92% Spanish, 0.55% Arabic, and .12% other non-English languages, .05% Mixtec, .07% Filipino (Tagalog), and 23 additional languages that are .04% or less (Per CDE DataQuest Report, Language Group Data-Districtwide for 2021-22).

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 1,835 certificated employees and 2,183 classified employees. Including substitute staff, the district supports more than 4,000 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 and a challenge as we experienced many of our employees being affected with exposures and positive testing earlier in the year.

The COVID-19 pandemic was one of the greatest challenges the district has faced in the modern era. Students and teachers in this school year (2021-22) still continue to find themselves immersed in distance learning, as the district followed state-issued health and safety guidelines and parents chose not to have their students return to in-person instruction. Although the district offered all families to return to in-person, not everyone chose to do so. Approximately 1,600 of our students began the school year in a virtual format, and the rest of the student population chose to return to in-person instruction. Based on the evidence of our local metrics, we foresee students at some schools returning to the classrooms with more than one year's worth of learning loss. The district continues its efforts to do everything possible to increase academic achievement, social-emotional learning, and family and community engagement to bridge the COVID-19 learning gap and have 100 percent of the students return to school, where it believes our staff and teachers will make the greatest impact.

Reflections: Successes

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

Based on the review of STAR local data for the 2021-22 school year, the Bakersfield City School District continued to provide students the needed good first instruction that allowed them to show similar growth 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.

Mathematics and ELA. Although the district did not administer the Smarter Balanced Assessment Consortium (SBAC), the district did administer the STAR-Renaissance Test. Data indicates an Average Growth from the Fall Administration to the Winter as follows by unduplicated student subgroups:

ASSESSMENT OUTCOMES COMPARISONS

ASSESSMENT NAME	ENGLISH LEARNERS RESULTS	LOW INCOME RESULTS	FOSTER YOUTH RESULTS	BCSD ALL STUDENTS
STAR Growth (Fall to Winter)	<i>ELA: 45 SGP Math: 45 SGP</i>	<i>ELA: 47 SGP Math: 46 SGP</i>	<i>ELA: 45 SGP Math: 48 SGP</i>	<i>ELA: 48 SGP Math: 47 SGP</i>
Student Growth Percentile= SGP	<i>Reading PR: 8.4% Math PR: 18.1%</i>	<i>Reading PR: 24.0% Math PR: 31.0%</i>	<i>Reading PR: 15.2% Math PR: 26.7%</i>	<i>Reading PR: 27.8% Math PR: 33.9%</i>
Proficiency Rate= PR				

(SGP provides context to understand how a student has grown by comparing their growth with their academic peers' growth. It is determined by first calculating growth between current test scores and up to two previous scores, then comparing that calculation to the growth of academic peers.)

The LCAP actions/services in Goal 1 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 indicators. The actions included in Goal 1 as part of this year's LCAP will provide students the consistency and success for years to come as we move forward to mitigate the impacts of the pandemic.

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	2019
ELA	41.1 points below standard	36.1 points below standard
Math	74 points below standard	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 for 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, since there is no available Dashboard data from the Fall of 2021 Dashboard.

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

Academic Performance: English Language Arts (ELA)

+3.8-point Increased: District wide

+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: District wide

-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

Based on the Fall 2019 California Dashboard data:

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

Based on the Local Priority 2 Self-Reflection Tool Survey completed by district administrators, site administrators, school support staff, teacher leadership teams, Multi-Tiered System of Supports teams, academic coaches, and teachers:

- ELA Standards in *professional development*: 74.2% responded the district's level of implementation at Full Implementation (4) or Full Implementation & Sustainability (5)
- Math Standards in *professional development* : 69.4% responded the district's level of implementation at Full Implementation (4) or Full Implementation & Sustainability (5)
- ELA *instructional materials*: 81.5% responded to the district's level of providing the instructional materials at Full Implementation (4) or Full Implementation & Sustainability (5)
- Math *instructional materials*: 80.6% responded to the district's level of providing the instructional materials at Full Implementation (4) or Full Implementation & Sustainability (5)

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 1 as part of this year's LCAP will provide the continued success for years to come for the district.

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

We identified the following successes based on the California Department of Education's Dataquest reported BCSD Expulsion rates from 2017 to 2021. Based on the Expulsion Rate: 2017-2021 table, the rate for the Bakersfield City School District continues to be maintained at less than 1%. In the current year, the expulsion rate was at 0%.

Expulsion Rate: 2017-2021				
Academic Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2020-21	30,891	0	0	0.00%
2019-20	33,656	5	5	0.01%
2018-19	33,741	20	20	0.06%
2017-18	33,278	26	26	0.08%

*Based on the BCSD District wide Progress Monitoring of Chronic Absenteeism rates, the district had 14.2% of the total student enrollment population identified as chronically absent in 2020-21. Chronic absenteeism increased as a result of students being virtual. COVID posed challenges for our district to re-engage students virtually. As indicated in the graph, from 2017-18 to 20-21 showed a decrease in chronic absenteeism from 14.90% to 14.20% (-0.7%). The indicators of progress indicating the success of actions/services towards improvement *prior to the pandemic and school closures* as evidenced by state metrics and Dataquest reporting. There was success in reducing chronic absenteeism before the pandemic.

CHRONIC ABSENTEEISM RATES (source: Dataquest at cde.ca.gov)			
Academic Year	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2020-21	30,397	4310	14.20%
2019-20	33,656 students	N/A*	N/A *
2018-19	33,741 students	3,826	11.70%
2017-18	33,278 students	4,866	14.90%

All 2021-2022 Goal 2 actions/services were implemented and have contributed to addressing the needs to re-engage students as they returned to in-person instruction and to continue to improve the district's performance in accordance with the LCAP plan. The district adjusted services as needed to mitigate the restrictions and adhere to the state and county guidelines for COVID-19 protocols. The Bakersfield City School District directed its efforts toward responding to the needs of teachers, students, staff, and families as we experienced an increase in absences due to the state's requirements for contact tracing and COVID exposures. Professional learning, not just for content standards learning but social emotional as well, still conducted in a partly in-person and virtual capacity as we transitioned to address the in-person requirements for schools. All services to support a safe environment on campus and in a virtual learning environment continued without interruption for students and families who chose to remain at home through the course-based independent study (CBIS) as they continued to protect themselves and their families from COVID-19.

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.

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

Based on the district's stakeholder feedback through the 2021-2022 LCAP Community Surveys:

- 88.4% of respondents strongly agree or agree that their "Overall Positive Experience" in our district, which is a minimal decrease from 89% in 2021 of -0.6% considering parents were being engaged in a virtual format due to the COVID-19 restrictions.
- 85% of respondents strongly agree that the school has high expectations of their child/children

The actions/services evidence of successful implementation are indicated in the district's feedback and the district's ability to maintain the percentage of parents indicating they strongly agree or agree the district provides positive experiences for students and parents given the conditions over the past two years, as reported by local data. 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.

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.

Goal 1: Academic Achievement

Based on the 2019 Dashboard, the district had an overall performance of Orange in Mathematics

MATHEMATICS

ALL: ORANGE STATUS (72.8 points below standard)

No groups performing two or more performance levels to the "ALL" student group

Based on the Proficiency Level of students in ELA and Math of the STAR Assessment, there is a need to provide students with opportunities for targeted instructional interventions in both content areas. The decrease in the percentage of students proficient in STAR Early Literacy for grades K-1 dropping from 32% to 25.4%, a decrease in BAS scores and the percentage of students meeting reading expectations from 43.45% to 31.33% also is an indication of the impact of student absenteeism and/or not all students receiving in-person instruction has had this year and a truer reflection of student abilities in-person as tests are administered in the classroom.

There is a need to continue to provide intervention support for English Language Learners as a result of the decrease from 14.7% to 7.3% of the students being reclassified as fluent English proficient (RFEP). There is evidence of an increase in the number of students identified as At-Risk of becoming Long Term English Learners by +403 students from 2019-20 to 2020-21. Also, an increase in the number of students

identified as Long Term English Learners from 993 students to 1,988 (an increase of 995 students) from 2019-20 to 2020-21. Although this is largely attributed to the district not administering the Smarter Balanced Assessment as a result of closures during the pandemic and therefore not having all the required metrics for Reclassification, there was an impact on the number of students not making growth from one language level of acquisition to next, as indicated by the decrease from 45.7% to 26.1% based on the district's local English Learners Progress indicator. The district's efforts to continue to provide services through LCAP actions that provide schools the support they need with program specialists, professional development centered on the English Learner Toolkit for effective strategies, ongoing language programs for students identified as newcomers (typologies) and the annual monitoring of students for progress of language acquisition. Best practices of language acquisition are to be interactive and engaging in the language for students.

In order to continue to have highly qualified teachers who are authorized for their assignments, there is a need to expand the pathway for student residents to obtain their credentials through partnerships with Institutions of Higher Education (IHE's) and residency programs as well as professional development opportunities to build the instructional capacity to meet the needs of the district. The district needs to continue to build a diverse team of instructional teachers and leaders. A team with strong instructional skills, experiences, and who comprehend the needs and assets of BCSD students. Based on the CALSAAS report that indicates an increase from 11.4% to 15.19%, of the teachers who were reported were not fully credentialed or held permits or waivers and were not authorized for the assignment in 2020-2021.

Upon analysis of the comparisons of teacher placements between schools with high percentages of low-income students and students of color, data indicates we have teachers with less experience and in need of more specialized and targeted support in these schools. The district intends to address these needs by supporting teachers with reduced class sizes, model strategies through the New Teacher Development Department that increase the effectiveness of new teachers in the classrooms and improve the conditions for learning of all students including Low-Income, Foster Youth, and English Learners. The New Teacher Development Department will provide an intensive professional development pathway for all of our new teachers. In addition, the district supports all teachers with professional learning opportunities through Summer Institutes and throughout the year, focused on research-based teaching and learning practices to support the instructional standards and pedagogy for all content areas, Social-Emotional learning (Goal 2), and integrating culturally responsive teaching and inclusive practices, while also considering the language demands for the different English Learner student typologies.

Students need to continue to have increased opportunities to improve their listening, speaking, reading and writing throughout the school year by accessing cognitively demanding programs with strong evidence of improving student achievement such as the Gifted and Talented Education (GATE), Multilingual Education Programs (MEP), Extended Learning Academies, Visual and Performing Arts programs (VAPA), Project Lead the Way & Project Launch, PROUD Academy, eSports, Summer STEAM Academies, National Youth Sports Programs (NYSP), CSTEM and Robotics, Civic Projects and additional supports determined by the individual school sites based on their identified local needs called out through the development process of their School Plan for Student Achievement (SPSA). The district will also continue to provide the needed additional staff and support for schools identified as Focus Schools and continue to provide data monitoring and support to all schools. The Service Delivery Model (SDM) program will continue to provide supports for the Focus schools.

Goal 2: Social Emotional Learning: Based on the expected end of the year 87.7% attendance rate there is a need to continue with the district's efforts to re-engage students, re-establish communication centered on the importance of daily attendance and increase the sense of

safety in our schools for students to all return back to 100% in-person. There is also a need to focus on students identified chronically absent, especially our low-income students, and use all available resources through the Multi-Tiered Systems of support to address the challenges and barriers they may have experienced during the pandemic. Targeted interventions by the behavioral intervention specialists continue to be crucial to ensure an equity based support model where all students have access and support to meet their social, emotional and mental health needs.

In the current year, the local metrics used by the district to self-monitor, indicate a projected chronic absenteeism rate of 40.7% for 2021-22. This is largely attributed to the increase in the number of students testing positive for COVID-19 and/or increases in exposure to someone who had tested positive for COVID-19 and the required implementation of strict procedures for contact tracing.

In addition, the need to address the students' social emotional needs especially of our African American students and Foster Youth who had a 5% suspension rate in comparison to 2.6% for all students based on local progress monitoring metrics, which indicate the need for ongoing supports to improve behavior by addressing their social emotional needs, set up structures and systems of support to prevent students from getting suspended and prevent them from being expelled.

There is a continued need to offer students multiple opportunities for engagement through either enrichment, clubs, or sports to promote and increase a sense of belonging and community.

In order to maintain low suspension rates and expulsions, the district will need to continue to provide programs and services that connect students to establish positive relationships with others and learn to mitigate the social emotional factors that influence or have a direct correlation to discipline and behaviors that lead to poor decision-making. The district will continue with support staff including Youth Services Specialists, Associate School Social Workers, Behavior Intervention Specialists, and psychologists to make services accessible through the Multi-Tiered System of supports. Preventing the number of incidents by providing safe campuses with campus supervision and noon time activities that engage students in positive interactions will help reduce the number of disciplinary referrals that may lead to suspension and expulsions. In addition, continuing to provide the professional development for staff, teachers, and administrators that approach disciplinary actions from a restorative justice perspective, will lead to building positive relationships with students and staff. An emphasis will continue to be placed on adult self-care, self-compassion and compassion fatigue. Professional development opportunities and resources will be catered to each site by the MTSS team to support stress and burnout among all educators.

Goal 3: Family and Community Engagement: Based on the number of completed surveys from parents and the community, there is a need to re-establish relationships with our families and increase the number of participants in family events and meetings. There was an increase in the number of responses in the Annual Parent Climate Survey of 4,513 but a decrease in the LCAP Community Survey of 1,294. There was also a decrease in the number of participants who completed the Parent University project of 272 fewer parents from the prior year. In addition, little to no increase in the percentage of parents who agree or strongly agree to having increased opportunities to participate in their schools/district (86.7% in both last year and this year). There was also a decrease of -.4% from 88.4% to 88% in the number of parents who agree or strongly agree that their overall experience at BCSD schools is very positive. Of those who responded to the LCAP Community

survey the majority of parents were Low-Income parents (62.2%), less than 1% were parents of Foster Youth students, 19.2% were parents of English Language Learners, all unduplicated parent groups had a decrease in the percentage of respondents.

These results highlighted the need to increase outreach to families and the need to target parents of students to re-engage with our schools and improve on the percentage of parents who participate and feel they can be involved in their children's school. This supports the need to continue with existing actions and increase opportunities for parents by partnering with community organizations to expand resources and increase parent involvement in our schools. The district plans to partner with Bakersfield College to increase the options and opportunities for learning through parent universities, create welcoming parent centers that will connect our families to schools as educational partners and thus impact the academic achievement of all students.

LCAP Highlights

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

The Bakersfield City School District has not deviated from the concerted commitment to lead and serve students and families in the community with perseverance, dedication, and resiliency. The district transition in the last quarter of the year to provide families with a sense of normalcy culminated in the return of our end-of-year traditions and ceremonies. Regardless of the challenges, all schools continued to focus on the social-emotional well-being of students by creating and fostering cultures of kindness, safety, and inclusion as they became reacquainted with teachers and address the urgency to regain the unfinished learning. The district successfully met the needs of families by establishing a course-based independent study program for families who chose not to return to in-person instruction and also continued to welcome families every day for in-person instruction, along with the challenges that came with contact tracing, COVID-19 testing, and substitute shortages. The continuous focus on providing students with the services they need aligned with the district's vision to have students experience in our district innovative educational programs that are developed through the lens of equity have led to the development of actions that support staff, students, and parents.

The district continues to follow a Blueprint for Academic Success by developing an LCAP that ensures students will be served by effective leaders who will plan to provide 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, resulting in academic excellence. Bakersfield City School District continues to work on developing a targeted, systematic, multi-tiered system of support (MTSS) 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 that know how to build parent and community leaders as partners with our schools.

We are committed to continued improvement through our goals as evidenced by the following accomplishments:

Goal 1: Academic Achievement

TK-8th Literacy Achievement and Onboarding will be provided to 39 schools in August 2022.

Technical Assistance will be provided to Title I Schools and district federal funds, resulting in a successful FPM Review with zero findings in the federal programs.

- After school STEAM Academy at 42 of 44 school sites.
- Students will be given access to enrichment opportunities provided by community consultants in the area of art, aviation, music engineering, CSI Forensics, dance and Grimmway Edible Schoolyard.
- Students will have the opportunity to play the piano in the Stiern piano lab and at 5 additional schools with the support of VAPA music teachers.
- School gardens will be revitalized.
- Small group literacy support during the STEAM Academy

Curriculum and Instruction

English / Language Arts:

- Conducted a Literacy Evaluation and will develop a Literacy Framework from the results
- Will increase available culturally relevant book titles to libraries
- Will increase culturally relevant book titles for classroom libraries
- Shifting the Balance book study professional development for site leaders will continue
- Literacy professional development will be provided focused on building a culture of literacy
- Professional development will be provided focused on phonics, phonemic awareness and word work

Mathematics

- Will implement Next Gen at all school sites to support classroom instruction, including a district pre/post-assessment
- “Back to Basics” core math concepts, conceptual understanding and math manipulative training

Science:

- Teachers will continue to receive on-going professional development, coaching, classroom modeling, and instructional support to successfully implement the new Science adoption curriculum
- Will review and reintroduce the core components of the integrated science approach

HSS

- Framework implementation professional development, two-part series
- Developed grades 4 and 5 units of instruction for multiple subject teachers and will provide support
- Created a foundation of Content Literacy Inquiry and Civic (CLIC) engagement components and will support teachers that will implement the components

PLTW/ E-Sports

- Creation of a Middle School E-sports League
- Distribution of required equipment for participation in Esports at three of the nine middle schools/junior high schools.
- Piloted Middle School Esports League at three of the nine middle schools/junior high schools and will continue the program
- Increase of PLTW overall program to 25 sites, inclusive of all 11 PLTW Gateway Sites(MS/JH) and 15 PLTW Launch elementary sites that will continue in the new school year
- Apple Teacher Certification opportunity for all teachers
- Enhanced Pathways of instruction at the PLTW Gateway sites

NTD:

- Improved New Teacher Orientation with more emphasis on site-based need and will provide support
- Will continue to embed Culture of Literacy into professional development
- Mentors will focus on deepening teacher reflection through the use of transformative questions
- 78 teachers recommended for CA Clear Credentials and will continue to provide support for teachers to clear their credentials
- Provided CSET support for interns and teachers on permit and will continue to provide the support for teachers

- Provided TPA and RICA support for induction candidates with Executive Order exceptions and will continue to provide the support for new teachers in the 22-23 school year
- Will work with partner universities to keep teachers in training on track during COVID restrictions
- Will support ongoing development of mentors to provide best mentoring to teachers in our programs
- Will keep mentor observations going through use of video and in person

KUTR:

- Will continue to train 19 teachers to start in classrooms beginning in 2022-23
- Have former KUTR residents join the KUTR mentoring team
- Will conduct mentor walks to improve mentor practices
- Had a higher success rate with course and testing completion than any previous cohort and will continue the support to ensure a high success rate
- Will collaborate in the partnership to ensure coursework reflects District practices
- Will improve site administrator training and communication
- Education Specialist Residency - Bakersfield will be added in 22-23 based on need

Multilingual Education Programs

- The Biliteracy Pathway Recognition was presented to Dual Immersion students in grades kindergarten, third, sixth, and eighth, for having demonstrated progress toward proficiency in listening, speaking, reading, and writing in Spanish in addition to English and will continue the process
- School sites will utilize the LAS Links assessment of progress/monitor student's growth in Spanish in the Dual Immersion program
- MEP program specialists will provide ongoing support and resources to school sites
- District instructional and program specialists will continue to refine/improve the consistent implementation of effective strategies from the English Learner Toolkit of Strategies

- DELAC parents will receive ongoing professional learning during each meeting on a variety of topics that include: English Learners, SEL, Technology tips, reclassification requirements
- Classroom teachers from each elementary school will participate in the English Learner Toolkit of Strategies training
- Middle/Jr. High school teachers will participate in English 3D trainings and receive support in the program
- BrainPOP EL professional development for teachers and program implementation in the classrooms to support English Language Learners as an additional resource
- School and district administrators will continue their professional growth in:
 - Understanding language acquisition theory and methodology,
 - Best practices for leading school sites in implementing research-based instructional strategies
 - Best practices for site program design
 - High-leverage strategies for increasing language acquisition

Goal 2: Social Emotional Learning (SEL)

- Hired 41 new behavioral intervention specialists (bringing the total to 87) to ensure each school site had 2 behavioral intervention specialist to continue to support the MTSS process
- Offered 67 hours of induction training to all new behavioral intervention specialists and will continue for the 22-23 school year
- Hired new associate school workers and youth services specialists to increase mental health and mentoring services to students that will provide support to students in the coming ensuing school year
- MTSS academic coaches became trainer of trainers on adult wellness, employee engagement and compassion fatigue to support staff at school sites
- Parent University had a new SEL course added that focused on parent self-care that will continue in 22-23 school year
- Summer Institute training will have keynote speaker/presentation (2 hours) to focus on adult self-care
- Created a “look-fors’ guide on targeted behavioral interventions for behavioral intervention specialists to ensure consistency across interventions and supports that will be used with classroom observations

- Developed a virtual guide for providing mental health supports to student in virtual learning (facilitated by behavior specialist) to be used during virtual and in person instruction
- Introduced a Mindfulness program to students receiving tier 2 supports. The new program (MINDUP) addresses neuroscience and supports student self-regulation; staff will be able to implement strategies in the 22-23 school year
- School sites signed up to receive professional development from their assigned MTSS coach in the area of self-care. Teachers developed self-care plans and created goals towards health and wellness that will continue during the 22-23 school year
- Partnered with local community agencies to improve communication between agencies and streamline student supports for mental health; the work that was developed will continue to be implemented in 22-23 school year

Goal 3: Family and Community Engagement (FACE)

- Parent University to remain as a Hybrid model with virtual and in-person opportunities
- Partnership with Bakersfield College to offer Credit/No Credit courses to Parent University, parents can earn an Early Care Education Certificate
- District-wide parent education sessions held virtually in collaboration with community partners; Kern County Superintendent of Schools, Dignity Health, Bakersfield Police Department etc. and will continue to do so as needed
- Developed a memoir-writing class for families to encourage and promote literacy, and to create their own memoir as a keepsake to share with their children and will offer the writing class in the 22-23 school year
- Increased culturally responsive and family-focused parent education sessions to include; i.e. Parents on a Mission, Los Niños Bien Educados, and Soulful Parenting; the sessions will continue again in 22-23 school year
- Loving Solutions and Parent Project 10-week courses will be offered
- Parents as Leaders (PALs) continues to recruit new parents and retain current parent leaders each year
- PALs support the FACE Liaison with events such as family quarterly education nights, Parent Cafés, workshops, and recruitment of other parents
- Parent Leadership Academies will provide skills, goal setting, and practical methods for parents to serve as a positive parent leader for their school and district

- Parent Resource Centers at 38 of 44 school sites, with one brand new one being added in 22-23 school year
- Full time FACE Liaisons at all 44 school sites

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 Junior High

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 and plan development. The planning process includes: Principal Overview, Site Leadership Team meeting, Principal & Support Staff SPSA Training, Stakeholder input, and ongoing development meetings. Emerson had personalized training with the District Support Team to review CSI eligibility, California School Dashboard, Student Group Analysis, and the next steps. The Comprehensive Needs Assessment (CNA) process comprised 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 identify 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 Executive 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 in need for revision, to best meet the school and district goals.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Bakersfield City School District (BCSD) believes the most comprehensive plans include a development process where input on the various district programs and services provided to students, includes meaningful engagement with all educational partners and work as partners. A process that encourages diverse perspectives and partners to work together to accomplish the following objectives:

- A. As a district, continuing to inform our educational partners of updates and progress made towards meeting the established district goals
- B. As partners continuing to share experiences, needed changes, or additions to current actions to effectively meet goals

The process to engage partners allows for broad groups of individuals to all have an opportunity to hear about the progress, understanding the needs of students and families by learning about the results from local LCAP community surveys, as well as local and state metrics. This is followed by opportunities to provide input, and support through meaningful feedback on the development and or revision of the new LCAP. Every year the district collects feedback using the following strategies: student, parent, and community surveys, student focus groups, administrative leadership meetings, parent/partnership committee meetings, town hall gatherings, and meetings with certificated, classified, and trades associations representing their members.

While BCSD values and considers all feedback, consideration is taken when the feedback is directly aligned to the district's goals and identified needs. Feedback not aligned is always considered, however, not all expressed needs can be addressed in the LCAP because of the limited LCFF resources available. During the 2021-2022 school year, the district engaged with educational partners as follows:

- Board meetings: board study presentation on LCAP Goals 1 and 2, prior to the public hearing, Public Hearing of the 2022-2023 LCAP board members, and Adoption of the 2022-2023 LCAP board meeting
- Input through surveys: 2021-2022 LCAP Community Feedback Surveys
- An LCAP Town Hall meeting where teachers, parents, and community members were in attendance
- Parent meetings including: Parent University, District English Language Learners Committee (DELAC), Regional Advisory Committee (RAC), Special Education Community Advisory Council (CAC) to SELPA, District Advisory Committee (DAC), District African American Parent Advisory Council (DAAPAC)
- Student focus groups and surveys
- Monthly Administrative Leadership Institute (ALI) meetings with principals
- Meetings were held with representatives from all bargaining units including LiUNA, BETA, and CSEA, representing laborers, certificated staff, and classified employees.

During board meetings, parents, community members, educational partners were encouraged to give public comments regarding the revision to the LCAP as well as the development of actions for the coming year by expressing their needs and concerns regarding the next phase of development. In addition, presentations on the progress of current LCAP action implementation and budget were presented, and board members asked clarifying questions and comments on goals, actions, and input from community members.

The district administration of the 2021-22 LCAP Community Feedback Survey parents, community members and partners, classified employees, certificated employees, and administrators, provided input on the District's goals, initiatives, and investments to improve student outcomes. There were a total of over 1,800 responses provided.

The district held an annual Town Hall meeting on April 7, 2022, via Zoom, to provide parents, teachers, community members and other educational partners an additional opportunity to give input on the development of the 2022-23 LCAP plan.

Parents were invited to attend the regularly scheduled monthly committee meetings and the Assistant Superintendent provided them with an overview of the goals, actions, and the intent of the LCAP development process. Parents were encouraged to provide feedback during the meeting, after the meeting through email, or by calling directly to the Assistant Superintendent's office. The DELAC parents presented the Superintendent with recommendations through the formal input process and the Superintendent provided a written response to the input which was presented to parents of EL students during a scheduled DELAC meeting.

Throughout the year, the district conducted the California Healthy Kids Survey to determine the safety and connectedness of students. The administrative team then followed up with a focus group consisting of student representatives and met with them via Zoom in the Spring to provide formal and informal input on the development of the LCAP.

The Assistant Superintendent reviewed the LCAP Goals and Actions with site principals as part of the Administrator Leadership Institute to ensure alignment of the School Plans for Student Achievement goals and actions aligned with the plan. The Superintendent ensured plans were reviewed for alignment between the LCAP and SPSA's.

Local bargaining unit representatives met with the Superintendent and Assistant Superintendent to review the progress toward LCAP goals and had the opportunity to provide input on existing actions and the recommended revisions for the development of the new LCAP.

The district consulted with its Special Education local plan area administrators (SELPA) to ensure actions specific to meet the identified needs for pupils identified with exceptional needs are addressed in the development of the LCAP.

The Superintendent and Assistant Superintendent met with the District Advisory Parent Committee and parents acknowledged the positive impact of different components the LCAP has in place including actions to address chronic absenteeism, student opportunities for increased socialization, mental health supports, and summer school. Parents in attendance expressed the positive contributions of the work of Family and Community Liaisons.

Before the adoption of the 2022-23 LCAP at the June 28, 2022 Board meeting, the public hearing was held on June 14, 2022, to seek recommendations, comments, and input from the public. The agenda for the public hearing was posted on June 10, 2022, and included information regarding the time, location and where the LCAP could be accessed for review. An invitation to submit written comments regarding the specific actions and expenditures included in the LCAP was included as part of the posting. During the meeting, board members asked questions and gave input regarding action steps and listened to comments from parents, community members, and staff regarding content specific to the actions in the LCAP.

A summary of the feedback provided by specific educational partners.

As a result of the engagement and feedback from educational partners, both strengths and areas of continued need were identified as a result of the analysis of their feedback. While not all specific feedback given is included, some of the trends that emerged are listed below:

Major Themes:

- EL Support (DELAC parents)
- Social Emotional Support (post pandemic SEL Toolbox) (Parents, DELAC, DAAPAC, teachers, SELPA)
- Student Engagement Activities (DAAPAC, teachers, Student Council, LCAP Community Survey responses)
- Extended Learning Opportunities (Parents, DAC, DELAC, DAAPAC, SELPA)
- Staff support (Teachers, Student Council)
- Academic Support for staff and/or students (Parents, DELAC, teachers, Student Council, SELPA)
- Parent communication (Teachers, LCAP Community Survey responses)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

While Bakersfield City School District considers all feedback in relation to the district goals of Academic Achievement, Social-Emotional Learning, and Family and Community Engagement, not all expressed needs can be addressed in the LCAP actions due to the limited LCFF resources. However, some feedback has been addressed through the development of other district plans, including the ESSER III Expenditure Plan, and the Educator Effectiveness Grant.

The following considerations were taken into account in combination with local data indicators and revisions to the LCAP were made in response to our engagement opportunities from educational partners:

Goal 1: Academic Achievement: The Bakersfield City School District is committed to ensuring the academic achievement of all students through culturally responsive and high-quality teaching and learning, where all students are supported in a multi-tiered system of supports to reach grade-level mastery of all content standards.

The district will continue with academic support for learning for both students and staff, as well as provide extended learning to mitigate the impact of COVID. Based on the feedback from parents, the needs of English Learners continue to be improved through monitoring, training for staff and administration and by providing opportunities to extend learning. Actions: 1.23, 1.26, 1.29, 1.30, 1.31, 1.32, 1.38, 1.39, and 1.44

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, through a culturally responsive and trauma-informed multi-tiered system of support.

Based on the feedback from educational partners, the district will continue to focus on meeting the social-emotional needs and continue to provide support to re-engage students in schools. Actions: 2.3, 2.5, 2.6, 2.7, 2.9, 2.18, 2.20, 2.24

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 feel supported at home and at school. Actions 3.1-3.7

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 are met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards.

- Priority 1: Increase literacy rates for all students by more than one year of growth in one year of time.
- Priority 2: Increase mathematical proficiency rates for all students by more than one year of growth in one year of time.
- Priority 3: Increase language proficiency rates for all English learner students by one level annually.
- Priority 4: Increase access to science and social studies content in all elementary classrooms through an integrated instructional approach.
- Priority 5: Increase access to technology, engineering, and the arts in all classrooms through an integrated instructional approach.

An explanation of why the LEA has developed this goal.

The Bakersfield City School District identified the following Goals:

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, showed a need to adjust our instructional program elements, including our instructional approaches, to meet the needs of our students. For the 2022-23 school year, prioritization of grade-level mathematical concepts and reading, combined with social-emotional supports, will continue to be essential to support all students in meeting grade-level expectations to address learning loss. With the continued impact from the pandemic, monitoring student growth will ensure that we will provide equitable services for our Foster students, ELs, and Homeless and ensure they receive the support and services they need.

The unique circumstances of the transition back to physical schooling introduced 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 came back to their former schools, others have chosen to remain virtual and thus extended the impact of not being in-person to receive instruction. 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 is essential that we engage with our educational partners 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
<p>Priority 1a)</p> <p>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</p>	<p>1a)</p> <p>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</p>	<p>1a)</p> <p>15.19% of teachers were not fully credentialed and .05% of teachers held credentials, permits or waivers and were not otherwise authorized for the assignment in 2020-2021 as determined by the CALSAAS Report</p>			<p>1a)</p> <p>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.</p>
<p>Priority 1b)</p> <p>Basic Services: Pupils in the schools district have sufficient access to the standards-aligned instructional materials</p>	<p>1b)</p> <p>100% of students have access to standards-aligned materials as determined by the Williams textbook sufficiency report.</p>	<p>1b)</p> <p>100% of students continue to have access to standard-aligned materials as determined by the Williams textbook sufficiency report.</p>			<p>1b)</p> <p>Maintain 100% of students having access to standards-aligned materials as determined by the Williams textbook sufficiency report.</p>

<p>Priority 1c)</p> <p>Basic Services: school facilities are maintained in good repair</p>	<p>1c)</p> <p>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</p>	<p>1c)</p> <p>100% of school sites continue to have an overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) self-administered report for 2021-2022</p>			<p>1c)</p> <p>Maintain 100% of school sites with an Overall rating of “Good” or “Exemplary” as determined by the Facilities Inspection Tool (FIT) during Williams Visitations.</p>
<p>Priority 2a)</p> <p>Implementation of state board adopted academic content and performance standards for all students</p>	<p>2a)</p> <p>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</p>	<p>2a)</p> <p>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</p>			<p>2a)</p> <p>By 2023-2024 Attain a rating of 5 (Full Implementation and Sustainability) as measured by the Self Reflection Tool for progress in implementing programs aligned to the recently adopted academic standards and/or curriculum frameworks for ELA, ELD, Mathematics, NGSS, History-Social Science, and other adopted academic standards.</p>
<p>Priority 2b)</p> <p>How the programs and services will</p>	<p>2b)</p> <p>All English learners receive daily designated and</p>	<p>2b)</p> <p>All English Learners continue to receive daily designated and</p>			<p>2b)</p> <p>All English learners will continue to receive daily designated and</p>

enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency	integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations	integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom observations			integrated ELD to gain academic content knowledge and language proficiency as determined by lesson plans and classroom I can 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) CAASPP was not fully administered in the Spring of 2021. District is reporting local data for ELA and Math STAR <ul style="list-style-type: none"> 25.4% of students tested in STAR Early Literacy for grades K-1 were proficient in Reading based on the 2021-22 Winter Administration 27.2% of students tested in STAR Reading for grades 2-8 were proficient 			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

		<p>in Reading based on the 2021-22 Winter Administration</p> <ul style="list-style-type: none"> 34.1% of students tested in STAR for grades 2-8 were proficient in Math based on the 2021-22 Winter Administration <p>2020-2021 CAST Not administered The most recent data is 2018-2019 CAST All Students Group 15.57% Met or Exceeded Standard</p>			
Priority 4b) UC or CSU Entrance Requirements	4b) N/A	4b) N/A			4b) N/A
Priority 4c) Percentage of pupils who have successfully completed courses	4c) N/A	4c) N/A			4c) N/A

satisfying CTE Pathways					
Priority 4d) Students who have successfully completed courses described in 4b & 4c	4d) N/A	4d) N/A			4d) N/A
Priority 4e) English Learners making progress towards English Proficiency as measured by the ELPAC	4e) 45.7% of English Learners are making progress towards English Proficiency as measured by the ELPAC and Reported in the Fall 2019 Dashboard	4e) 26.1% of students are making progress towards English Proficiency as measured by the BCSD English Learners Progress Indicators (BELPI) given the suspension of the Fall 2021 Dashboard			4e) 100% of English Learners are making progress towards English Proficiency as measured by the ELPAC.
Priority 4f) English Learner Reclassification Rate	4f) 14.7% Reclassification Rate as reported on Dataquest for 2019-2020	4f) 7.3% Reclassification Rate as reported on the Dataquest for 2020-2021			4f) Increase the Reclassification Rate to 15% as reported on Dataquest for 2023-24
Priority 4g) Pupils who have passed an AP Exam with a score of 3 or higher	4g) N/A	4g) N/A			4g) N/A
Priority 4h)	4h) N/A	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 continue to have access to and enrollment, in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.			7a) 100% students will continue having access to and enrollment in a broad course of study including courses described under EC sections 51210 and 51220 (a)- (i), as measured by master schedules and class rosters.
Priority 7b) Programs and services developed and provided to unduplicated pupils	7b) 100% of Low-Income, Foster Youth, and English Language Learner students have access to enroll in programs and services developed and provided to unduplicated pupils, as measured by master schedules and class rosters.	7b) 100% of Low-Income, Foster Youth, and English Language Learner students continue to have access to enroll in programs and services developed and provided to unduplicated pupils, as measured by master schedules and class rosters.			7b) 100% of Low-Income, Foster Youth, and English Language Learner students will continue to have access to enroll in programs and services developed and provided for unduplicated pupils, as measured by master and class rosters.
Priority 7c) Programs and services developed and provided to	7c) 100% of individuals with exceptional have access to enroll in	7c) 100% of individuals with exceptional continue to have			7c) 100% of individuals with exceptional needs will continue to

individuals with exceptional needs	programs and services developed for individuals with exceptional needs according to their IEP	access to enroll in programs and services developed for individuals with exceptional needs according to their IEP.			have access to enroll in programs and services developed for individuals of exceptional needs in accordance with their IEP.
<p>Priority 8a)</p> <p>Outcomes in a broad course of study. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable</p>	<p>8a)</p> <p>BAS</p> <ul style="list-style-type: none"> ● 43.45% of students in grades K-2nd Met Reading Expectations in 2019-2020 by the 2nd Administration <p>STAR</p> <ul style="list-style-type: none"> ● 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 	<p>8a)</p> <p>BAS</p> <ul style="list-style-type: none"> ● 31% of students in grades K-2nd Met Reading Expectations in 2021-22 by the 2nd Administration <p>STAR</p> <ul style="list-style-type: none"> ● 38% of students tested in STAR for grades K-2nd were proficient in Reading based on the 2021-22 Winter Administration ● 40.1% of students tested in STAR for grades K-2nd were proficient in Math based on the 2021-22 Winter Administration 			<p>8a)</p> <p>BAS</p> <ul style="list-style-type: none"> ● 60% of students in grades K-2nd will have Met Reading Expectations by the 2nd Administration in 2023-24 <p>STAR</p> <ul style="list-style-type: none"> ● 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

CORE GROWTH

- 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

CORE GROWTH

- 73.78% Students assessed mid-year in TK using the Kindergarten Screen Tool (KST), scored at average readiness skills for T-Kindergarten in 2021-22

NEW BASELINE

BAS

- 31.33% of students in grades K-1 Met Reading Expectations in 2021-2022 by the 2nd Administration

STAR

- 25.4% of students tested in STAR Early Literacy for

will be proficient in Math based on the 2023-24 Winter Administration

CORE GROWTH

- 80% of students assessed mid-year using the Kindergarten Screen Tool (KST) scoring average readiness skills for T-Kindergarten in 2023-24

New Desired Outcomes based on 2021-22 baselines

BAS

- 55% of students in grades K-1 will have Met Reading Expectations by the 2nd

		<p>grades K-1 were proficient in Reading based on the 2021-22 Winter Administration</p> <ul style="list-style-type: none"> ● 27.2% of students tested in STAR Reading for grades 2-8 were proficient in Reading based on the 2021-22 Winter Administration ● 34.1% of students tested in STAR for grades 2-8 were proficient in Math based on the 2021-22 Winter Administration <p>CORE GROWTH Full Year Inventory (FYI) (Dec. 1st - Dec.</p>			<p>Administration in 2023-24</p> <p>STAR</p> <ul style="list-style-type: none"> ● 40% of students tested in STAR Early Literacy for grades K-1 will be proficient in Reading based on the 2023-24 Winter Administration ● 40% of students tested in STAR Reading in grades 2-8 will be proficient in Reading based on the 2023-24 Winter Administration ● 50% of students tested in STAR for grades 2-8 will be proficient in Math based on the 2023-24 Winter
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		<p>17th) for grade TK</p> <p>Major Areas:</p> <p>Social Emotional Self 78.29%</p> <p>Language and Literacy 43.85%</p> <p>Mathematics 35.46%</p> <p>Physical Development 73.27%</p> <p>Arts & Science 71.29%</p>			<p>Administration</p> <p>CORE CROWTH by 2023-24</p> <p>Full Year Inventory (FYI) will score the following by December for grade TK</p> <p>Major Areas:</p> <p>Social Emotional Self 90%</p> <p>Language and Literacy, 65%</p> <p>Mathematics, 50%</p> <p>Physical Development, 85%</p> <p>Arts and Science 85%</p>
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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. This support will effectively engage students in learning and make progress towards meeting the California State Standards for all student subgroups.	\$2,817,583	Y
1.2	School-based Targeted and Tiered Student Support	<p>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.</p> <p>Student goal setting will be an integral part of the learning for all students to instill self-efficacy and student agency.</p> <p>We will direct funds to provide services/support to address the Academic, Social-Emotional Learning, Family and Community Engagement, and adverse effects of the pandemic through:</p> <p>Planned expenditures are established based on consultation with School Site Councils.</p>	\$12,320,434	N

		<p>Title I, Part A supports include:</p> <ul style="list-style-type: none">• 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; Supplemental curriculum, leveled readers, classroom libraries, consultants, duplication, technology, materials, and activities to implement interventions, as well as certificated and classified support staff to provide supplemental intervention instruction and support. Small group instruction in reading and other subject areas will be a teaching strategy to provide intervention and acceleration of learning. Unfinished learning will be addressed during the small group instruction. Enrichment will also be part of the instruction that will be provided for students that are at or above grade level.• 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, extracurricular activities, and SEL materials.		
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		<ul style="list-style-type: none"> • 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 At-Promise, 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 cafés 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 account technician will provide the centralized technical assistance to school sites. Support included: online program for school plans, conferences and training on federal guidelines, as well as supplies and equipment to monitor and implement federal programs.	\$644,162	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 600 students or more for a total of 37 Vice-Principals.	\$6,061,351	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, 14 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.	\$3,341,084	Y
1.6	Coaches, Program Specialist, Coordinator	Five Coaches, five Program Specialists, two Behavioral Health Specialists, and one Coordinator 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.	\$1,912,115	Y

1.7	EL Specialists	Five specialists to 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.	\$1,324,046	Y
1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	In order to address the need for teachers who are appropriately credentialed in school with high percentage of students of low-income students, one coordinator, thirty resident mentors, thirty resident teachers, six specialists, three clerical staff, and approximately one hundred fifty new teacher mentors to increase the quality and effectiveness of new classroom teachers to meet the academic needs of all students including Low-Income, Foster Youth, and English Learners. Provide ongoing and individualized intensive professional learning and support in both content and pedagogy to all new teachers and teacher residents, which will result in continued academic growth in all content areas for students. Clerical staff will support teachers and specialists with coordination of professional development, completion of forms, and daily operations in New Teacher Development to assist new teachers and residents to improve their pedagogy as they work with unduplicated pupils.	\$3,624,149	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	\$2,994,543	Y

		<p>the curriculum, including digital media literacy, research strategies and use of resources.</p> <ul style="list-style-type: none"> • (32) 8 Hour Library Media Assistants • (12) Computer Technicians • (1) Library Media Instructional Specialist <p>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.</p>		
1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor at Focus-Schools	<p>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:</p> <ul style="list-style-type: none"> • Teacher Intervention Specialist (Casa Loma, Fremont) • Teacher on Special Assignment- TOSA (Hills) • Teacher Tutor (Longfellow) • Academic Coach (Emerson, 2- King, Munsey) 	\$1,182,516	Y
1.11	Executive Development Program (NCEE)	<p>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</p>	\$131,620	Y

		understand the diverse needs of students and can set up systemic structures that support equitable programs aligned to improve conditions, will be supported by the professional development from the Executive Development Program through the National Center on Education and the Economy (NCEE) in all 44 schools (formerly NISL).		
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.	\$150,000	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	\$500,000	Y

		needs of students post the pandemic. (Consultants and release time)		
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. Cross-grade level articulation will be embedded throughout the professional learning so that teachers have an understanding of alignment of various grade level standards and determine key learning skills, standards, and learning progressions.	\$9,801,875	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,	\$277,693	N

		Physical Education, and all other areas aligned to the Individualized Education Plans.		
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.	\$73,486	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 professional learning opportunities for teachers and support staff. Professional learning will be provided 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. This action will be deleted for 2022-23 and supports for gaming and coding applications will be aligned with action 1.30	\$00.00	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	\$4,434,428	Y

		Low-Income, Foster Youth, and English Language Learners is essential and supported through student access for 1:1 devices at school and at home. Updated technology equipment to support teaching and learning will be provided at 44 school sites.		
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 STEAM resources, instructional manipulatives for all content areas, and access to student novels in efforts to support the continued academic progress, and reduce the impact of learning loss as a result of the pandemic, will be provided.	\$220,000	Y
1.20	Online Learning Systems and Resources	<p>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 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.</p> <ul style="list-style-type: none"> ● (1) Coordinator, Educational Technology, Data & Analysis ● (2) Educational Technology Data & Assessment Analysts 	\$827,808	Y
1.21	EL/RFEP Monitoring System	The need to continue to provide support for students making the necessary progress in language	\$3,311,644	Y

		acquisition and after being reclassified as Fluent English Proficient (RFEP) through the implementation of the monitoring system, will support the school sites and district to intervene and align the resources to meet each student's needs.		
1.22	Upgraded Libraries and Classroom Libraries & Spaces, Resources for Teachers	Increase the access for Low-Income students to upgraded 21st century libraries and classroom library spaces and by providing access to culturally responsive texts, literature, and resources for classroom teachers to promote and address the need to increase the independent reading levels of students as a result of learning loss experienced by the pandemic.	\$2,114,513	Y
1.23	Increase Access for Extended Learning Program Academies	Increase the access for all students including Low-Income, Foster Youth and English Learners to enroll in the Extended Learning Program Academies after school at all 44 schools that promote opportunities to extend learning through Literacy, Mathematics, and STEAM instructional support to reduce learning loss. By increasing access to more students, levels of literacy and after school support and intervention for students who may be struggling to meet state academic standards as a result of the pandemic.	\$6,194,078	N
1.24	GATE, Professional Learning and Certification	The need to increase access to cognitively demanding experiences for all students including Low-Income students, Foster Youth and English Learners and eligible for the Gifted and Talented Education Program (GATE), by providing professional learning for current and future GATE certified teachers for continued support of inquiry-based learning pedagogy and social emotional learning resulting in increased academic achievement. Professional learning will also ensure GATE	\$1,673,631	Y

		<p>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.</p>		
1.25	Dual Immersion, Multilingual Programs	<p>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 Multilingual Education Programs in the District, to increase access for EL students whose primary language is 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. The district will increase teachers at Harris to follow the grade level progression according to the growth of the program.</p> <ul style="list-style-type: none"> ● Teachers (Voorhies-19, Harris-9, Walter Stiern-3) ● TOSA (Harris) 	\$4,118,145	Y

1.26	VAPA in Grades 3rd-8th, Performances, Multimedia	<p>In order to increase access to comprehensive visual and performing arts opportunities for all students in grades 3rd-8th and principally directed to meet the needs of Low-Income students, Foster Youth, and English Language Learners, additional staff is needed to provide student instruction, coordinate performances, and give students the opportunity to learn an instrument, join choir, take part in theater performances, engage in multimedia and performing arts. The secretary and clerk will ensure equipment is properly assigned, distributed, collected, and communication is disseminated to families.</p> <ul style="list-style-type: none"> ● 11 Music Teachers ● 5 Choir Teachers ● 2 Academic Coaches ● 1 Coordinator ● 1 Secretary ● 1 Clerk 	\$3,097,725	Y
1.27	PLTW 6th-8th, Professional Learning, Certification, Technology	<p>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.</p>	\$755,382	Y
1.28	Project Launch K-6th, Teacher and Support Staff Training, Curriculum, Materials, Technology, Extra Time	<p>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 ongoing teacher and support</p>	\$537,618	Y

		staff training, curriculum access, instructional materials, technology, seating materials, storage, and extra time for teachers by 2026.		
1.29	Achievement Academy	The need to provide all unduplicated students and principally targeting Low-Income students who have been struggling academically with increased cultural awareness, mentoring, development and strengthening of self-esteem & self-efficacy to 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 P.R.O.U.D. Achievement Academy.	\$944,083	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.	\$425,000	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.	\$2,469,076	N
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	\$137,663	N

		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.		
1.33	Homeless Case Management	<p>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.</p> <ul style="list-style-type: none"> ● 1 clerk ● 5 FACE Liaisons/Driver ● 1 District Liaison Homeless Foster 	\$635,584	N
1.34	Foster Youth Support and Services	In order to increase and improve the services to meet the needs of students identified as Foster Youth, students identified will be provided with transportation to their school of origin, needed support and services related to establishing educational stability and continuity any other services, as needed. Training and access to Foster Focus will support faster identification and delivery of services to Foster Youth.	\$165,000	Y
1.35	Coordination of Supplemental Programs	<p>California State Preschool</p> <p>In order to increase and improve coordination of supplemental programs to meet the needs of Low-Income students and 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 in grades K-8th with unique needs as a result of disruption to their education due to high mobility due to parents migrating in search for work. Compensatory Education</p>	\$85,749,173	N

Coordination of Professional Learning and Assistance to Schools to meet the needs of students eligible for Title I services through District Title I Initiatives:

Professional Learning

Professional Learning is provided to Pre-K through 8th grade teachers, principals, paraprofessionals and other staff to ensure instruction by highly qualified teachers and provide ongoing professional learning to improve instruction and use of data. Our Professional Learning System (PLS) enhances educator’s expertise to increase students’ capacity to learn and thrive through a variety of professional learning opportunities for staff during the summer and school year. The PLS is developed to reflect focused, sustained learning that allows staff to acquire, implement, and assess improved practices. Through a recent evaluation of the district literacy program, program the following priorities were identified and will be addressed at the site and district level through professional development and curriculum planning:

- Increase the frequency and rigor of collaborative conversations
- Ensure an explicit, systematic phonemic awareness and phonics instruction
- Strengthen the elements of balanced literacy
- Increase student content building and integration
- Address Learned Helplessness
- Ensure alignment between instructional standards, lesson purpose and task
- Formalize writing instruction

PLS opportunities include: PD and Coaching Support from Curriculum & Instruction Certificated Specialists to Title I schools on K-8 CCSS ELA/ELD, Math, NGSS, History Social Science. Balanced Literacy

Strategies, Guided Reading, Writing Strategies, the CRA (Concrete Representational - Abstract) Math strategy, Intervention Strategies, support for new curriculum/intervention programs, and Social-Emotional Learning. PD consultants, conferences and travel, extra time to plan and participate in District and Site led PD, as well as the needed materials, books and equipment:

Summer Institute provides professional learning in knowledge of content required to meet state and district outcomes for students, as well as the use of universal and linguistically and culturally responsive materials.

Conferences/PD Consultants include:

- Virtual Modules Of Shifting The Balance and The Phonemic Awareness And Phonics Instruction
- ACSA Summer Leadership Institute for: New Principals, VP's, and Academic Coaches
- Solution Tree Professional Learning Community Summer Summit/Conference
- Cognitive Coaching
- Fountas and Pinnell Leveled Literacy Intervention
- Point Loma Univ. Center for Excellence in Learning for Reading and Language Arts Added Authorization
- Renaissance Learning
- MTSS Professional Learning Institute
- Project Lead the Way Teachers attend specialized courses for one week throughout the course of the year or summer.

#2 Assistance to Schools

TK/K spring orientation for students and parents to support the effective transition of participants into elementary school.

Outreach to find students at risk of not attending.

National Youth Sports Program

Online Programs/License to support Title I

Schools: Renaissance Assessment and Learning Platform, Achieve 3000, Accelerate Learning, Admin Support Services, Brain pop, WE Video, Mystery Science, Next Gen Math

Project Lead The Way (PLTW) - STEAM based supplemental curriculum and PLTW Expansion: Laptops or iPads for students with full processors are required to implement the program. Robotics Supplies to support Summer Institute to prepare will allow PLTW teachers to have a foundational understanding of how to build, code and modify robots, computer software and implement prior to the start of school.

Migrant

Title I, Part C - Migrant Program funds provide 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).

Supporting Effective Instruction -

Title II Funds support the District's Professional Learning System (PLS) which contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources. District departments including Educational Services, Curriculum and Instruction, Multilingual Education

Programs, New Teacher Development, State & Federal Programs, Instructional Support Services, Human Resources and Extended Learning Programs analyze multiple measures in order to determine the appropriate professional development activities to support schools. This analysis occurs during weekly Director team meetings, LCAP development meetings and surveys, and district parent advisory council meetings.

The District's system of professional growth and improvement, including induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership include the following:

- New Teacher Development Department staff and supports
- Curriculum and Instruction Department staff and supports
- Special Education Department staff and supports
- Summer and School Year PD opportunities
- District Teacher Leadership Teams and District Advisory Committees
- Summer Institute
- NISL
- Monthly Administrative Leadership Institutes
- BCSD Service Delivery Model
- Cognitive Coaching
- District Title I Initiative for Professional Development supports including staff, consultants, conferences, and materials

English Learner

Coordination of services for English Learners and students identified as Immigrants using Title III funds.

		<p>Services include: professional learning for teachers, administrators, school and community-based organizational personnel, Program Specialists, and support to enhance instructional opportunities.</p> <p>Extended Learning Opportunity- Programs in coordination with 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, Supplemental Physical Education supports, and Project Lead the Way.</p> <p>Additionally, this includes equitable services provided within Title I (Part A & C), II, III, IV.</p>		
1.36	CSTEM and Robotics	<p>In order to improve the academic performance and outcomes on the California Science Test, mathematics, and to increase access to CSTEM and Robotics for all students including Low-Income, Foster Youth, and English Learners in grades K-8th grade, students will receive the needed equipment and manipulatives during lessons aligned to the Next Generation Science Standards and Computer Science Standards.</p> <p>Teachers and school staff will receive the necessary support on the appropriate use of supplemental materials, have opportunities to learn the scientific</p>	\$200,000	Y

		knowledge and technology grounded in the latest research, and experience what works. Teachers and school staff will attend professional development on; incorporating science and engineering practices; computer science standards into instruction; using project based learning; and other instructional strategies.		
1.37	Engage in Civic Projects 4th-8th	<p>In order to address the increased need for Low-Income students in grades 4th-8th, to have access and opportunities to engage in civic projects, build their understanding of their potential to make a positive impact in their community, History-Social Science teachers will work with the TLT (Teacher Leadership Team) to provide feedback on implementation, lesson development, instructional materials, technology, and components to support History-Social Science standards. Students will participate in field trips and have opportunities for collaboration with community agencies by conducting local community civic projects based on local needs, under the supervision of a teacher. Teachers will be paid extra time to attend meetings and collaborate with the district's TLT, chaperone and supervise students as needed to carry out their projects, attend professional development opportunities, and purchase the materials necessary for instruction.</p> <ul style="list-style-type: none"> • 1 teacher per school site (44 schools) 	\$200,000	Y
1.38	English Learners Tutoring and Saturday Academies	Efforts to increase access to supplemental learning opportunities for students identified as English Learners through after school tutoring and support, as well as Saturday Academy sessions. Staff paid to tutor will provide students additional time for acceleration of language acquisition to ensure all EL students can attain English Proficiency prior to	\$200,000	Y

		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.		
1.39	Increase supports for Long Term English Learners (REVISED)	<p>In order to address the significant one-year increase in LTEL and AR-LTEL counts from the 2019-20 to 2020-21 school year stemming from the impact of the COVID-19 pandemic, all Middle Schools and Junior Highs will determine individual needs and strategies and provide extra time for teachers. Teachers will provide additional opportunities to engage students in language acquisition by providing instruction to increase listening, speaking, reading and writing skills through meaningful and standards aligned lessons designed to meet the individual needs of Long Term and At-Risk of becoming LTEL students.</p> <p>Extra time for teachers who choose to provide supplemental support before and after school.</p>	\$291,103	Y
1.40	TK-8th Literacy Achievement and Onboarding	<p>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 to return to school:</p> <ul style="list-style-type: none"> • Prior to the first day of instruction, schools (grades TK-8th), will provide onboarding to students and parents with the assistance of teachers, office staff, custodians, FACE staff, intervention teachers and clerical staff. Extra time provided to staff not on duty. <ul style="list-style-type: none"> ○ Schools will communicate the available supports focused on addressing the 	\$1,733,931	Y

		<p>literacy achievement gaps for all students, including unduplicated pupils</p> <ul style="list-style-type: none"> ○ 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 ● Support with the transition of students starting Kindergarten, transitioning from elementary to Jr. High and transitioning from Jr. High to High School through spring orientation. Supplies, Transportation, as well as extra time for certificated staff and FACE is provided as needed. 		
1.41	New Science Curriculum K-8th	<p>The need to provide all students including Low-Income, Foster Youth, and English Learners access to instructional materials aligned to the state’s Next Generation Science Standards by continuing to provide the support to certificated staff with the textbook adoption 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 the needs for extra support. Students will have replacement consumable books each year and teachers will receive ongoing follow-up support in the classroom from TOSA’s who will be available to assist with lesson development, classroom modeling, and provide coaching to teachers who need support.</p>	\$840,032	Y

		<ul style="list-style-type: none"> • 3 Science Teachers on Special Assignment (TOSAs) 		
1.42	School-based Student Support	<p>Provide targeted, and tiered academic interventions to implement the Common Core State Standards and address the unique needs of unduplicated students by accelerating student learning, prioritizing supports to improve and increase services for English Learners, Foster Youth, and Low-Income students, as well as school wide needs. 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 performance gaps between student groups.</p> <p>Planned expenditures are established based on consultation with School Site Councils for use of site allocated LCFF S/C funds.</p> <p>These supports include:</p> <ul style="list-style-type: none"> • Implementation of the Gradual Release of Responsibility (GRR) Model to ensure good first instruction with a focus on Learning Intentions and Success Criteria to support CCSS with targeted support and differentiation to meet individual student needs. • Targeted intervention models for literacy, writing, math, and language support to students during the school day and/or after school through supplemental targeted intervention instruction. • Tutoring and/or other extended learning opportunities that augment the core academic program; • Targeted support and interventions to address students' needs during the school day and/or 	\$3,670,208	Y

		<p>after school through interventions, extracurricular opportunities, and incentive programs.</p> <ul style="list-style-type: none"> ● Curriculum, leveled readers, classroom and library books, assemblies, field trips, transportation, duplication, technology, materials, equipment and furniture to implement interventions; and ● Certificated support staff to provide supplemental intervention instruction and support. <ul style="list-style-type: none"> ○ Teacher Intervention Specialist ○ Teacher Tutor ○ Academic Coach ○ Academic Program Leader ● Classified support staff to provide supplemental intervention instruction and support. <ul style="list-style-type: none"> ○ Instructional Aide ○ Specially Funded Clerk ● Certificated and classified extra time provided for tutoring, extracurricular activities, family and community engagement activities, as well as needed after duty hours to support planned activities. 		
1.43	School-based Professional Learning	<p>Building teacher capacity to refine a culture of high quality teaching and learning through school site professional learning to deliver Good First Instruction as well as tiered academic and social-emotional strategies to address the unique needs of unduplicated students by accelerating student learning, prioritizing supports to improve and increase services for English Learners, Foster Youth, and Low-Income students, as well as school wide needs. Site expenditures for professional learning align with</p>	\$9,259,412	Y

		<p>the State Priority Areas and BCSD initiatives, with an emphasis on low income pupils, English Learners, and foster youth to close performance gaps between student groups.</p> <p>Professional learning content includes, 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 Representational - Abstract) Math strategy, Intervention Strategies, support for new curriculum/intervention programs, Social-Emotional Learning, and coordination of Pre-K and elementary services.</p> <p>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.</p> <p>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. Schools participate in PLC grade level collaboration to gather evidence of current levels of student learning, develop strategies and ideas to build on strengths and address weaknesses in that learning, implement those strategies and ideas, analyze the impact of the changes to discover what was effective and what was not, and applying new knowledge in the next cycle of continuous</p>		
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		improvement. Certificated staff and classified staff extra time is provided to employees that participate in professional learning, professional learning communities (PLC), serve as PLC grade level chair, or Leadership Team. PD books and materials are provided to all staff as needed. Planned expenditures are established based on consultation with School Site Councils for use of site allocated LCFF S/C funds.		
1.44	Intervention Specialists	<p>To address the identified needs of our low-income, English Language Learners, and Foster Youth students in the areas of Reading and Math proficiency as evidenced by the performance of these groups between the Fall and Winter administration of the STAR assessment and to accelerate the literacy growth for students identified as most at-risk, an increased number of teacher intervention specialists will be placed at schools that have a high concentration (above 55 percent) of foster youth, English Learners, and low-income students. The additional Intervention Specialists will allow schools to Increase direct services to students using evidence-based practices and identify support through the MTSS process at each school and improve the academic outcomes of unduplicated pupils.</p> <ul style="list-style-type: none"> Intervention Specialists (Total 42), excluding Chavez and Downtown 	\$6,421,993	Y

Goal 1 Analysis for [2021-2022]

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.

Given the conditions under which students returned to in-person instruction during the 2021-22 school year, the district made all efforts to implement all actions in Goal 1: Academic Achievement.

The Bakersfield City School District was faced with a high number of students who were identified as chronically absent (40.7%) and an attendance rate percentage dropping to 86% by month eleven. However, based on the STAR Growth data, unduplicated students made Student Growth Percentile is similar or close (-3/+1) to the ALL student group but, students identified as English Learners and Foster Youth continue to significantly underperform in comparison to the ALL student group. Therefore, although student groups made growth during the year, the percentage of students reaching proficiency was significantly impacted by the increase of students identified as chronically absent and lower attendance rates by all students. The comparison of local data in comparison to the Dashboard data from Fall 2019 speaks to the need to return to a sense of normalcy across the district in order to fully implement all the actions developed to assist the needs of students, families and school community that were clearly having a positive impact on all students but especially for students identified as EL's and Low-Income. The district believes that the actions established under goal 1 are the best practices needed to meet the academic needs of all students, and they specifically target increasing and improving conditions for learning for unduplicated pupils.

The challenge of fully implementing all actions in this year's LCAP established to meet the goals were further impacted not just by students attendance but also an increase in teacher absences and a shortage of substitute teachers, as well as restrictions brought on by the social distancing requirements of the pandemic throughout the school year. Specifically, the district was limited in their efforts to implement the following actions:

Actions 1.13 & 1.17 (Professional learning for certificated staff), 1.36 (CSTEM & Robotics), Action 1.37 (Civic Projects 4th-8th), Actions 1.38 & 1.39 (EL Supports)

COVID-19 unexpectedly hindered the implementation of actions 1.13, 1.17, 1.36, 1.37, 1.38, and 1.39. The plan was to provide our students with opportunities to learn about Robotics with staff, however, due to staff shortages and restrictions with in-person learning, the district was not able to implement the above actions. The aforementioned actions would have required trained staff willing to provide programs and support beyond the regular school day. The actions will remain (with the exception of action 1.17) for the 22-23 school year, as the district returns to in-person instruction and recruits staff to implement actions. CSTEM and Robotics are an important part of our district's mission to provide students an opportunity to be innovative. Civic projects allow students to relate to real world issues and begin to collaborate on how they can be part of a solution to civic issues in their communities. Actions 1.38 and 1.39 will be providing additional support for EL's through Saturday academies and after school tutoring centered around language learning for students identified as at-risk of becoming Long Term English Learners (LTEL) and LTEL students.

The remaining actions were implemented either fully or partially and are attributed for the growth students made based on local data and metrics for academic achievement. Taking into consideration, all students who returned to school in-person experienced a high number of absences as a result of the restrictions and procedures for close contacts and contact tracing when students or family members tested positive for COVID-19.

Summer academies were particularly successful based on the district's efforts to provide students with access to learning in the summer academies by enrolling students for learning both in person and online. Students were able to continue to receive instruction in ways that engaged them in the learning process and the district sent home materials necessary for projects, science, and reading to ensure barriers to

learning were removed. The district has experienced an increase in enrollment for summer academies in 2021-22 and attributes this to the engaging learning experience students received last summer.

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

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2021-22 LCAP Goal 1 was \$97,512,409. The estimated actual expenditures for 2021-22 LCAP Goal 1 is \$95,409,018. This is a difference of \$2,103,391. The substantive differences were in the following actions:

Action 1.12 for administrative leadership support was fully implemented but given the conditions to gather in large groups, the institutes were conducted virtually at the start of the school year.

Actions 1.13, 1.17, 1.36 for professional learning for specialists, Academic Program Leaders and other certificated staff on balanced literacy, numbers sense and problem-solving as well as google certification and CSTEM and Robotics training on the computer science standards were unable to be provided as a result of the challenges due to staff needing to substitute in classrooms as a result of absences and the impacts from the pandemic and not being able to hold in person events at the beginning of the school year.

Actions 1.37, 1.38, and 1.39 for teachers to support students with civic engagement projects, extra tutoring on Saturdays and extension of learning for English Language Learners through additional electives, were not implemented as planned due to the conflict of state requirements for daily contact or weekly contact with students who were placed on independent study as part of the COVID-19 positive testing and exposure guidelines and expectations.

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

The unexpected challenges of returning to in-person instruction and returning to a “normal” year was the focus of our district at the start of the 2021-22 school year, and therefore we fully expected to implement all actions as written in our LCAP. The district had successfully exited several schools out of Comprehensive Support and Improvement (CSI) and we expected to continue to improve the learning conditions for all students still in the “ORANGE” and “RED” from the Fall California Dashboard data. The district anticipated an increase in the percentage of English Language Learners continuing to make progress in language acquisition as determined by the English Learner Progress Indicator at 45.7% in Fall 2019.

English Learners demonstrated an increase in their typical growth goal (35% SGP or higher) in STAR from 54.8% to 60.6% from Beginning of Year to Middle of Year 2021-2022 administration. Low Income students demonstrated 60.6% students achieving their typical growth goal in STAR from Beginning of Year to Middle of Year 2021-2022 administration. ALL students demonstrated an increase in their typical growth goal in STAR from 57.9% to 63.3% from Beginning of Year to Middle of Year 2021-2022 administration.

We believe all actions in Goal 1 are contributing towards ensuring the academic achievement of all students 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. Although some actions were not implemented in 2021-22, due to substitute shortages or restrictions as a result of the

pandemic, the actions will provide the necessary training and resources for schools and staff to address student learning needs. The district will continue with all actions and has expanded the services by adding intervention specialists to support students most impacted during the pandemic (Action 1.44).

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.

Based on the analysis of actions and metrics of Goal 1 resulted in the following changes for the 2022-23 LCAP Year:

Goals: No changes made

Metrics: Because of the absence of the 2021 Fall Dashboard and based on the feedback from site and district administrators, some local metrics were revised in order to refine and collect data reflective of the administration practices by grade levels. Specifically changes to:

Priority 4(e) English Learners making progress towards English Proficiency as measured by the ELPAC to include local BCSD English Learners Progress Indicators (ELPI) in the absence of the state's ELPI Indicator

Priority 8(a) Updated Baselines to reflect a change in the grade spans:

K-2nd to K-1 for BAS administration, since not all 2nd grade students take the BAS

- K-2nd to K-1 for STAR Early Literacy administration because 2nd grade students do not test on the STAR Early Literacy
- Added Reporting of STAR in Reading and Math for grades 2nd-8th
- TK CORE GROWTH Full Year Inventory reporting by Major Areas (Social Emotional Self, Language and Literacy, Mathematics, Physical Development, Arts and Science)

Desired Outcomes: Priority 8(a) was revised in order to align to the revised baselines

Actions:

Action 1.17 will be removed from the 2022-23 LCAP since the district did not migrate to the G-Suite components and has instead created a more long term sustainable in house system to prepare certificated staff in the future with the support of specialists and tech TLT (Teacher Leadership Teams).

Action 1.39 was revised to address the needs of at-risk of becoming Long Term English Learners (LTEL's) and students already identified as LTEL's.

Partial funds originally allocated to Action 1.42 have been reallocated to actions between Goal 1: action 1.41 and Goal 2 Action 2.24 for site allocations to provide targeted, and tiered interventions related to Common Core State Standards and SEL curriculum for unduplicated students.

Action 1.44 was added to address the needs of all students, including unduplicated pupils who will need individualized support

in Reading and Math as a result of the impacts of the pandemic. The district added this action to reflect the use of the additional concentration grant add-on funding for sites with 55% or more unduplicated students to improve outcomes of attendance for all students, especially unduplicated students.

Goal

Goal #	Description
Goal #2	<p>Social Emotional Learning: The Bakersfield City School District</p> <p>Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees</p> <p>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.</p> <p>District Priority 2: Implement systems and structures to support the development of culturally responsive and trauma informed relationships with students and families.</p>

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 educational partner 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) 95.35% Attendance Rate Based on the 2020-21 CALPADS EOY 3 data reports The attendance rate is higher than expected because attendance tracking during the 2020-21 school was modified as a result of COVID-19.			5a) 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) 14.20% of students in K-8 were chronically absent based on the dataquest at cde.ca.gov reports for 2020-2021.			5b) 11.5% Chronic Absenteeism Rate Based on the 2023-24 California Dashboard

		In the absence of the Fall 2020 Dashboard, local data is being used to report chronic absenteeism			
5c) Middle School Dropout Rates	5c) 34 students Based on the 2020-21 Fall 1 CALPADS Report 1.14	5c) 34 students Based on the 2021-22 Fall 1 CALPADS Report 1.14			5c) 30 students Based on the 2023-24 Fall 1 CALPADS Report 1.14
5d) High School Dropout Rates - N/A	5d) N/A	5d) N/A			5d) N/A
5e) High School Graduation Rates - N/A	5e) N/A	5e) N/A			5e) N/A
6a) Suspension Rates	6a) 2.1% suspension rate Based on the 2019 Fall Dashboard	6a) Based on local data reported Aug.-Dec. 2021 1.2% suspension rate (In the absence of the 2020 Dashboard, local data is being used to report suspension rates.)			6a) 1.5% suspension rate Based on the 2023-24 California Dashboard

<p>6b) Pupil Expulsion Rates</p>	<p>6b) 0.015% Based on the 2019-20 CALPADS EOY Report 7.10</p>	<p>6b) 0% expulsions were reported for the 2020-21 *Based on the 2020-21 CALPADS EOY Report 7.10</p>			<p>6b) 0.1% Based on the 2023-24 CALPADS EOY Report 7.10</p>
<p>6c) Annual California Healthy Kids Survey</p>	<p>6c) <u>FALL 2020</u> <u>7th Grade</u> 52% Strongly Agree/Agree having School Connectedness 56% Strongly Agree/Agree having Caring Adult Relationships 59% Perceive School as Very Safe or Safe <u>8th Grade</u> 53% Strongly Agree/Agree having School Connectedness</p>	<p>6c) <u>FALL 2021</u> <u>7th Grade</u> 52% Strongly Agree/Agree having School Connectedness 52% Strongly Agree/Agree having Caring Adult Relationships 48% Perceive School as Very Safe or Safe <u>8th Grade</u> 49% Strongly Agree/Agree having School Connectedness 46% Strongly</p>			<p>6c) <u>FALL 2023-24</u> <u>7th Grade</u> 100% Strongly Agree/Agree having School Connectedness 100% Strongly Agree/Agree having Caring Adult Relationships 100% Perceive School as Very Safe or Safe <u>FALL 2023-24</u> <u>5th Grade</u> 100% Strongly Agree/Agree having School Connectedness</p>

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 Caring Adult Relationships

Agree/Agree having Caring Adult Relationships

47% Perceive School as Very Safe or Safe

Baseline Year (Grades 3-8)

Hanover Survey

3rd-4th

81.5% Feel welcome at School

83.9% Adults care about students

71.6% Feel safe at school

82.0% Feel safe in classroom

5th-6th

70.9% Feel welcome at School

75.2% Adults care about students

61.6% Feel safe at school

75.1% Feel safe in classroom

100% Strongly Agree/Agree having Caring Adult Relationships

100% Perceive School as Very Safe or Safe

Revised Goals 2023-34

Hanover Survey

3rd-4th

90% Feel welcome at School

90% Adults care about students

90% Feel safe at school

90% Feel safe in classroom

5th-6th

80% Feel welcome at School

80% Adults care about students

	67% Perceive School as Very Safe or Safe	<p><u>7th-8th</u></p> <p>66.1% Feel welcome at School</p> <p>64.2% Adults care about students</p> <p>56.8% Feel safe at school</p> <p>69.2% Feel safe in classroom</p>			<p>80% Feel safe at school</p> <p>80% Feel safe in classroom</p> <p><u>7th-8th</u></p> <p>80% Feel welcome at School</p> <p>80% Adults care about students</p> <p>80% Feel safe at school</p> <p>80% Feel safe in classroom</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Cafeteria and Playground Activity Leaders (CPALs)	Two hundred sixty-five Cafeteria and Playground Activity Leaders (CPALs) staff, in partnership with outside agencies, will keep all students, especially unduplicated, 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. Middle schools and Junior high schools will extend the supervision times to be funded from ELO-P for CPALs, in order to ensure student safety and engagement for all students including unduplicated pupils, as a result of SB328 for late starts in grades 7th and 8th.	\$4,956,663	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	\$400,000	Y

		Youth, English Learners and Low-Income at all middle and junior high schools by providing 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.		
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 1 Coordinator, 1 Clerk, and 5 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.	\$1,209,836	Y
2.4	Coordinator of Student 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 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.	\$167,612	Y
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 89 Behavior Intervention Specialists to deliver services at each school site and conduct daily check in/check out with students in Tier II, conduct classroom checks, support classroom teachers with behavioral interventions, lead social skills groups, restorative circles, grief support, work directly with parents of students in Tier II, and facilitate MTSS Tier II/III meetings.	\$8,146,584	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 fifteen (15) Associate School Social Workers (ASSW), to reduce the chronic absenteeism rates in the district and work as part of the School Attendance Review Board (SARB) and support students in Tier 2 and Tier 3 families under the McKinney Vento with social emotional and attendance needs, conduct small 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's 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.	\$2,062,002	Y
2.7	Youth Services Specialists (YSS)	Fifteen (15) Youth Services Specialists (YSS) in coordination with the additional concentration funds, 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. The Youth Services Specialists will continue to provide the Khepera Curriculum to students participating in the P.R.O.U.D. Academy Program in grades, 3-8. The P.R.O.U.D. Academy program will expand to additional schools during the 2022-2023 school year. Provide student leadership conferences and workshops.	\$1,912,898	Y
2.8	School 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 efforts to support schools having school psychologists to provide intensive and direct support to identified students with immediate crisis response management.	\$2,177,119	Y

		<ul style="list-style-type: none"> • 13 psychologists 		
2.9	ASSW, BIS, Campus Supervisor at Focus Schools	<p>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:</p> <ul style="list-style-type: none"> • Associate School Social Worker (4 sites) • Behavior Intervention Specialist (4 sites) • Campus Supervisor (1 site) 	\$1,234,955	Y
2.10	SEL Professional Learning for Site Administrators	<p>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.</p>	\$70,000	Y
2.11	SEL Professional Learning for all Site Support Staff	<p>The need to increase the percentage of students reporting through the student Hanover 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</p>	\$222,110	Y

		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.		
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 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.	\$36,276	Y
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.	\$92,463	Y
2.14	Social Emotional Learning Curriculum (SEL Toolbox)	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 misbehavior that could result in suspensions for all students including unduplicated pupils by providing a research-based social-emotional learning curriculum (SEL Toolbox) that teaches critical social-emotional competencies necessary for academic	\$364,014	Y

		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.		
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, 4 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 Comprehensive School-Based Health Clinics to provide prevention and treatment services for medical, mental health, vision, and dental needs for students. Clerks will assist with files, calls to parents and community partners, scheduled appointments, and clerical support for health staff. The work of providing quality comprehensive school-based health clinics (wellness center) will continue with Phase II at MLK.	\$5,753,133	Y
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 Alternative to Suspension Program and building student skills for improved decision-making by providing one Restorative	\$1,464,906	Y

		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.		
2.18	Coordinator/Principal and School Social Worker at the Community Day School	<p>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 Coordinator/Principal will administer the program, supervise the assigned personnel (teachers, aides, school social worker), meet with students and parents, and develop plans for students to return to the regular school setting. The school social worker will provide support to students in Tier 2 and Tier 3 and work together with families to improve the student's social emotional and attendance needs, conduct small group trauma-based grief groups, assist students/families to address barriers that inhibit engagement and access to educational opportunities, so students can return to their home school.</p> <p>The coordinator/principal will be funded through other non-LCAP funds.</p>	\$924,534	Y
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. The Executive Director, Coordinators, YSS, and BIS staff will design and implement a Student Leadership Institute to help students develop the necessary skill sets to	\$100,000	Y

		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)		
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, extracurricular 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.	\$882,786	Y
2.22	Student Safety	In order to increase the perceived sense of safety for all students and families, especially unduplicated pupils while on school campuses and buses, equipment will be installed to create an environment that is conducive to increasing security and deter inappropriate conduct or behavior.	\$1,403,260	Y

2.23	Campus Supervisors at all Jr. High/Middle Schools	<p>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.</p>	\$1,309,911	Y
2.24	School-based Social-Emotional Learning Supports	<p>In addition to district provided SEL supports which include the SEL Toolbox 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.</p> <p>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, extracurricular activities, SEL materials, and incentives.</p> <ul style="list-style-type: none"> ● SEL lessons are integrated into every classroom. The SEL toolbox is one of the SEL curriculums used in BCSD classrooms. Materials, extracurricular 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. 	\$4,722,578	Y

		<ul style="list-style-type: none"> ○ 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. 		
2.25	8 hour Custodians (NEW)	<p>In order to address the need to increase attendance and decrease the percentage of low-income students who are identified as chronically absent, especially those absent due to health barriers and challenges, schools will have one additional 8 hour custodian to increase the disinfecting and cleanliness of high touch areas including classrooms to reduce the transmission of COVID-19 that has contributed to a significant increase in student absences. As schools return to increase the number of outside visitors to the campuses, the additional custodians will be assigned to schools that have a high concentration of unduplicated students (above 55 percent) including Foster Youth, English Learners, and Low-Income students.</p> <ul style="list-style-type: none"> ● 8 hour custodians (Total 42), excluding Chavez and Downtown 	\$3,167,623	Y

Goal 2 Analysis for [2021-2022]

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.

Given the conditions under which students returned to in-person instruction during the 2021-22 school year, the district did its best efforts to implement all actions in Goal 2: Social Emotional Learning.

The Bakersfield City School district, like all other districts, experienced the challenges brought about by the pandemic, encountering an unprecedented number of student absences as a result of the number of positive cases and/or close contacts. However, staff continued to

adapt by providing as many of the services as possible in a virtual format or by adhering to the strict guidelines as set by CAL-OSHA in order to provide students with as much of the “normal” year experience as possible for those students who returned to in-person.

Goal 2 Actions not fully implemented included Action 2.10 (SEL Professional Learning for Site Administrators), Action 2.11 (SEL Professional Development for site support staff), Action 2.19 (Student Leadership Institute), Action 2.20 (Staff extra time for Foster Youth support) due to COVID-19 restrictions the district was not able to provide professional learning and support as staff identified for these services were re-assigned through the majority of the year to cover absences for quarantined staff. High COVID rates also prevented the district from holding events and professional development, both in-person and virtually.

The remainder of LCAP actions/services in Goal 2 have been successfully implemented and at times adjusted for the current conditions that have contributed to the improvement of the district’s performance over the past year, as evidenced by the district’s continued performance using the state and local indicators for Conditions and Climate including the following:

The district’s continued implementation of the MTSS systems and supports was particularly successful in 2021-22 as site personnel worked together to ensure families and students continued to receive the social-emotional support both in the classroom as part of the daily instruction and through the referral process for students in Tier 2 and Tier 3 who may have experienced an additional need due to trauma or the loss of a family member.

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

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 2 was \$32,143,539. The estimated actual expenditures for 2021-22 LCAP Goal 2 is \$31,779,726. This is a difference of \$363,813. The substantive differences were in the following actions:

Actions 2.10, 2.11, and 2.20 for professional learning for site administrators on SEL and extra time for staff to support Foster Youth, these actions were not implemented due to the limitations of the COVID restrictions and the district’s decision to focus on meeting the needs of students who had returned to in-person instruction and the addressing the staff shortages as a result of the pandemic and contact tracing requirements.

Action 2.19 for the implementation of the Student Leadership Institute was also not implemented as a result of the COVID-19 restrictions as we returned to in-person instruction and limiting the activities for students in order to reduce transmissions and potential exposures during a large part of the year.

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

The specific actions that continue to build a system that support the following priorities to ultimately reach the district's commitment of Goal 2 and its two priorities to support 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.

According to the dataquest reports from the California Department of Education, from 2017-18 to 20-21, the district showed a decrease in chronic absenteeism from 14.90% to 14.20% (-0.7%). In addition to the chronic absenteeism rate, the district's expulsion rate continues to be maintained at less than 1%. In the current year (2021-2022), the district projects the expulsion rate to be at 0% based on local monitoring metrics. The indicators of progress reflect the success of actions/services towards improvement *prior to the pandemic and school closures* as evidenced by state metrics and Dataquest reporting. There was success in reducing chronic absenteeism before the pandemic.

The unexpected challenges of returning to in-person instruction and returning to a "normal" year was the focus of our district at the start of the 2021-22 school year, and therefore we fully expected to implement all actions as written in our LCAP. The district had successfully exited several schools out of Comprehensive Support and Improvement (CSI) and we expected to continue to improve the learning conditions for all students still in the "ORANGE" and "RED" from the Fall California Dashboard data. The district anticipated an increase in the percentage of English Language Learners continuing to make progress in language acquisition as determined by the English Learner Progress Indicator at 45.7% in Fall 2019.

We believe all actions in Goal 2 are contributing towards supporting the social emotional needs of all students but especially our unduplicated students by providing access and resources through the establishment of a successful Multi-Tiered System of Supports that addresses the student core needs and provides extra support for students identified in Tier 2 and Tier 3.

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.

Based on the analysis of actions and metrics of Goal 2 resulted in the following changes for the 2022-23 LCAP Year:

Goals: No change

Metrics: Priority 5(b) In the absence of the Fall 2021 Dashboard, local data is being used to report chronic absenteeism

Priority 6(a) In the absence of the Fall 2021 Dashboard, local data is being used to a report suspension rate

Priority 6(c) will be changed from the California Healthy Kids Survey to the survey designed by Hanover Research using this year's results as a baseline Completion/participation rates for the California Healthy Kids Survey have been difficult to obtain throughout the past few years. The length of the survey, the manner in which the questions are phrased, and the wide range of content (of which some of our parents object to) have made analysis and generalizability difficult. The survey is given during the fall and results become available during the late winter, making use of the survey problematic. As a result, the district piloted a student feedback and

climate survey with Hanover Research in grades 3-8 this Spring. Based on our pilot, the district believes the survey provides more specific and actionable data by which to gauge student climate.

Desired Outcomes: Desired outcome has been updated to reflect revised student feedback and climate survey.

Actions:

Action 2.5 added funds to support the additional Behavior Intervention Specialists (BIS).

Action 2.6 added funds to support the additional Associate School Social Worker (ASSW).

Action 2.16 added a substantial amount of funds for the continued work for Phase II for a comprehensive school-based health clinic (wellness center) at Dr. Martin Luther King Jr. Elementary.

Action 2.24 funds reallocated from Action 1.41 to support the district’s efforts to meet the SEL needs of unduplicated students.

Action 2.25 was added to reflect the use of the additional concentration grant add-on funding for sites with 55% or more unduplicated students to improve outcomes of attendance for all students, especially unduplicated students.

Goal

Goal #	Description
<p>Goal 3</p>	<p>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.</p> <p>District Priority 1: Increase connections and positive relationships with all parents and families.</p>

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	3a) 11,230 Parents participated in the completion of the Annual Parent Climate Survey			3a) 15,000 Parents participating in the completion of the Annual Parent Climate Survey

<p>2,551 parents/guardians completed the 2020-21 LCAP Community Survey</p>	<p>1,257 parents/guardians completed the 2021-22 LCAP Community Survey</p>			<p>15,000 parents/guardians completing the 2023-24 LCAP Community Survey</p>
<p>350 Parent University Graduates in 2020-21 representing all students, including unduplicated pupils and individuals with exceptional needs</p>	<p>302 Parent University Graduates in 2021-22 representing all students, including unduplicated pupils and individuals with exceptional needs</p>			<p>500 Parent University Graduates in 2023-24 representing all students, including unduplicated pupils and individuals with exceptional needs</p>
<p>85% of respondents strongly agree or agree that the school has high expectations of their child/children</p>	<p>87 % of respondents strongly agree or agree that the school has high expectations of their child/children</p>			<p>90% of respondents reporting strongly agree or agree that the school has high expectations of their child/children</p>
<p>86.7% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, as indicated in the Annual Parent Climate Survey</p>	<p>86.7% of respondents strongly agree or agree that their schools/district provide regular opportunities to participate, as indicated in the Annual Parent Climate Survey</p>			<p>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</p>

	<p>88.4% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive</p> <p>The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2020-2021:</p> <p>District Advisory Committee (DAC): 62% of schools with parent representation</p> <p>District African American Parent Advisory Committee (DAAPAC): 50% of schools with parent representation</p>	<p>88% of respondents strongly agree or agree that their overall experience at BCSD schools is very positive</p> <p>The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2021-2022:</p> <p>District Advisory Committee (DAC): 65% of schools with parent representation</p> <p>District African American Parent Advisory Committee (DAAPAC): 47% of schools with parent representation</p>			<p>95% of respondents reporting strongly agree or agree that their overall experience at BCSD schools is very positive</p> <p>The average number of schools represented by either a Parent Representative or Alternate during the meeting in Parent Advisory Committees in 2023-2024:</p> <p>District Advisory Committee (DAC): 100% of schools with parent representation</p> <p>District African American Parent Advisory Committee (DAAPAC): 100% of schools with parent representation</p>
3b) Promote parental participation in	3b)	3b)			3b)

<p>programs for Low Income, English Learners, and Foster Youth</p>	<p>District English Learner Advisory Committee (DELAC):</p> <p>53% of schools with parent representation</p> <p>20.78% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of EL's</p> <p>65.07% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students</p> <p>1.97% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Foster Youth</p>	<p>District English Learner Advisory Committee (DELAC):</p> <p>59.5% of schools with parent representation</p> <p>19.2% of respondents in the 2021-22 LCAP Community Feedback Survey were identified as parents of EL's</p> <p>62.2% of respondents in the 2021-21 LCAP Community Feedback Survey were identified as parents of Low-Income Students</p> <p>0.6% of respondents in the 2021-22 LCAP Community Feedback Survey were identified as parents of Foster Youth</p>			<p>District English Learner Advisory Committee (DELAC):</p> <p>100% of schools with parent representation</p> <p>100% of EL parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey</p> <p>100% of Low-Income parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey</p> <p>100% of Foster Youth parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey</p>
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<p>3c) The district's efforts in promotion of parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p>	<p>3c) 5.85% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Special Ed. Students</p> <p>CAC Special Education Community Advisory Committee (CAC) 47% of schools with parent representation</p>	<p>3c) 8.1% of respondents in the 2020-21 LCAP Community Feedback Survey were identified as parents of Special Ed. Students</p> <p>CAC Special Education Community Advisory Committee (CAC) 61% of schools with parent representation</p>			<p>3c) 100% of Special Ed parents/guardians will respond to the 2023-24 LCAP Community Feedback Survey</p> <p>CAC Special Education Community Advisory Committee (CAC) 100% of schools will have parent representation</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	FACE Coordinator, Instructional 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 district wide events focused on increasing parent involvement. FACE Liaisons will invest extra time to conduct more community outreach in efforts to increase participation from families who are less engaged and harder to connect to the school community.	\$4,619,665	Y
3.2	Parent University, Now We're Cooking, Summer Parent	The need to increase and improve the support for all parents including parents of unduplicated pupils, on understanding the U.S. Educational	\$737,434	N

	Academies, Saturday Parent Classes and other Parent Education Classes and Events	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.		
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.	\$123,767	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.	\$1,768,874	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, welcomed, and supported at their school by making daily phone calls to parents for	\$1,631,275	Y

		students who are reported absent. They will maintain attendance logs, verifying student absences are reported correctly and documenting in the attendance system the reasons why students miss school.		
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 for parents to attend and resulting in improved student behavior and attendance.	\$172,252	Y
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 completing Phase I and Phase II of an additional parent center at our newest school site (Martin Luther King Jr.) and Phase II 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. In order to provide parents facilities for classes, workshops, and opportunities to engage in ways to support student achievement and attendance, leased facilities will be purchased to provide a stable meeting place.	\$1,214,360	Y

Goal 3 Analysis for [2021-2022]

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.

Goal 3 Actions were all implemented to the best of the district’s ability given the conditions created as a result of the COVID-19 restrictions set upon the district as students returned to in-person instruction. Families continued to be encouraged to participate in events, although most events were held virtually throughout the year and no parents were allowed on campus until the last quarter of the school year.

There was a substantive impact to Action 3.3 (CBET) as parents were unable to enter school campuses due to the COVID-19 restrictions, making it difficult to provide parents of English Learners with the needed access to instructional time in the same delivery format as had been provided prior to the pandemic.

A success of goal three was the continuation of the district’s annual functions, including parent committee meetings led by the Family and Community Engagement (FACE) staff, delivered services in a virtual format. Families were kept informed regarding the importance of staying engaged and abreast of the attendance challenges all schools faced this year. Staff at all sites focused on the contact tracing procedures

and the impact it had on student re-engagement and parents understanding the restrictions due to COVID-19 (Actions 3.1, 3.5, 3.6), Parent University and other workshops (Action 3.2) were offered virtually and recorded for parents to view at a time that was convenient for them. The district relied on all websites, social media and digital platforms to keep the lines of communication open with parents and families regarding the changes to instructional delivery formats and ways in which they could support their child at home during this challenging year. (Action 3.4)

The challenges of the current year in engaging parents and community were highlighted by the district's decision to limit the number of visitors to all forty-four campuses. This meant the activities that were normally led by school sites to build and establish relationships with our community and our parents could not take place in-person. However, the district continues to make the effort to reach out to parents to participate in virtual workshops and meetings to seek their input as we continue to conduct the business of the district and gather information from our parents and educational partners in order to make decisions.

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

Bakersfield City School District conducted an analysis of material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 3 was \$8,757,795. The estimated actual expenditures for 2021-22 LCAP Goal 3 was \$8,722,813. This is a difference of \$34,982. The substantive differences were in the following actions:

Action 3.3 for services to increase language acquisition for EL's by providing parents a CBET class was not implemented due to the restrictions and the limitation of outside visitors at all schools. There were no additional material differences in actions for goal three.

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

Based on the number of parents/guardians completing the Annual Parent Climate Survey from last year to this year, we observed an increase of 4,513 responses from the 2020-21 school year. We believe the following actions led to this success:

Actions 3.1, 3.5-the efforts of FACE staff and office assistants making personal calls or informing parents during virtual parent events to engage in the completion of surveys in order to provide input and recommendations for district staff to consider in the development of the LCAP.

Based on the increased number of submitted climate surveys from prior year increasing from 6,717 to 11,230 indicated the use of Parent Square to share surveys was effective. In addition, continuing to have over 300 parents participate in Parent University continues to indicate parents are interested in the support they receive from the FACE department. The consistent percentage of parents responding to the survey that they agree or strongly agree that schools provide opportunities to participate in schools, are evidence that even through the challenges of the pandemic parents continue to feel supported, and the district is making progress towards our goal 3 to increase connections and positive relationships and give parents the voice to improve the cultural responsiveness of school, district systems and structures.

Based on the positive feedback through the development process of the LCAP, as educational partners request, we continue to focus on the goals established and reaffirms our district is focused and has the support of the community.

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.

Based on the analysis of actions and metrics of Goal 3 resulted in the following changes for the 2022-23 LCAP Year:

Goals: No change

Metrics: No change

Desired Outcomes: No change

Actions: Action 3.7 Additional funding for completion of Phase I & II, of the Parent Resource Center at Dr. Martin Luther King Jr. and the upgrade of the Parent Resource Center for Eissler Elementary to provide a welcoming environment for parents.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$104,799,037	\$13,387,750

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
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39.84%	0.00%	\$0.00	39.84%
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The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 27,149 of the total students enrolled in the district in 2020-21. The district’s unduplicated students include 92.8% Low-Income students, 23.9% English Learners, and 0.8% Foster Youth, according to the 2021 California Dashboard-Enrollment data. 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.

The COVID-19 pandemic has continued to impact the work and not just within the schools but in the community as well. Students who in the 2021-22 school year did not return to in-person needed additional support as they connected from home, as families continued in their efforts to keep themselves safe at home. It is the district’s goal to have all students return to in-person learning in the coming year, because although students made growth both virtually and in-person, not having them return to a sense of “normalcy” will have greater negative impacts on student achievement in future years.

A review of the needs in the Bakersfield City School District, the current conditions, and circumstances of our low-income students in comparison to non-low income indicates the following:

2021-22 Reading proficiency rates for all students is 27.8% compared to:

English Learners- 8.4%

Low Income- 24%

Foster Youth- 15.2%

2021-22 Math proficiency rates for all students is 33.9% compared to:

English Learners-18.1

Low-Income- 31%

Foster Youth- 26.7%

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 compared to:

-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 0.70% met or exceeded standards

In consideration of this significant difference in performance gap in comparison to pre-pandemic years and to address the needs of Low-Income, EL, and Foster Youth students, the district will strengthen its efforts to increase and extend opportunities for students, and increase learning opportunities for teachers and administrators. Learning, focused on developing and implementing programs based on student performance and growth that target the individualized academic needs of students across all content areas with an emphasis on providing students most in need with the necessary support and interventions and increasing opportunities to develop strong literacy, math, and science skills. The following actions in Goal 1 will support these efforts:

Lower class sizes and provide extended learning opportunities to improve the individualized, targeted instructional support for all students. (Actions 1.1, 1.42, 1.44)

Support staff to guide the work on curriculum and instruction across all content areas and to support schools, support new teachers with mentoring and residents seeking to improve pedagogy as they work to meet the unique learning needs of unduplicated students who oftentimes have additional learning needs including language development needs. (Actions 1.5, 1.6, 1.8)

Provide access to diverse reading collections and technological resources that low-income students may not otherwise have access to. (Actions 1.9, 1.18, 1.19, 1.22)

Provide targeted staff to provide the necessary support and resources for learning while promoting student engagement, while students are in school in order to improve student attendance and impact academic achievement (Action 1.4)

Build the capacity of leaders & teachers who understand the diverse needs of unduplicated students and can develop systems that promote and support high achieving schools through professional development, coaching, and knowledge of content standards. (Actions 1.10, 1.11, 1.12, 1.13, 1.14, 1.24, 1.41, 1.43)

Provide increased opportunities to participate in extracurricular events that low-income students may not otherwise have access to, such as youth sports, visual and performing arts, and civic participation aimed at increasing engagement and academic achievement. (Actions 1.26, 1.30, 1.32, 1.37)

Provide targeted Low-Income students who have been struggling academically with increased cultural awareness, mentoring, development and strengthening of self-esteem & self-efficacy, enhance critical thinking skills, improve leadership and public speaking skills through opportunities for academic learning, social emotional support and increased engagement (Action 1.29)

Assist with the transitions of returning to in-person learning or for onboarding prior to the first day of school in order to ease student anxiety that may be more prevalent in students living in low-socioeconomic environments and to diagnose students' literacy needs. (Action 1.40)

Provide students with increased access to STEM learning opportunities, which low-income students may not otherwise have access to, such as Project Lead the Way and robotics; and provide teachers with the necessary support to effectively implement instructional materials and technology to support NGSS and Computer Science Standards. (Actions 1.27, 1.28, 1.36, 1.41)

Provide online learning systems and resources to support classroom instruction in order to make most effective use of assessment data to inform and guide teaching and learning. (Action 1.20)

Provide increased access to cognitively demanding educational experiences and to multilingual education programs through the district's GATE program and Dual Immersion Programs (Actions 1.24, 1.25)

We believe these actions will have the greatest impact on student learning and academic growth as students continue to mitigate the learning loss that resulted from the pandemic and school closures. From the implementation of these actions, we expect increased academic outcomes in math, reading/English language arts, and science for all students, but we expect a greater improvement for unduplicated students since these actions are focused on their needs. We also expect to see improved English development for our English learners, as outlined in our expected outcomes for Goal 1.

Goal 2: Social Emotional Learning

In review of the outcomes of chronic absenteeism and suspension rates and conditions and circumstances of our low-income students in comparison to non-low income, local evidence indicates that the percentage of students identified as low income had a chronic absenteeism rate for 2020-21 according to dataquest of 15%, which is .80% higher than all students. The district's local data for 2021-2022 projects a chronic absenteeism rate of 41.6% for low income students. Students identified as Foster Youth, had a chronic absenteeism of 20.80% which is 6.60% higher in comparison to all students. The district's local data for 2021-2022 projects a chronic absenteeism of 41.1% for Foster Youth. The increase in chronic absenteeism is largely attributed to the. In comparison, the percentage of suspended low-income students is 0.2% higher in comparison to non-low income students and largely attributed to the return to in-person instruction and students' lack of school connectedness and low sense of student safety. Furthermore, a review of the 7th and 8th grade student survey responses on the California Healthy Kids Survey (CHKS) reveals the following:

7th Grade

52% Strongly Agree/Agree having School Connectedness

52% Strongly Agree/Agree having Caring Adult Relationships

48% Perceive School as Very Safe or Safe

8th Grade

49% Strongly Agree/Agree having School Connectedness

46% Strongly Agree/Agree having Caring Adult Relationships

47% Perceive School as Very Safe or Safe

We believe the following actions will have the greatest impact on student attendance as we increase our efforts to re-engage students and increase the sense of connectedness to schools by providing activities and programs that increase a sense of safety and belonging. Students will increase their sense of belonging and improve attendance through actions that help connect them with supportive staff and having a Multi-Tiered System of support that can address their needs and eliminate barriers including CPALS, campus supervisors, health staff, Actions including:

CPALS and Jr.High/Middle School Campus Supervisors as well as provide equipment to increase student's perceived sense of safety. (Actions 2.1, 2.22, 2.23)

Site funding to address the needs of low-income students at the local level and provide opportunities for lunch and after school clubs to increase students' sense of belonging. (Action 2.2)

Coordination of the MTSS system of support to address individualized needs of all students, including unduplicated students and create a pathway to success for all students inclusive of at-risk students. (Action 2.3)

Coordination of safe schools and student safety to increase the sense of safety and promote positive student engagement so that students feel part of the school community. (Action 2.4)

Behavior intervention specialists to support the social emotional needs of students and help them to develop positive adult connections so that they feel supported. (Action 2.5)

Associate School Social Workers to rebuild relationships with students who are disengaged and identified as chronically absent, provide a system and structure to engage students and feel part of the school. (Action 2.6)

School Psychologists to provide intensive and direct support to identified students for immediate crisis response management and determine any support students will need after a crisis. (Action 2.8)

Targeted supports for school identified as Focus Schools so that schools have the necessary resources to increase student academic achievement and social emotional learning. (Action 2.9)

The reinstatement SEL learning for administrators, support staff, teachers, and classified staff to provide the necessary training and support to better address the social emotional needs of unduplicated pupils especially, low-income, foster youth and EL students exacerbated by the pandemic (Actions 2.10, 2.11, 2.12, 2.13, 2.14, 2.24)

To provide the services needed to eliminate barriers at home, school, or in the community preventing low-income, foster youth and EL students from coming to school. (Actions 2.15, 2.16, 2.20, 2.25)

Ensuring all students, especially unduplicated students, to continue to attend school with an alternative to suspension program and community day school, they will be provided with staff that offer support to increase their social emotional learning. (Actions 2.17 & 2.18)

Offering students opportunities to engage in programs that promote positive behavior and increase opportunities for leadership. Provide opportunities for leadership with staff that builds their self-agency and leadership. Provide opportunities to remove barriers that inhibit engagement in accessing educational opportunities, resulting in negative impacts to their academic achievement. (Actions 2.7, 2.19, 2.21)

We believe these actions will continue to be effective in increasing attendance rates of all students identified as chronically absent and those with less than 100% attendance rate. Understanding the significantly higher percentage of chronically absent students and lower attendance rates among low-income students and because of these efforts to address the factors associated with socio-economically disadvantaged students, the district expects attendance to improve significantly for low-income students in comparison to all other students. The actions will contribute to students feeling part of the school community by establishing relationships and having school connectedness. It is important that students feel physically safe and emotionally safe to attend school, as described in the Measuring and Reporting Results section for Goal 2.

Goal 3: Family and Community Engagement

A review of the current conditions and circumstances of parents of low-income students in comparison to non-low income indicates that both groups prefer to have communication regarding the functions and progress of their children in school via text communication. The percentage of parents who participated in providing feedback on the Parent/Guardian Annual Climate Survey with only 11,230 parents responding indicated the following:

Parents of Socially Economically Disadvantaged students were 62.4% of the respondents; they represent 84% of the student population.

Parents of English Language Learner students were 32.1% of the respondents; they represent 27% of the student population.

Parents of Foster Youth students were 1.1% of the respondents; they represent 1% of the student population

Parents of Special Education students were 8.3% of the respondents; they represent 12% of the student population

Parents who did not identify as either SED, EL, or Foster Youth; they were 20.4% of the respondents

In consideration of the number of respondents to the total number of students enrolled in the district, it is evident that the need to continue to focus on engaging parents of unduplicated students to provide feedback as educational partners, needs to continue to be a focus for the district with the development of actions to increase engagement of all parents including:

Improving communication with families, conducting more outreach, providing welcoming environments for families to access district services to support student learning. (Actions 3.1, 3.4, 3.5, 3.6, 3.7)

We believe these actions will support the increase of parents participating in our schools, based on the consistent responses from parents even through the pandemic on their sense of feeling they are an important part of the decision-making process in our schools. In addition, based on the evidence of similar feedback from parents of unduplicated pupils, the district believes that these actions will result in increased participation and engagement for the unduplicated students as described in the Measuring and Reporting Results section 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.

Goal 1: Academic Achievement

Upon further review of the needs in the Bakersfield City School District, the current conditions, and circumstances of our Low-Income students in comparison to non-low income indicates that the growth academically using local metrics such as STAR comparisons of student performance from Beginning of the Year to the Middle of the Year in 2021-22, Low-Income students in comparison to all students had 3.8% less growth. EL students had -10.4% less growth and Foster Youth had -12.6% less growth compared to the ALL student group.

In consideration of the significant difference in performance gap in comparison to pre-pandemic years and to address the needs of Low-Income, EL and Foster Youth students BCSD will increase our effort to increase and extend opportunities for students, teachers, and administrators to develop and implement programs based on student performance and growth that target the individualized academic needs of students across all content areas with an emphasis on providing students with the necessary supports and interventions and increase opportunities to develop strong literacy and math skills through the following actions:

Action 1.16 - Professional Learning with an EL Focus

Action 1.7 - EL Specialists to support teachers and students with strategies aimed to increase language development and progress towards grade level content mastery

Action 1.21 - EL/RFEP Monitoring System to monitor the progress of academic achievement and need for intervention and supports

Action 1.22 - Upgraded libraries and classrooms that promote literacy and support teachers

Action 1.34 - to address the needs of Foster Youth and a faster system to identify student enrolling in the district

Actions 1.38 & 1.39- to support English Learners with expanded opportunities for learning through tutoring and Saturday Academies

We believe these actions will result in increased literacy rates for English Learners and Foster Youth as indicated in the measuring and reporting section of Goal 1.

Goal 2: Social Emotional Learning:

A review of the needs in the Bakersfield City School District, the current conditions, and circumstances of our low-income students in comparison to non-low income indicates that the percentage of low income students identified as **chronically absent** in 2021-22 in comparison to all students is 1% higher. Additionally, site administrators reported an increase in the number of students absent due to a high number of students testing positive for COVID or being close contacts to someone at home who had tested positive.

A review of the needs in the Bakersfield City School District, the current conditions, and circumstances of our EL students in comparison to non-EL students indicates that the percentage of students identified as **chronically absent** in 2021-22 in comparison to all students is -5.9% lower.

A review of the needs in the Bakersfield City School District, the current conditions, and circumstances of our Foster Youth students in comparison to non-Foster indicates that the percentage of students identified as **chronically absent** in 2021-22 in comparison to all students is +0.5% higher.

In conclusion, a review of the needs of Low-Income and Foster Youth students is higher in comparison to all students and supports the need to provide added supports for these students.

A review of the needs in the Bakersfield City School District, the current conditions, and circumstances of our Low-Income students in comparison to non-Low Income indicates that the percentage of students **suspended** in 2021-22 in comparison to all students is 0.2% higher. Additionally, site administrators reported an increase in the number of students with behaviors not characteristic from pre-pandemic years among all student groups.

A review of the needs in the Bakersfield City School District, the current conditions, and circumstances of our EL students in comparison to non-EL students indicates that the percentage of students **suspended** in 2021-22 in comparison to all students is -0.8% lower. Additionally, site administrators reported an increase in the number of students with behaviors not characteristic from pre-pandemic years.

A review of the needs in the Bakersfield City School District, the current conditions, and circumstances of our Foster Youth students in comparison to non-Foster Youth students, indicates that the percentage of students **suspended** in 2021-22 in comparison to all students is +2.8% higher. Additionally, site administrators reported an increase in the number of students with behaviors not characteristic from pre-pandemic years.

In conclusion of the review of the needs of Low-Income students and Foster Youth, the district believes the current conditions warrant the increase in support to reduce the number of students chronically absent and being suspended through the following action:

Action 2.7- Youth Services Specialists to provide mentoring to unduplicated students, including Low-income and English learners, with a focus on Foster students and remove barriers that inhibit engagement in accessing educational opportunities resulting in negative impacts to their academic achievement.

Goal 3: Family and community Engagement

A review of BCSD English Learner Progress Indicator shows that only 26.1 % of students made progress towards English proficiency. In addition, only 7.3% of ELs were reclassified as FEP. The district believes that engaging parents in community based English tutoring will result in increased EL progress therefore will provided the following limited action:

Action 3.3 (Community-Based English tutoring for parents of EL students)

We believe these actions will result in increased language acquisition for English Learners as indicated in the measuring and reporting section of Goal 1.

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

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

Goal 1: Academic Achievement

- (New Action 1.44) Intervention Specialists (Total 42), excluding Chavez and Downtown

Goal 2: Social Emotional Learning

- (Action 2.5) Behavior Intervention Specialists (Total 42), excluding Chavez and Downtown
- (Action 2.6) Associate School Social Workers (Total 6)
- (Action 2.7) Youth Services Specialists (Total 6)
- (New Action: 2.25) 8 hour custodians (Total 42), excluding Chavez and Downtown

15% of concentration grant funding is utilized within the 2022-23 LCAP to increase the number of adults providing direct services to students at district school sites with a student concentration greater than 55 percent in order to increase the sanitation of campuses and decrease the transmission of COVID-19 by adding custodians to improve our attendance rate in the 2022-23 school year for all students but principally for unduplicated students. The funding allows BCSD to increase staff that support the Goal 1 and Goal 2 aimed to increase student achievement with intervention specialists and staff such as Behavior Intervention Specialists, Youth Service Specialists and Associate School Social Workers to support and improve outcomes for all students, especially Foster Youth, Low-Income and English Language Learner students.

Staff-to-student ratios by type of school and concentration of	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
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unduplicated students		
Staff-to-student ratio of classified staff providing direct services to students	Grades TK-8th Staff to Student Ratio = 1 Staff to 9 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 12 Students
Staff-to-student ratio of certificated staff providing direct services to students	Grades TK-8th Staff to Student Ratio = 1 Staff to 16 Students	Grades TK-8th Staff to Student Ratio = 1 Staff to 16 Students

Instructions

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[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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:
 - 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* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Statute and regulations specify the educational partners 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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required

to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$112,709,716.00	\$89,684,198.00	\$250,000.00	\$38,356,863.00	\$241,000,777.00	\$161,446,287.00	\$79,554,490.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Class Size Reduction	English Learners Foster Youth Low Income	\$2,817,583.00				\$2,817,583.00
1	1.2	School-based Targeted and Tiered Student Support	All				\$12,320,434.00	\$12,320,434.00
1	1.3	Centralized Technical Assistance to School Sites	All				\$644,162.00	\$644,162.00
1	1.4	Vice-Principals	English Learners Foster Youth Low Income	\$6,061,351.00				\$6,061,351.00
1	1.5	Specialists, Coordinator	English Learners Foster Youth Low Income	\$792,625.00			\$2,548,459.00	\$3,341,084.00
1	1.6	Coaches, Program Specialist, Coordinator	English Learners Foster Youth Low Income	\$1,912,115.00				\$1,912,115.00
1	1.7	EL Specialists	English Learners	\$387,578.00			\$936,468.00	\$1,324,046.00
1	1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	English Learners Foster Youth Low Income	\$3,374,149.00		\$250,000.00		\$3,624,149.00
1	1.9	Library Media Assistants, Library Techs	English Learners Foster Youth Low Income	\$2,994,543.00				\$2,994,543.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor at Focus Schools	English Learners Foster Youth Low Income	\$1,182,516.00				\$1,182,516.00
1	1.11	Executive Development Program (NCEE)	English Learners Foster Youth Low Income	\$131,620.00				\$131,620.00
1	1.12	Administrative Leadership Institute	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
1	1.13	Professional Learning - Specialists, APL, AC, Certificated Staff	English Learners Foster Youth Low Income	\$500,000.00				\$500,000.00
1	1.14	Professional learning - Summer & Regular Year	English Learners Foster Youth Low Income	\$232,185.00			\$9,569,690.00	\$9,801,875.00
1	1.15	Professional learning - SPED Certificated	Students with Disabilities				\$277,693.00	\$277,693.00
1	1.16	Professional learning - EL focus	English Learners	\$73,486.00				\$73,486.00
1	1.17	Professional learning - Google Certification, Engineering, Gaming, Coding-ACTION DELETED	English Learners Foster Youth Low Income	\$0.00				\$0.00
1	1.18	Update of Technology for teaching and learning	English Learners Foster Youth Low Income	\$4,434,428.00				\$4,434,428.00
1	1.19	STEAM resources, manipulatives, access to novels	English Learners Foster Youth Low Income	\$220,000.00				\$220,000.00
1	1.20	Online learning systems and resources	English Learners Foster Youth Low Income	\$807,784.00			\$20,024.00	\$827,808.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.21	EL/RFEP Monitoring System	English Learners	\$865,000.00			\$2,446,644.00	\$3,311,644.00
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Low Income	\$788,009.00			\$1,326,504.00	\$2,114,513.00
1	1.23	Increase access for Extended Learning Program Academies	All		\$4,214,751.00		\$1,979,327.00	\$6,194,078.00
1	1.24	GATE, professional learning and certification	English Learners Foster Youth Low Income	\$1,673,631.00				\$1,673,631.00
1	1.25	Dual Immersion, Multilingual Programs	English Learners Foster Youth Low Income	\$4,118,145.00				\$4,118,145.00
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	English Learners Foster Youth Low Income	\$3,097,725.00				\$3,097,725.00
1	1.27	PLTW 6th-8th, professional learning, certification, technology	English Learners Foster Youth Low Income	\$755,382.00				\$755,382.00
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	English Learners Foster Youth Low Income	\$537,618.00				\$537,618.00
1	1.29	Achievement Academy	English Learners Foster Youth Low Income	\$944,083.00				\$944,083.00
1	1.30	Electronic Sports in 4th-8th	English Learners Foster Youth Low Income	\$425,000.00				\$425,000.00
1	1.31	Summer Academies	All		\$2,469,076.00			\$2,469,076.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.32	CSUB National Youth Sports Program	All				\$137,663.00	\$137,663.00
1	1.33	Homeless case management	Homeless				\$635,584.00	\$635,584.00
1	1.34	Foster Youth support and services	Foster Youth	\$165,000.00				\$165,000.00
1	1.35	Coordination of Supplemental Programs	All		\$83,000,371.00		\$2,748,802.00	\$85,749,173.00
1	1.36	CSTEM and Robotics	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00
1	1.37	Engage in civic projects 4th-8th	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00
1	1.38	English Learners tutoring & Saturday Academies	English Learners	\$200,000.00				\$200,000.00
1	1.39	Increase supports for Long Term English Learners (REVISED)	English Learners	\$291,103.00				\$291,103.00
1	1.40	TK-8th Literacy Achievement and onboarding	English Learners Foster Youth Low Income	\$100,000.00			\$1,633,931.00	\$1,733,931.00
1	1.41	New Science Curriculum K-8th	English Learners Foster Youth Low Income	\$445,988.00			\$394,044.00	\$840,032.00
1	1.42	School-based Student Support	English Learners Foster Youth Low Income	\$3,670,208.00				\$3,670,208.00
1	1.43	School-based Professional Learning	English Learners Foster Youth Low Income	\$9,259,412.00				\$9,259,412.00
1	1.44	Intervention Specialist	English Learners Foster Youth	\$6,421,993.00				\$6,421,993.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	English Learners Foster Youth Low Income	\$4,956,663.00				\$4,956,663.00
2	2.2	Site funding allocations for teachers, clubs	English Learners Foster Youth Low Income	\$400,000.00				\$400,000.00
2	2.3	Coordinator, Clerk and MTSS Coaches	English Learners Foster Youth Low Income	\$1,209,836.00				\$1,209,836.00
2	2.4	Coordinator of Student and School Safety	English Learners Foster Youth Low Income	\$167,612.00				\$167,612.00
2	2.5	Behavior Intervention Specialists (BIS)	English Learners Foster Youth Low Income	\$8,146,584.00				\$8,146,584.00
2	2.6	Associate School Social Workers (ASSW)	English Learners Foster Youth Low Income	\$2,062,002.00				\$2,062,002.00
2	2.7	Youth Services Specialists (YSS)	Foster Youth	\$1,912,898.00				\$1,912,898.00
2	2.8	School Psychologists	English Learners Foster Youth Low Income	\$2,177,119.00				\$2,177,119.00
2	2.9	ASSW, BIS, Campus Supervisor at Focus Schools	English Learners Foster Youth Low Income	\$1,234,955.00				\$1,234,955.00
2	2.10	SEL Professional learning for site administrators	English Learners Foster Youth Low Income	\$70,000.00				\$70,000.00
2	2.11	SEL Professional learning for all site support staff	English Learners Foster Youth Low Income	\$222,110.00				\$222,110.00
2	2.12	SEL Professional learning for classroom teachers	English Learners Foster Youth Low Income	\$36,276.00				\$36,276.00
2	2.13	SEL Professional learning for classified staff	English Learners Foster Youth Low Income	\$92,463.00				\$92,463.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	English Learners Foster Youth Low Income	\$364,014.00				\$364,014.00
2	2.15	Community organization partnerships for mentoring	English Learners Foster Youth Low Income	\$118,000.00				\$118,000.00
2	2.16	Regional Comprehensive School-Based Health Clinics	English Learners Foster Youth Low Income	\$5,753,133.00				\$5,753,133.00
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	English Learners Foster Youth Low Income	\$1,464,906.00				\$1,464,906.00
2	2.18	Coordinator/Principal and School Social Worker at the Community Day School	English Learners Foster Youth Low Income	\$924,534.00				\$924,534.00
2	2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
2	2.20	Staff and Extra Time to support Foster Youth	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
2	2.21	Sports program for 3rd - 8th grade students	English Learners Foster Youth Low Income	\$882,786.00				\$882,786.00
2	2.22	Student Safety	English Learners Foster Youth Low Income	\$1,403,260.00				\$1,403,260.00
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	English Learners Foster Youth Low Income	\$1,309,911.00				\$1,309,911.00
2	2.24	School-based Social-Emotional Learning supports	English Learners Foster Youth Low Income	\$4,722,578.00				\$4,722,578.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.25	8 hour Custodian	English Learners Foster Youth Low Income	\$3,167,623.00				\$3,167,623.00
3	3.1	Parent coordinator, specialist, Family and Community Engagement Reps, clerical staff, and FACE liaisons	English Learners Foster Youth Low Income	\$4,619,665.00				\$4,619,665.00
3	3.2	Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events	All				\$737,434.00	\$737,434.00
3	3.3	Community-Based English Tutoring (CBET)	English Learners	\$123,767.00				\$123,767.00
3	3.4	District website, social media, other digital platforms and communication applications	English Learners Foster Youth Low Income	\$1,768,874.00				\$1,768,874.00
3	3.5	Office Assistants at each school site	English Learners Foster Youth Low Income	\$1,631,275.00				\$1,631,275.00
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	English Learners Foster Youth Low Income	\$172,252.00				\$172,252.00
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Low Income	\$1,214,360.00				\$1,214,360.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$263,046,493	\$104,799,037	39.84%	0.22%	40.06%	\$112,709,716.00	0.00%	42.85 %	Total:	\$112,709,716.00
								LEA-wide Total:	\$85,296,348.00
								Limited Total:	\$2,893,943.00
								Schoolwide Total:	\$24,519,425.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,817,583.00	
1	1.4	Vice-Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,061,351.00	
1	1.5	Specialists, Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$792,625.00	
1	1.6	Coaches, Program Specialist, Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,912,115.00	
1	1.7	EL Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$387,578.00	
1	1.8	New Teacher Development-Coordinator, Specialists, Clerical, Mentors, Residents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,374,149.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Library Media Assistants, Library Techs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,994,543.00	
1	1.10	TOSA, Intervention Specialist, Academic Coach, Teacher Tutor at Focus Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: School Set A	\$1,182,516.00	
1	1.11	Executive Development Program (NCEE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,620.00	
1	1.12	Administrative Leadership Institute	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.13	Professional Learning - Specialists, APL, AC, Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
1	1.14	Professional learning - Summer & Regular Year	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$232,185.00	
1	1.16	Professional learning - EL focus	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$73,486.00	
1	1.17	Professional learning - Google Certification, Engineering, Gaming, Coding-ACTION DELETED	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.18	Update of Technology for teaching and learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,434,428.00	
1	1.19	STEAM resources, manipulatives, access to novels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$220,000.00	
1	1.20	Online learning systems and resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$807,784.00	
1	1.21	EL/RFEP Monitoring System	Yes	Limited to Unduplicated	English Learners	All Schools	\$865,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$788,009.00	
1	1.24	GATE, professional learning and certification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,673,631.00	
1	1.25	Dual Immersion, Multilingual Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,118,145.00	
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,097,725.00	
1	1.27	PLTW 6th-8th, professional learning, certification, technology	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Jr. High and Middle Schools	\$755,382.00	
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades K - 6th	\$537,618.00	
1	1.29	Achievement Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: School Set B	\$944,083.00	
1	1.30	Electronic Sports in 4th-8th	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$425,000.00	
1	1.34	Foster Youth support and services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$165,000.00	
1	1.36	CSTEM and Robotics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.37	Engage in civic projects 4th-8th	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.38	English Learners tutoring & Saturday Academies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$200,000.00	
1	1.39	Increase supports for Long Term English Learners (REVISED)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$291,103.00	
1	1.40	TK-8th Literacy Achievement and onboarding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.41	New Science Curriculum K-8th	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$445,988.00	
1	1.42	School-based Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,670,208.00	
1	1.43	School-based Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,259,412.00	
1	1.44	Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools except Downtown and Chavez	\$6,421,993.00	
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,956,663.00	
2	2.2	Site funding allocations for teachers, clubs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jr. High & Middle Schools	\$400,000.00	
2	2.3	Coordinator, Clerk and MTSS Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,209,836.00	
2	2.4	Coordinator of Student and School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,612.00	
2	2.5	Behavior Intervention Specialists (BIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools except Downtown and	\$8,146,584.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Chavez		
2	2.6	Associate School Social Workers (ASSW)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,062,002.00	
2	2.7	Youth Services Specialists (YSS)	Yes	LEA-wide	Foster Youth	All Schools	\$1,912,898.00	
2	2.8	School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,177,119.00	
2	2.9	ASSW, BIS, Campus Supervisor at Focus Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: School Set C	\$1,234,955.00	
2	2.10	SEL Professional learning for site administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
2	2.11	SEL Professional learning for all site support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$222,110.00	
2	2.12	SEL Professional learning for classroom teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,276.00	
2	2.13	SEL Professional learning for classified staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,463.00	
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$364,014.00	
2	2.15	Community organization partnerships for mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,000.00	
2	2.16	Regional Comprehensive School-Based Health Clinics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,753,133.00	
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,464,906.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.18	Coordinator/Principal and School Social Worker at the Community Day School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rafer Johnson School	\$924,534.00	
2	2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.20	Staff and Extra Time to support Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.21	Sports program for 3rd - 8th grade students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$882,786.00	
2	2.22	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,403,260.00	
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Junior High and Middle Schools	\$1,309,911.00	
2	2.24	School-based Social-Emotional Learning supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,722,578.00	
2	2.25	8 hour Custodian	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools except Downtown and Chavez	\$3,167,623.00	
3	3.1	Parent coordinator, specialist, Family and Community Engagement Reps, clerical staff, and FACE liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,619,665.00	
3	3.3	Community-Based English Tutoring (CBET)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$123,767.00	
3	3.4	District website, social media, other digital platforms and communication applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,768,874.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Office Assistants at each school site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,631,275.00	
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,252.00	
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Yes	Schoolwide	Low Income	Specific Schools: Martin Luther King Jr. Elementary, Eissler Elementary	\$1,214,360.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$138,875,578.00	\$136,373,392.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Class Size Reduction	Yes	\$2,783,822.00	\$2,774,635.00
1	1.2	School-based Targeted and Tiered Student Support	No	\$11,712,702.00	\$11,970,381.00
1	1.3	Centralized Technical Assistance to School Sites	No	\$652,769.00	\$660,602.00
1	1.4	Vice-Principals	Yes	\$5,003,656.00	\$4,977,137.00
1	1.5	Specialists, Coordinator	Yes	\$2,615,468.00	\$2,598,991.00
1	1.6	Coaches, Program Specialist, Coordinator	Yes	\$1,786,063.00	\$1,778,562.00
1	1.7	EL Specialists	Yes	\$1,638,166.00	\$1,632,432.00
1	1.8	Specialists, clerical, mentors (NTD, KUTR)	Yes	\$3,001,629.00	\$2,941,596.00
1	1.9	Library Media Assistants, Library Techs	Yes	\$2,740,650.00	\$2,739,280.00
1	1.10	TOSA, Intervention Specialist, Academic Coach at Focus Schools	Yes	\$772,501.00	\$797,221.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Executive Development Program (NCEE)	Yes	\$150,000.00	\$131,250.00
1	1.12	Administrative Leadership Institute	Yes	\$131,606.00	\$35,656.00
1	1.13	Professional learning-Specialists, APL, AC, Certificated staff	Yes	\$500,000.00	\$0.00
1	1.14	Professional learning - Summer & Regular Year	Yes	\$6,596,122.00	\$6,579,632.00
1	1.15	Professional learning - SPED Certificated	No	\$275,418.00	\$228,597.00
1	1.16	Professional learning - EL focus	Yes	\$68,486.00	\$42,000.00
1	1.17	Professional learning - Google Certification, Engineering, Gaming, Coding	Yes	\$500,000.00	\$0.00
1	1.18	Update of Technology for teaching and learning	Yes	\$4,431,312.00	\$4,415,359.00
1	1.19	STEAM resources, manipulatives, access to novels	Yes	\$200,000.00	\$196,375.00
1	1.20	Online learning systems and resources	Yes	\$810,328.00	\$798,902.00
1	1.21	EL/RFEP Monitoring System	Yes	\$2,555,956.00	\$2,538,831.00
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Yes	\$488,009.00	\$488,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Increase access for Extended Learning Program Academies	No	\$5,808,699.00	\$5,795,339.00
1	1.24	GATE, professional learning and certification	Yes	\$799,213.00	\$767,244.00
1	1.25	Dual Immersion, Multilingual Programs	Yes	\$4,002,399.00	\$4,106,461.00
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	Yes	\$3,182,911.00	\$3,160,631.00
1	1.27	PLTW 6th-8th, professional learning, certification, technology	Yes	\$328,250.00	\$323,983.00
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	Yes	\$984,750.00	\$969,979.00
1	1.29	Achievement Academy	Yes	\$991,167.00	\$982,246.00
1	1.30	Electronic Sports in 4th-8th	Yes	\$200,000.00	\$199,844.00
1	1.31	Summer Academies	No	\$2,337,960.00	\$2,330,946.00
1	1.32	CSUB National Youth Sports Program	No	\$137,782.00	\$135,799.00
1	1.33	Homeless case management	No	\$636,132.00	\$642,493.00
1	1.34	Foster Youth support and services	Yes	\$165,000.00	\$138,600.00
1	1.35	Coordination of Supplemental Programs	No	\$14,844,014.00	\$14,811,357.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.36	CSTEM and Robotics	Yes	\$215,792.00	\$0.00
1	1.37	Engage in civic projects 4th-8th	Yes	\$200,000.00	\$0.00
1	1.38	English Learners tutoring & Saturday Academies	Yes	\$200,000.00	\$0.00
1	1.39	Electives for English Learners	Yes	\$291,103.00	\$0.00
1	1.40	TK-8th Literacy Achievement and onboarding	Yes	\$1,277,430.00	\$1,275,642.00
1	1.41	New Science Curriculum K-8th	Yes	\$200,000.00	\$196,000.00
1	1.42	School-based Student Support	Yes	\$5,208,186.00	\$5,183,187.00
1	1.43	School-based Professional Learning	Yes	\$6,086,958.00	\$6,063,828.00
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	Yes	\$4,101,366.00	\$4,056,251.00
2	2.2	Site funding allocations for teachers, clubs	Yes	\$400,000.00	\$398,000.00
2	2.3	Coordinator, Clerk and MTSS Coaches	Yes	\$999,471.00	\$994,474.00
2	2.4	Coordinator of Student and School Safety	Yes	\$157,369.00	\$155,780.00
2	2.5	Behavior Intervention Specialists (BIS)	Yes	\$4,426,988.00	\$4,421,233.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Associate School Social Workers (ASSW)	Yes	\$1,304,068.00	\$1,300,808.00
2	2.7	Youth Services Specialists (YSS)	Yes	\$1,258,893.00	\$1,284,071.00
2	2.8	Additional Psychologists	Yes	\$2,055,052.00	\$2,112,593.00
2	2.9	ASSW, BIS, Campus Supervisor, Vice-Principal, Office Teacher at Focus Schools	Yes	\$1,328,355.00	\$1,394,773.00
2	2.10	SEL Professional learning for site administrators	Yes	\$70,000.00	\$0.00
2	2.11	SEL Professional learning for all site support staff	Yes	\$221,528.00	\$42,000.00
2	2.12	SEL Professional learning for classroom teachers	Yes	\$32,473.00	\$31,550.00
2	2.13	SEL Professional learning for classified staff	Yes	\$92,535.00	\$86,979.00
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	Yes	\$363,783.00	\$349,555.00
2	2.15	Community organization partnerships for mentoring	Yes	\$118,000.00	\$116,525.00
2	2.16	Regional Comprehensive School-Based Health Clinics	Yes	\$3,868,114.00	\$3,856,510.00
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Yes	\$1,258,677.00	\$1,251,855.00
2	2.18	Coordinator/Principal and School Social Worker at the Community Day School	Yes	\$839,340.00	\$839,256.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	Yes	\$100,000.00	\$0.00
2	2.20	Staff and Extra Time to support Foster Youth	Yes	\$50,000.00	\$0.00
2	2.21	Sports program for 3rd - 8th grade students	Yes	\$757,469.00	\$752,167.00
2	2.22	Cameras on campuses and on school buses	Yes	\$1,103,260.00	\$1,101,881.00
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	Yes	\$1,296,999.00	\$1,302,576.00
2	2.24	School-based Social-Emotional Learning supports	Yes	\$5,939,799.00	\$5,930,889.00
3	3.1	Parent coordinator, specialist, Family and Community Engagement Reps, clerical staff, and FACE liaisons	Yes	\$4,684,173.00	\$4,759,315.00
3	3.2	Parent University, Now We're Cooking, Summer Parent Academies, Saturday Parent Classes and other parent education classes and events	No	\$698,416.00	\$696,181.00
3	3.3	Community-Based English Tutoring (CBET)	Yes	\$191,411.00	\$0.00
3	3.4	District website, social media, other digital platforms and communication applications	Yes	\$1,628,721.00	\$1,622,043.00
3	3.5	Office Assistants at each school site	Yes	\$1,380,715.00	\$1,471,306.00
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	Yes	\$174,359.00	\$173,968.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Yes	\$461,835.00	\$461,835.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$94,322,273	\$96,809,136.00	\$93,754,672.00	\$3,054,464.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class Size Reduction	Yes	\$2,783,822.00	\$2,774,635		
1	1.4	Vice-Principals	Yes	\$5,003,656.00	\$4,977,137		
1	1.5	Specialists, Coordinator	Yes	\$733,274.00	\$733,274		
1	1.6	Coaches, Program Specialist, Coordinator	Yes	\$1,786,063.00	\$1,778,562		
1	1.7	EL Specialists	Yes	\$368,790.00	\$368,790		
1	1.8	Specialists, clerical, mentors (NTD, KUTR)	Yes	3,001,629	\$2,941,596		
1	1.9	Library Media Assistants, Library Techs	Yes	\$2,740,650.00	\$2,739,280		
1	1.10	TOSA, Intervention Specialist, Academic Coach at Focus Schools	Yes	\$772,501.00	\$797,221		
1	1.11	Executive Development Program (NCEE)	Yes	\$150,000.00	\$131,250		
1	1.12	Administrative Leadership Institute	Yes	\$131,606.00	\$35,656		
1	1.13	Professional learning-Specialists, APL, AC, Certificated staff	Yes	\$500,000.00	\$0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Professional learning - Summer & Regular Year	Yes	\$6,596,122	\$6,579,632		
1	1.16	Professional learning - EL focus	Yes	\$68,486.00	\$42,000		
1	1.17	Professional learning - Google Certification, Engineering, Gaming, Coding	Yes	\$500,000.00	\$0		
1	1.18	Update of Technology for teaching and learning	Yes	\$4,431,312.00	\$4,415,359		
1	1.19	STEAM resources, manipulatives, access to novels	Yes	\$200,000.00	\$196,375		
1	1.20	Online learning systems and resources	Yes	\$790,304	\$798,902		
1	1.21	EL/RFEP Monitoring System	Yes	\$865,000.00	\$863,000		
1	1.22	Upgraded libraries and classroom libraries & spaces, resources for teachers	Yes	\$488,009.00	\$488,000		
1	1.24	GATE, professional learning and certification	Yes	\$799,213.00	\$767,244		
1	1.25	Dual Immersion, Multilingual Programs	Yes	\$4,002,399.00	\$4,106,461		
1	1.26	VAPA in grades 3rd-8th, performances, multimedia	Yes	\$3,182,911.00	\$3,160,631		
1	1.27	PLTW 6th-8th, professional learning, certification, technology	Yes	\$328,250.00	\$323,983		
1	1.28	Project Launch K-6th, teacher and support staff training, curriculum, materials, technology, extra time	Yes	\$984,750.00	\$969,979		
1	1.29	Achievement Academy	Yes	\$991,167.00	\$982,246		
1	1.30	Electronic Sports in 4th-8th	Yes	\$200,000.00	\$199,844		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.34	Foster Youth support and services	Yes	\$165,000.00	\$138,600		
1	1.36	CSTEM and Robotics	Yes	\$215,792	\$0		
1	1.37	Engage in civic projects 4th-8th	Yes	\$200,000.00	\$0		
1	1.38	English Learners tutoring & Saturday Academies	Yes	\$200,000.00	\$0		
1	1.39	Electives for English Learners	Yes	\$291,103.00	\$0		
1	1.40	TK-8th Literacy Achievement and onboarding	Yes	\$1,177,430	\$1,175,642		
1	1.41	New Science Curriculum K-8th	Yes	\$200,000.00	\$196,000		
1	1.42	School-based Student Support	Yes	\$5,208,186.00	\$5,183,187		
1	1.43	School-based Professional Learning	Yes	\$6,086,958.00	\$6,063,828		
2	2.1	Cafeteria and Playground Activity Leaders (CPALs)	Yes	\$4,101,366.00	\$4,056,251		
2	2.2	Site funding allocations for teachers, clubs	Yes	\$400,000.00	\$398,000		
2	2.3	Coordinator, Clerk and MTSS Coaches	Yes	\$999,471.00	\$994,474		
2	2.4	Coordinator of Student and School Safety	Yes	\$157,369.00	\$155,780		
2	2.5	Behavior Intervention Specialists (BIS)	Yes	\$4,426,988.00	\$4,421,233		
2	2.6	Associate School Social Workers (ASSW)	Yes	\$1,304,068.00	\$1,300,808		
2	2.7	Youth Services Specialists (YSS)	Yes	\$1,258,893.00	\$1,284,071		
2	2.8	Additional Psychologists	Yes	\$2,055,052.00	\$2,112,593		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	ASSW, BIS, Campus Supervisor, Vice-Principal, Office Teacher at Focus Schools	Yes	\$1,328,355.00	\$1,394,773		
2	2.10	SEL Professional learning for site administrators	Yes	\$70,000.00	\$0		
2	2.11	SEL Professional learning for all site support staff	Yes	\$221,528.00	\$42,000		
2	2.12	SEL Professional learning for classroom teachers	Yes	\$32,473.00	\$31,550		
2	2.13	SEL Professional learning for classified staff	Yes	\$92,535.00	\$86,979		
2	2.14	Social Emotional Learning curriculum (SEL Toolkit)	Yes	\$363,783.00	\$349,555		
2	2.15	Community organization partnerships for mentoring	Yes	\$118,000.00	\$116,525		
2	2.16	Regional Comprehensive School-Based Health Clinics	Yes	\$3,868,114.00	\$3,856,510		
2	2.17	Alternative to Suspension Program at Jr. High/Middle Schools	Yes	\$1,258,677.00	\$1,251,855		
2	2.18	Coordinator/Principal and School Social Worker at the Community Day School	Yes	\$839,340.00	\$839,256		
2	2.19	Student Leadership Institute transportation, staffing, materials, facilities, extra time, promotions	Yes	\$100,000.00	\$0		
2	2.20	Staff and Extra Time to support Foster Youth	Yes	\$50,000.00	\$0		
2	2.21	Sports program for 3rd - 8th grade students	Yes	\$757,469.00	\$752,167		
2	2.22	Cameras on campuses and on school buses	Yes	\$1,103,260.00	\$1,101,881		
2	2.23	Campus Supervisors at all Jr. High/Middle Schools	Yes	\$1,296,999.00	\$1,302,576		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.24	School-based Social-Emotional Learning supports	Yes	\$5,939,799.00	\$5,930,889		
3	3.1	Parent coordinator, specialist, Family and Community Engagement Reps, clerical staff, and FACE liaisons	Yes	\$4,684,173.00	\$4,759,315		
3	3.3	Community-Based English Tutoring (CBET)	Yes	\$191,411.00	\$0		
3	3.4	District website, social media, other digital platforms and communication applications	Yes	\$1,628,721.00	\$1,622,043		
3	3.5	Office Assistants at each school site	Yes	\$1,380,715.00	\$1,471,306		
3	3.6	Staff extra time for Parent Education and Parent Project (Proyecto Padre)	Yes	\$174,359.00	\$193,968		
3	3.7	Parent Centers at Martin Luther King Jr. Elementary and Eissler Elementary	Yes	\$461,835			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$253,309,358	\$94,322,273	0.00	37.24%	\$93,754,672.00	0.00%	37.01%	\$567,601.00	0.22%

Expenditure Table Appendix:

School Set A:

Casa Loma Elementary School
Dr. Martin Luther King, Jr. Elementary School
Emerson Middle School
Stella Hills Elementary School
Longfellow Elementary School
Millie G. Munsey Elementary School
John C. Fremont Elementary School

School Set B:

Frank West Elementary School
John C. Fremont Elementary School
Caroline P. Harris Elementary School
Stella Hills Elementary School
Dr. Martin Luther King Jr. Elementary School
Longfellow Elementary School
McKinley Elementary School
Millie G. Munsey Elementary School
Dr. Juliet Thorner Elementary School
Williams Elementary School
Chipman Junior High School
James Curran Middle School
Emerson Middle School
Sequoia Junior High School

School Set C:

Casa Loma Elementary School
Compton Junior High School
Dr. Martin Luther King Jr. Elementary School
Longfellow Elementary School
McKinley Elementary School
Stella Hills Elementary School

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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:
 - 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

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

Statute and regulations specify the educational partners 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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022